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Volume 4

Issue 8

SUMMER

2019

# CONNECTIONS

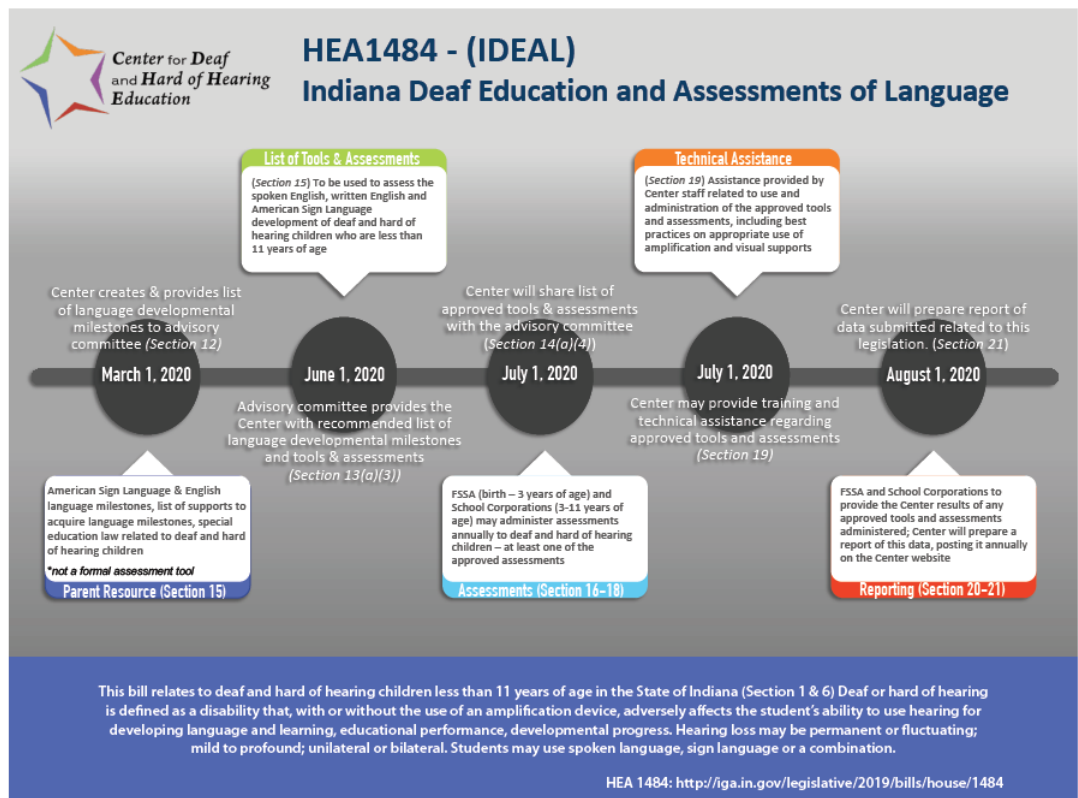
A publication of the Center for Deaf and Hard of Hearing Education

***The Center for 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

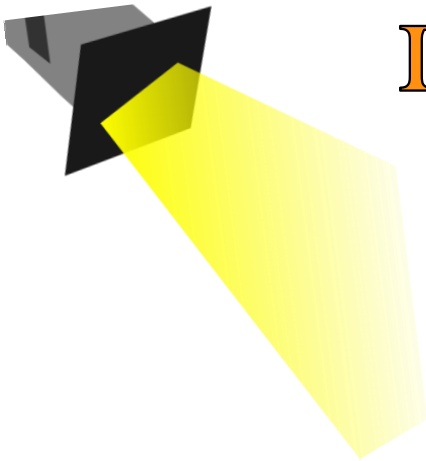
Bethany Colson

House Enrolled Act 1484—Indiana Deaf Education and Assessments of Language (IDEAL) was approved and signed by the governor on May 5, 2019. Our center has been tasked to implement this act, and we are getting down to business already! We will work in conjunction with an advisory committee to create a parent resource and tools & assessments list for deaf and hard of hearing children birth to ten years of age. In addition, we will be providing technical assistance related to assessing deaf and hard of hearing children and reporting on assessment data received. This is an exciting initiative to ensure parents have accurate information on communication development, children are monitored through annual testing and the Center receives ongoing assessment results to form programming to meet the needs of deaf and hard of hearing children in our state.



