CONNECTIONS

A publication of the Center for the Deaf and Hard of Hearing Education

The Center of Deaf and Hard of Hearing Education Mission: To promote positive outcomes for all Deaf and Hard of Hearing children in Indiana through information, services, and education.

From the Director

IDEAL is blooming…

Happy Spring! This CONNECTONS issue highlights what's in bloom related to Indiana Deaf Education and Assessments of Language (IDEAL). Why is it important? What's in it for you? If you're a parent or a professional, this initiative has benefits for you!

Specifically, the Parent Document is chock-full of information – resources, milestones and more. English and Spanish versions are available.

The List of Tools & Assessments guide professionals to know what assessments are beneficial for children who are deaf and hard of hearing and when it's required to submit results into the reporting portal.

Flyers and videos that offer technical assistance are on our website, and our staff is available for individual assistance as well.

Let's work together to ensure children who are deaf and hard of hearing in Indiana fully bloom!

Center for Deaf and Hard of Hearing Education

Center for the Deaf and Hard of Hearing Education

STAFF SPOTLIGHT

Sarah Kiefer, Deaf Education Coordinator

Sarah Kiefer started her career as an itinerant teacher for the deaf and hard of hearing, going on to obtain her Master's and administrative degree in curriculum and instruction. Sarah loves technology and has a certificate in Technology Leadership and is also a Typewell Transcriber. As the deaf education coordinator, she oversees Center Assessment and Deaf Education staff. Sarah collaborates and builds capacity with local school teams in addition to providing professional development to educators and administrators to improve outcomes for students who are deaf and hard of hearing.

As an educator, Sarah has seen first-hand the importance of conducting annual language assessments as recommended in the IDEAL legislation. For example, she had an experience with a preschool student who had splintered skills. Based on assessment, Sarah focused on goals to increase a variety of delays within the student's language. After a year of service, the child was assessed again showing the areas of focus were now developmentally appropriate. However, it was through the assessment process that other areas resulting in "average" scores the previous year had slipped and a gap was forming. The team created new goals based on the annual assessment data to ensure the language gap closed rather than continuing to widen. These annual assessments were key for this student as they are for many others.

Sarah has also "taken a seat on the other side of the table" in the role of a parent since her son was identified with low-frequency unilateral hearing levels. This experience has increased the value of informed parenting for Sarah, particularly as she uses her professional knowledge to navigate the journey with her own son.
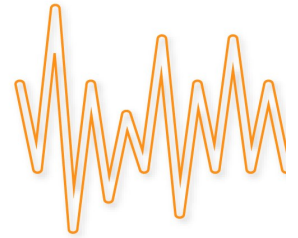
Sarah encourages other parents to use the IDEAL Parent Document as a guide to language milestones, educational law, development of language and information on organizations for support.

Center for Deaf and Hard of Hearing Education

SOUND ADVICE
Audiology

Device Monitoring

Caregivers and therapists should always check device function before placing them on the child to confirm he/she has consistent auditory access. **Listening checks** are especially important for infants and children who are not able to report when their amplification is not working. Sometimes subtle changes can go unnoticed by the child. Perform a **Listening Check** when placing the device, prior to beginning instruction or therapy and **any** time the child does not appear to be responding as expected.

Traditional Amplification

Visual Inspection

Continually check the indicator light to confirm the hearing aid is turned on and the battery is working. Also, check each hearing aid for the following:

- Earwax in the earmold and tubing
- Moisture or cracks in the earmold tubing
- Dirt or debris in the microphone or microphone cover, and corrosion or damage to the battery door

Listening Check

Even if the device passes visual inspection, the hearing aid may not *sound* correct.
Listen for distortion, intermittent sound, and/or inadequate amplification of your voice and environmental sounds. Say and listen to the Ling 6 sounds with a **stethoset**. Additionally, the child wearing the hearing aid should complete Ling 6 listening task with an adult.
Watch this Listening Check Video for details.

Stethoset

Bone Anchored Hearing Aids (BAHA)

Test Rod

A **test rod** from the manufacturer may be used to perform a listening check. To use this device, connect the child's BAHA to the test rod and press it against your head to listen to the device. Avoid touching the BAHA, as this may cause feedback. If you do not have access to a test rod, press the BAHA to your own forehead and avoid touching the microphones (openings on either side of the BAHA). The sound should be clear and without distortion or intermittent sound quality.