## Center for Deaf and Hard of Hearing Education

# Intern Spotlight



Hello! My name is Irene De Luna,

I was born and raised in Hammond, Indiana. I have Deaf parents and two out of the six siblings are Deaf, including myself. I am an alumna from the Indiana School for the Deaf and I attended Gallaudet University, where I majored in Communication Studies and minored in Art.

I am currently completing an internship at the Center for the Deaf and Hard of Hearing with my role focusing on advertising and public relations. I have learned so much at the Center and I enjoy being in different roles. Working on flyers/newsletter, observing different positions, shadowing staff and going to different conferences are big time benefits for my major. I was not sure what kind of job I wanted to work after my internship, therefore, this experience really has guided me to what role and position I want in the future. I can see that I really enjoy being in public relations and I am grateful for my supervisor for referring me to the staff I've been working with, because I have already learned so much from them!

I am thrilled to know I am helping the Center for Deaf and Hard of Hearing Education with my skills and I am looking forward to see what life has in store for me!



# SOUND ADVICE

## Audiology

### HEARING LOSS AND DOWN SYNDROME

Hearing loss is common in children who have Down Syndrome and can affect the development of their communication skills. The physical ear structure of children who have Down syndrome may predispose them to hearing difficulties.

#### Types of hearing loss

The majority of hearing loss associated with Down Syndrome is **conductive** in nature. This type of hearing loss happens in children with Down Syndrome because they often have narrow ear canals, which may lead to occlusion of the ear canal with ear wax. Additionally, these children are more prone to middle ear issues such as build-up of fluid, infections, and eardrum perforations.

**Conductive hearing loss** can be transient as is the case with otitis media; however, recurrent or chronic otitis media can damage the middle ear and eardrum leading to a permanent conductive hearing loss. While a transient conductive hearing loss is rarely treated with hearing aids, amplification may be recommended for a more permanent loss.

**Sensorineural hearing loss** occurs less often in children with Down Syndrome than conductive hearing loss but it can occur. It may be present at birth or develop later in childhood. Therefore, it is important for children to receive routine hearing tests even if they passed the hearing screening as a newborn.



#### When should my child’s hearing be tested?

Every infant should receive a newborn hearing screen. This is typically completed before the child is discharged from the newborn nursery. Infants who do not pass the screening are referred for diagnostic testing to further evaluate hearing sensitivity.

After passing the initial hearing test, infants who have Down Syndrome should have their hearing tested again between 9-12 months of age.

If there are no concerns, the child’s hearing should be tested every 6 months until normal hearing is confirmed in both ears.

If concerns exist, the child should be referred to an Ear, Nose, and Throat (ENT) specialist.

Once normal hearing is confirmed in both ears, children should continue to receive an audiogram every year to monitor for any changes.

If hearing loss has not been ruled out for a child you know who has Down Syndrome, consult their doctor for a referral to an audiologist for a hearing evaluation.

As a parent or caregiver of a child who has Down Syndrome, it is important to be aware of the possibilities of hearing loss. A high prevalence of hearing loss does not mean that your child has/will have one. However, adequate monitoring will assist in early identification and appropriate treatment, if necessary.

Adapted from: <https://www.massgeneral.org/children/down-syndrome/hearing-loss>





# BRAIN BUILDERS CORNER

## Early Intervention



### Connecting new providers with SKI HI Training

After three 2-day sessions of training, we have a group of new SKI HI Certified Parent Advisors who are ready to join our CDHHE Network serving families. Our new Parent Advisors, who are already licensed to work with Deaf and Hard of Hearing children, now have added training to work with families of newly identified children as they journey through the early intervention system until they transition to school services. These providers coach families in promotion of communication and language with their child in ways that best match the child's needs. Parents learn about various strategies for language development and are given information in order to have confidence in using resources and skills to see their child reach their potential. Parent Advisors also help parents promote their child's development in literacy, cognition and social-emotional development. We are grateful to our Indiana State Trainers, Michelle Coleman and Jodee Crace, as well as the entire Early Intervention team who coordinated efforts to expand our pool of providers and increase capacity to serve families.

We also have a new pool of Deaf Mentor candidates who completed SKI HI Deaf Mentor training the first week of June. Deaf Mentors are certified when training is successfully completed to teach families American Sign Language (ASL) and other visual communication skills, shared reading techniques to promote literacy and information about being Deaf and Deaf Culture. Deaf mentors will work with families who have Deaf and Hard of Hearing children between the ages of birth and three years, as well as work with other First Steps service providers on the families' Individual Family Service Plans (IFSPs). Our gratitude goes out to Jodee Crace and Paula Pittman, national trainers from the SKI HI Institute for their dedication to ensuring quality training takes place as we grow potential resources for families. For further information about the SKI HI Deaf Mentor Program, there is a video available at [deaf-mentor.skihi.org](http://deaf-mentor.skihi.org)

Check out this resource from the Center on the Developing Child at Harvard University. This shows key steps within the 'serve and return' framework between children and adults. These steps are key in brain development, social skills and communication.



<https://developingchild.harvard.edu/resources/5-steps-for-brain-building-serve-and-return/>

# Language and Literacy Corner



## The Impact of Screens on Language Development



Jacqueline D. Hall-Katter, M.S. CCC-SLP

Strong language development is an important aspect of social and academic success for deaf or hard of hearing children. Children and students develop language through rich experiences, one on one interaction, motor activities (rolling, climbing, hanging, digging, etc.), exploring objects and places, talking/signing with caregivers and playing (particularly outdoors). Excessive screen time impacts the ability to develop language naturally. While we live in a society where screens play a role in our daily lives, it is important to find a balance. *Campaign for a Commercial-Free Childhood* (<https://commercialfreechildhood.org>) has provided some startling statistics:

By age 3 months, 40% of infants are watching screen media regularly  
64% of toddlers watch over 2 hours of videos per day; 36% have a TV in their bedroom  
42% of young children have their own mobile device  
56% of parents of young children believe baby videos are beneficial for development  
49% of children under 8 often use screens in the hour before bedtime

With balance, screen time can add some enhancement to a child's knowledge, but to be effective adults and children need to use technology together. The American Academy of Pediatrics has recommendations on screen time here:

<https://bit.ly/2eUUtI>

Consider implementing "mindful screen time" practices in your home or classrooms and allow plenty of time for the activities that develop strong language. You can find a family media plan at:

[HealthyChildren.org/MediaUsePlan](https://www.healthychildren.org/MediaUsePlan)

### Children's Picture Books on Screen Time Mindfulness

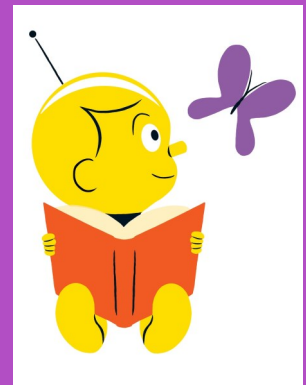
*Doug Unplugged* by Dan Yaccarino

*Blackout* by John Rocco

*Chloe* by Peter McCarty

*Hello! Hello!* By Matthew Cordell

*Unplugged* by Steve Anthony



Contact Jackie Katter, the Center's speech language pathologist, at [jkatter@isdh.in.gov](mailto:jkatter@isdh.in.gov) for more information.