Cochlear Implants

A special **listening tool** may be used to perform a listening check for a cochlear implant. These are specific to each device. However, these tools only check the function of the microphone on the speech processor. They do *not* verify that the processor is sending information to the internal device or that the child is "hearing" the same as the person completing the listening check. A child who wears a cochlear implant should learn to participate in a Ling 6 Sounds check. To indicate that they heard the sounds, they may repeat the sounds verbally, point to a corresponding picture or play a game.

Cochlear Americas CI Monitoring Equipment

Learn more about technology and other audiology topics in the *IDEAL Parent Document, Supports for Language Acquisition*

Center for Deaf and Hard of Hearing Education

BRAIN BUILDERS CORNER
EARLY INTERVENTION

Birth to age 3 data for IDEAL

The _Assessment, Evaluation, and Programming System for Infants and Children (AEPS)_ is used by Indiana First Steps when a child is evaluated to determine eligibility and develop goals and services on the IFSP. Results of the AEPS can be entered into the IDEAL assessment reporting portal by the First Steps assessment team members, any provider who receives a referral to provide ongoing services for that child/family, or by our CDHHE Network staff. At this time, we are in dialogue with First Steps about how best to obtain these results in alignment with the IDEAL statute.

Other assessment measures on the IDEAL List of Tools and Assessments for the birth to age 3 population are:
- _Preschool Language Scales (PLS-5)_
- _SKI-HI Language Development Scale (LDS)_
- Visual _Communication and Sign Language Checklist (VCSL)_

Ongoing providers will also be using these assessments, specifically the PLS-5 to assess spoken English, LDS for progress monitoring of both spoken English and American Sign Language (ASL), and the VCSL for monitoring the development of ASL. While other assessment tools are also used, those are the ones included in the approved list of tools and assessments for IDEAL and therefore included in the portal for reporting into our IDEAL data system.

There are multiple research studies that confirm that children who are deaf or hard of hearing have greater vocabulary and overall language development when appropriate early intervention services are received before 6 months of age. A study in Pediatrics in October 2020 shows that this timeframe of receiving early intervention also assists with kindergarten readiness, demonstrating lasting effects on language development when early intervention services begin prior to 6 months of age.

Whether a child/family receive services in this early timeframe or if there are delays in initiating services, monitoring language development is an important piece for our understanding of the child's strengths and needs and appropriate goal setting.

What if my child is getting ready to transition to preschool age services?
Ask for copies of the assessments that have been completed during your time in First Steps and share them with the local school at the transition meeting to provide additional information to them and their assessment team. Refer to the section about transition in the Law section of the IDEAL Parent Document for additional information on the transition process.

Center for **Deaf** and **Hard of Hearing Education**

LANGUAGE AND LITERACY CORNER

Beyond Letters, Colors, Shapes and Numbers

Today, the academic concepts of letters, numbers, colors, and shapes are being taught at a younger and younger age. Many adults focus on teaching these kinds of academic concepts because they are easily taught and associated with school success. Children learn them quickly because of the praise they receive. Too often a child may know colors, letters, and numbers but lack the robust language skills needed for reading comprehension.

The message of the book, _Einstein Never Used Flashcards_, can be advantageous to providers, teachers, and families alike. We can agree that developing language and literacy is important. Drilling letters or memorizing the alphabet will not accomplish reading comprehension. _To develop literacy, we must read with children, tell them stories, listen to them, talk to children, and learn with them._ As the authors of _Einstein Never Used Flashcards_ put it, "what children need from adults is time, not tricks."

Learn more about language and literacy development in the IDEAL Parent Document, General Language section. Tips for language development are included!

- Edutopia: The Benefits of Reading for Pleasure
- Teach Me To Talk: Beyond Colors, Letters, and Numbers
- Raising Wildflower Kids: Why I don't teach shapes, colors, letters or numbers

Ideas for expanding vocabulary beyond letters, colors, shapes and numbers:

- Read and write stories from children's literature with your child and they will **learn letters** as part of the activity.
- Set up areas to do crafts together, such as coloring, cutting and pasting and your child will **learn colors naturally.**
- Cook with your child or engage in musical activities to **help them learn math**.
- When talking with your child, **describe objects using a variety of attributes** (e.g., _little truck_, _garbage truck_, _fast truck_, _loud truck,_ rather than _blue/red/yellow truck_.)
- **Teach the verb** or action word that's associated with the object you're labeling (e.g., "The dog is jumping," "I am picking up the rag.")
- Model language by **thinking out loud** – be sure to include verbs such as _think, assume, feel, wonder_, etc.
- With older children, grab natural opportunities to **expand critical thinking skills**. By doing so, your child will generalize the skills more easily and apply the technique to new situations. Think about exploring nature to find problems to solve and help your child learn to think critically.