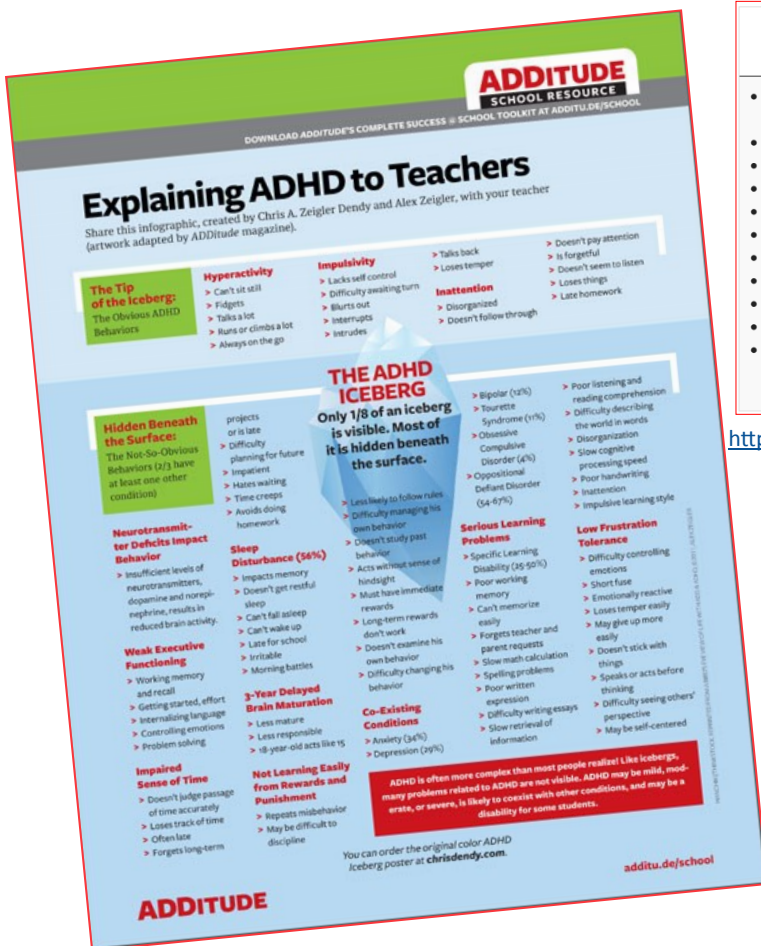


# TACKLIN' Assessment

## Therapists Actively Consulting & Knowledgeably Leading Indiana

### Freedom of Choice – Finding Answers

There are many resources that can easily be found in response to any number of questions, especially when searching the world wide web. It is important to find quality resources that inform and assist in making decisions that will impact educational provisions provided to ensure the student is functioning at their optimal learning level. Example questions may include: *How do I know if my student has additional needs beyond Deaf or Hard of Hearing? Is it possible to separate my student's hearing or access needs and language delays from something else that could be impacting their learning?* Do not hesitate to ask the questions, be diligent in your quest for the answer and remain open minded to different ideas, such as using techniques or adapting ideas for your student from various resources to address some sensory processing, attention, executive function or vestibular needs. It does not mean that your student meets the criteria for diagnosis but that you have simply found something that makes it click for your student. **DO WHAT WORKS!**



#### Vestibular Ideas

- Create heavy work activities (e.g. take down chairs in computer lab, take garbage out at lunch, take a pile of encyclopedia to library).
- Slowly move from extreme positions (i.e. sitting on floor to standing).
- Slow down our own movements.
- Use bands across front legs of desk.
- Have student sit on wiggle cushion or ball.
- Allow frequent breaks throughout the day.
- Have student jump on trampoline.
- Use sticker or stamps to identify left/right.
- Play games using repetitive alternating and rhythmic movement.
- Reinforce dominant hand use.
- Play on merry go round, ride roller coasters, hang upside down, play team sports, swim, twist chains of a swing and untwisting, go sledding, slide down water slides.

<https://www.iidc.indiana.edu/pages/sensory-integration-tips-to-consider>

**Stay tuned for more information on sensory processing assessments, challenges, and supports in future newsletters.**



# Teachers' DEN (Deaf Educators' Network)

It's summer! Long, sunny days are here and children are looking forward to having fun! Opportunities to **socialize with other Deaf and Hard of Hearing students and/or adults** is critical to developing a positive self-image and summer can be a great time to find these opportunities.



Summer camps for DHH students are fantastic opportunities for peer interaction and socialization. Deaf and Hard of Hearing students immediately bond over shared experiences. They meet children they may never have had the opportunity to meet and make lasting friendships. If your DHH children missed camp this year, plan for it next year!

Events in the Deaf Community are opportunities for DHH children and their parents to connect. If you don't know of an event in your area, seek one out or **set one up!** Learn from Deaf and Hard of Hearing adults and other parents of DHH children!

**"Social interactions and friendships in childhood are associated with a wide range of factors related to psychological well-being and can be considered protective factors against life stressors and developmental challenges.."** (Batten, Oakes, Alexander, Factors Associated With Social Interactions Between Deaf Children and Their Hearing Peers)

**"Meeting deaf adults will acquaint you with the world and culture of deaf people, and it will bring role models into your child's world—a factor whose importance, right from the start, cannot be overstated".** (Ogden, P. 1996, The Silent Garden: Raising Your Deaf Child)

### More ideas:

- Play groups/dates
- Open-captioned movies
- Sports/classes w/ an interpreter
- Deaf Community groups
- Social media groups

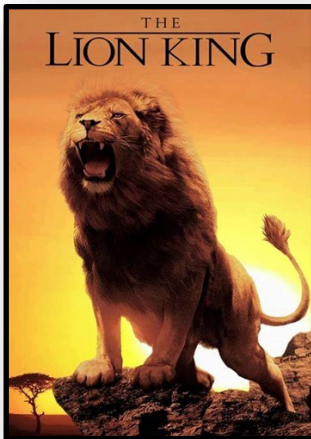


- <https://www.facebook.com/CDHHE/>
- <https://www.deafhoosiers.com/news>
- <https://iadhoosiers.org/>
- <https://www.inhandsandvoices.org/>



# FAMILY & COMMUNITY

**OPEN CAPTIONED SHOWING**



July 24<sup>th</sup>

**AMC 17**

(4325 S Meridian St,  
Indianapolis)

\$11.99 per adult

\$8.99 per child (age 2-12)

**FAMILIES PLANNING THE FUTURE!**

The LifeCourse Framework  
Parent Workshop  
Childcare  
Sibshops

9:00 AM - Registration  
12:00 - Lunch Provided

**CONNER PRAIRIE**  
13400 Allisonville Road  
Fishers, IN 46038

**AUGUST 31 2019**

Heather Dane  
Family Engagement Specialist

Indiana Deaf-Blind Services  
INDIANA STATE UNIVERSITY

Center for Deaf and Hard of Hearing Education

Sibshops

REGISTER HERE:

<https://www.indbservices.org/families-planning-the-future.html>



**HANDS & VOICES™**

## Hands & Voices Coffee Chats

Parents and caregivers of deaf and hard-of-hearing children are invited to join us for coffee and conversation.

No sitter? No problem! We will bring supplies for a kid-friendly craft.

**WHERE**

Lucabe Coffee Co. in Columbus

**WHEN**

Saturday, July 13, 2019

**TIME**

1:00 - 3:00 p.m.

**WHERE**

Kolkin Coffee Co. in New Albany

**WHEN**

Saturday, September 7, 2019

**TIME**

1:00 - 3:00 p.m.

**WHERE**

Dragon's Den Coffee & Café in Sellersburg

**WHEN**

Saturday, August 3, 2019

**TIME**

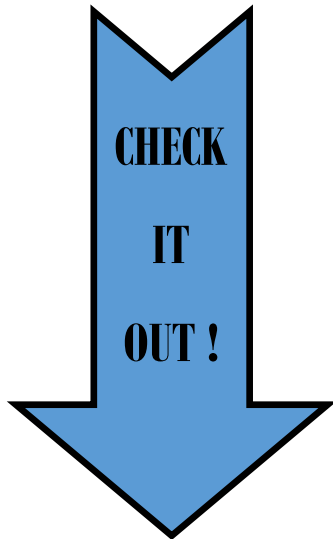
1:00 - 3:00 p.m.

For any coffee chat you wish to take part, please RSVP to Laura: [lyran@isdh.IN.gov](mailto:lyran@isdh.IN.gov) or 502-528-0119 (cell)





# FOR YOUR INFORMATION!



<https://bit.ly/2RfZNsR>

**Parent Take-aways**  
**Tipsheets for Parents**

Below are eight different **Parent Take-aways**, tip sheets created for parents and caretakers of children who are deaf or hard of hearing, that briefly describe the developmental process of infants and toddlers post-identified hearing condition for cognitive, social, emotional, language (semantics, syntax-morphology, pragmatics, phonology –auditory and visual), pre-literacy and literacy development. These tip sheets provide suggestions for parents and caretakers, for fun, everyday activities to enhance their baby's development in these aspects! Hang these up on your refrigerator and pick an activity or two to include in your baby's daily routine or when you are out and about exploring the world.



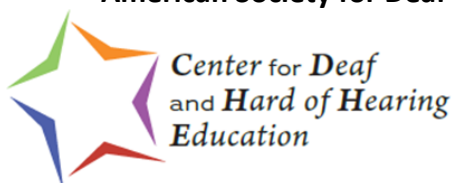
Is your child's IEP or 504 plan confusing?  
Need help navigating through the process?