Center for _Deaf_ and _Hard of Hearing Education_

TACKLIN' Assessment

Therapists **A**ctively **C**onsulting & **K**nowledgeably **L**eading **IN**diana

Assessment and IDEAL

Putting IDEAL into practice may seem daunting at first. However, a great place to start is by inputting the test data that you already have at hand for your students who are deaf or hard of hearing. Anyone can enter data into the IDEAL Assessment Portal. For example, the teacher of record could input all the state mandated testing results while the speech language pathologist, who is working with the students and conducts annual assessments of language development per best practices, inputs that testing data as the examiner. What the IDEAL law mandates is for all test data, when using the assessments listed on the IDEAL List of Tools & Assessments, be entered into the IDEAL Assessment Portal. IDEAL was not created with the intent generate more work or testing, but simply to encourage best practice and streamline data collection done as part of the students' programming (e.g., statewide participation and annual speech language testing per best practices).

Step by Step Instructions for the Reporting Portal

Reporting Portal Tips and Tricks

Looking for more assistance?

Check out our Technical Assistance flyers and videos!

IDEAL Tools & Assessments Reporting Portal

Indiana Code 20-35-12: Indiana Deaf Education and Assessments of Language
Click name of test below to report scores in accordance with IDEAL:

American Sign Language-Receptive Skills Test (ASL-RST)	Fountas and Pinnell Benchmark Assessment Systems (F&P)	Test for Auditory Comprehension of Language-Fourth Edition (TACL-4)
Assessment, Evaluation, and Programming System for Infants and Children (AEPS)	Indiana's Alternate Measure (I AM)	Test of Expressive Language (TEXL)
Comprehensive Assessment of Spoken Language, Second Edition (CASL-2)	Indiana Learning Evaluation Readiness Network (ILEARN)	Test of Language Development TOLD Primary: Fourth or Fifth Edition (TOLD-P:4 or 5)
Clinical Evaluation of Language Fundamentals Preschool-2 (CELF P-2)	Indiana Reading Evaluation and Determination Assessment (IREAD-3)	Test of Language Development TOLD Intermediate: Fourth or Fifth Edition (TOLD-I:4 or 5)
Clinical Evaluation of Language Fundamentals-3 (CELF-P3)	Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)	Test of Narrative Language-Second Edition (TNL-2)
Clinical Evaluation of Language Fundamentals Fifth Edition, ages 5-8 (CELF-5 Ages (5-8))	Oral and Written Language Scales, Second Edition (OWLS-II)	Test of Problem Solving-Third Edition Elementary: Normative Update (TOPS-3E:NU)
Clinical Evaluation of Language Fundamentals Fifth Edition, ages 9-21 (CELF-5 Ages (9-21))	Preschool Language Scales, Fifth Edition (PLS-5)	Visual Communication and Sign Language Checklist (VCSL)
Clinical Evaluation of Language Fundamentals-Fifth Edition Metalinguistics (CELF-5 Metalinguistics)	SKI-HI Language Development Scale (LDS)	World-Class Instructional Design and Assessment (WIDA)
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Star Early Literacy & Reading (Star Assessment)	ISPROUT (ISPROUT)

Center for Deaf and Hard of Hearing Education

Best-Practice: Annual Language Assessments

If you meet one child who is deaf or hard of hearing, you've met one child who is deaf or hard of hearing. Although two children may have similar hearing levels on paper, their history and experiences will play a huge part in their success, and they can experience very different outcomes based on a number of variables.

Inadequate access and language delays can create barriers to many areas in the child's life which will inevitably impact the child's overall educational success. Students who are deaf and hard of hearing are at-risk educationally and that is why continual and regular monitoring is crucial. Students' access needs change based on their environment(s). When students have decreased access, it negatively impacts their ability to follow directions, participate in class, track conversations with peers, etc. Decreased access can also impact a child's overall mental health.

> Many times the assumption is that adverse educational affect is synonymous with academic delays. For children who are deaf or hard of hearing, adverse impact is essentially unseen.

> Children who do not have access or who aren't consistently exposed to language will have splintered skills.

The "Swiss Cheese" effect occurs when students develop skills in some areas and not others, displaying scattered skills — some areas of strength and some areas of weakness. Sometimes areas of need can go unnoticed until there is a bigger concern. Norm reference test scores might indicate that students do not have an overall delay, but subtests will show differently. This is why annual language assessments are best-practice for children who are deaf and hard of hearing. It is important to catch delays as early as possible so they can be remediated before a problem arises.