**App the Answer!**

Learn more here: <https://www.gallaudet.edu/parent-advocacy-app>



The Parent Advocacy App's collaboration is Gallaudet University (Visual Language And Visual Learning), American Society for Deaf Children, Hands & Voices, and National Association of the Deaf



# RESEARCH OPPORTUNITY!

Dr. Lata Krishnan is conducting a research study at Purdue University to learn more about personality characteristics in deaf/hard of hearing children using an online survey. The study is for parents and their children ages 10-18 years who are deaf/hard of hearing but don't have any other learning disability. The link to the survey is [https://purdue.ca1.qualtrics.com/jfe/form/SV\\_5dQ2IvOZrYh7W17](https://purdue.ca1.qualtrics.com/jfe/form/SV_5dQ2IvOZrYh7W17) and you have the option to receive a \$5 gift certificate for completing the survey. **If you have any questions about the study, please contact Professor Lata Krishnan at [krishnal@purdue.edu](mailto:krishnal@purdue.edu)** Your participation in this study will be greatly appreciated!!



## Parent & Child PLAYGROUP!

**PLAY**

**CONNECT**

**learn**

Please email Kjari if:

- \*You would like to be added to our email distribution list to learn about upcoming playgroups!
- \*If you own an infant & toddler appropriate venue and would like us to consider your location for an upcoming Playgroup!
- \*If you have a location idea in your area for an upcoming Playgroup!
- \*If you have any questions regarding Playgroup.

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

**Come together to 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.**

**Parent & Child Playgroup**  
**Ages: birth to 5 years old**  
**Location: will vary monthly**  
**Time: will vary depending on location**

**How do I know when and where?**

- Follow: <https://www.facebook.com/CDHHE/>
- Email Kjari Newell

Kjari Newell \*\*\* [knewell@isdh.in.gov](mailto:knewell@isdh.in.gov) \*\*\* 317-232-0960

## HELPFUL RESOURCES!

Hands &Voices : [www.handsandvoices.org](http://www.handsandvoices.org)

Indiana Hands & Voices : [www.inhandsandvoices.org](http://www.inhandsandvoices.org)

IN\*SOURCE : [www.insource.org](http://www.insource.org)

Family Voices Indiana : [www.fvindiana.org](http://www.fvindiana.org)

ASK: About Special Kids : [www.aboutspecialkids.org](http://www.aboutspecialkids.org)

## FOLLOW

## OUR



<http://cdhhe.blogspot.com/>



# IMPORTANT INFORMATION!



## FAQs

### How do I apply for support from HAAPI?

The specific steps required to receive hearing aids through HAAPI can be found [here](#).

### What do HAAPI funds cover?

HAAPI funds may cover one or two traditional or bone-anchored hearing aids depending on what is most appropriate for the hearing loss. HAAPI also covers a one-time fitting fee and pediatric care kit, as well as one earmold per hearing aid or one unilateral or bilateral softband.

### How much will I have to pay for my child's hearing aids?

Families will be responsible for a portion of the total cost of hearing aids based on family size and income. Every family will pay between \$100 and \$500 per hearing aid, depending on level of cost participation. This level is calculated based upon household size and income. The cost participation scale can be found [here](#). Parents will be able to use the scale to determine their level of cost participation before submitting an application. You will need to provide three consecutive pay stubs for all working adults in the household. If self-employed, you must provide your most recent tax return.

After being approved for hearing aid(s), an invoice will be sent to the family. Payment must be received within thirty (30) days or the application will be closed. Payment can be made online via credit card or by check through the mail.

### Which devices are covered?

Participating audiologists can select models from several prominent manufacturers. These include traditional hearing aids as well as bone anchored hearing aids.

### Will I have to verify income?

Yes. You will need to provide three consecutive pay stubs for all working adults in the household. If self-employed, you must provide your most recent tax return.

### How often can I apply for HAAPI funds to cover new hearing aids for my child?

Generally, hearing aids should be replaced every three to five years. Recipients of HAAPI are eligible to apply for assistance every three years.

Additional FAQs can be found on the HAAPI website: [www.haapindiana.org](http://www.haapindiana.org)

### Children with hearing loss are eligible for HAAPI if all of the following are true:



They are at least 3 years old.



A physician has provided medical clearance.



They have not graduated from high school.



They have not received funding from HAAPI in the previous three years.



*All hearing aids purchased by HAAPI must be prescribed, fitted, and dispensed by a licensed audiologist.*

*Note: Priority in this program will be given to those applicants under the age of 19.*



# Center for Deaf and Hard of Hearing Education Staff

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