Children who are deaf and hard of hearing need ongoing assessment and regular progress monitoring, as well as intense language intervention to close any existing language gaps quickly. This is why IDEAL was established. IDEAL aligns with national best-practices to assess children who are deaf and hard of hearing at least annually until they are deemed language proficient.

Children with typical hearing who have low average language skills can begin to catch up with their peers if they are exposed to a dynamic environment. Children who are deaf and hard of hearing may not catch up at the same rate without intense intervention. In fact, once our children enter school, their rate of learning actually declines due to increased issues clearly accessing language. Ongoing assessment will provide longitudinal data to help drive services and programming.

> Research shows that even one low subtest is cause for concern and may indicate that children have missed crucial language building blocks.

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> Check out the IDEAL List of Tools & Assessments and our Guidelines for Assessment when considering measures for annual language testing

Family & Community

Stories, Signs, & Snacks:
A Virtual Story Time

Center for Deaf and Hard of Hearing Education

PLAY

CONNECT

LEARN

*Friday, April 23, 2021 *

Come join us for a virtual story time!

4:30 pm to 5:15 pm EST

Set-up a snack and tune in for family story time. Parents, siblings, grandparents, babysitters, aunts, uncles, cousins, and more encouraged and welcomed to join us!

With being virtual, family near or far can join and learn!

Stories will be shared in both ASL and spoken English.

Please RSVP by: 4/21/2021

Language interpreters available upon request. Please let us know a minimum of a week in advance if an interpreter is requested to allow time for scheduling.

Come together to *virtually* meet with other families who are raising a deaf or hard of hearing infant, toddler, or young child, ask questions, and, of course, have fun! All family members and friends involved in your child's life are welcome.

RSVP Here:

https://April2021StoriesSignsSnacks.eventbrite.com

Agenda:
Sign Language Vocabulary Lesson
Story Time
Breakout Rooms for Families to Connect After

Deaf or Hard of Hearing Children Ages Birth to 6 years old & siblings/cousins of any age.

Questions?
Kjari Newell *** knewell@isdh.in.gov *** 317-232-0960

INDIANA HANDS & VOICES

2021 EHDI Family Conference

IN EHDI

DR. AMY SZARKOWSKI
FOSTERING JOY: IMPACTING CONVERSATIONS BETWEEN PARENTS AND PROFESSIONALS

JUSTIN PEREZ
VISUAL VERNACULAR STORY TELLING PERFORMANCE - FUN FOR THE WHOLE FAMILY!

TERI OUELLETTE
COMMUNITY LEADERS SHARE THEIR PERSPECTIVE ON WORK THAT BRINGS THEM JOY

LISA CONDES

STEPHANIE OLSON
ARE WE HAVING FUN YET? GIVING OUR CHILDREN THE FREEDOM TO LIVE LIFE AND PLAY

DR. DAVID GEESLIN

REGISTER NOW! **APRIL 17, 2021** **9:30AM - 3:00PM**

CC

Family & Community

haapi — hearing aid assistance program of indiana
administered by **hear** INDIANA

Center for Deaf and Hard of Hearing Education

Indiana Department of Health

1130 Number of Children Served from 2016-2020

Number of Devices Distributed **2000+**

Children from 81 counties

$900 Average Cost to HAAPI

$3000 Average Retail Cost

$375K State's Annual Investment

Every **36** hours a baby in Indiana is born deaf or hard of hearing.

Shown # of children served in each county since program inception.

"Our family is incredibly grateful for the Hearing Aid Assistance Program of Indiana. We have two young boys who were born with moderate to severe bilateral hearing losses. We had no family history or experience with hearing loss and were overwelmed! Plus, we didn't budget for two sets of hearing aids every few years! I do not know what we would have done without HAAPI. We want our children to reach their full potential, and we strongly believe that access to sound is foundational."

- Jennie Carr, Parent

Summer Camp opportunities:

⇒ AG Bell Leadership Experience and Adventure Program (LEAP)

⇒ Gallaudet Comprehensive list for the United States of America

⇒ Gallaudet Summer Youth Webinars

⇒ Hear IN Listening and Spoken Language Camp

⇒ Indiana Deaf Camps Foundation

Center for Deaf and Hard of Hearing Education

HELPFUL RESOURCES!

Hands &Voices :
www.handsandvoices.org
Indiana Hands & Voices :
www.inhandsandvoices.org
IN*SOURCE :
www.insource.org
Family Voices Indiana :
www.fvindiana.org
ASK: About Special Kids :
www.aboutspecialkids.org
HAAPI: www.haapindiana.org

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