

Resources to Support Families of Infants and Toddlers with Hearing Differences

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## Before We Begin

- Make sure you download the presentation and handouts
  - [www.pattan.net](http://www.pattan.net)
  - Click on Training
  - Click on Calendar
  - Scroll to February 26<sup>th</sup> to find session

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## Resources to Support Families of Infants and Toddlers with Hearing Differences

Mary Ann Stefko, Teacher of the Deaf and Hard of Hearing, Choices for Children  
 Anne Gaspich, Program Coordinator, Hands & Voices Guide By Your Side

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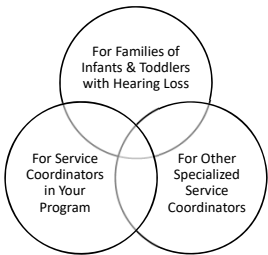
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## The Importance of Your Role



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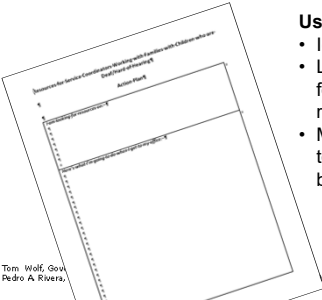
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### Getting the Most out of Today's Resources



**Use Your Action Plan**

- Identify your needs
- Look to your peers for help and resources
- Make a list of things to do when you get back to the office

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### Our Focus for Today

- Resources for Families
- Strategies to promote the development of functional IFSP goals in family routines
- Resources for SCs to learn more

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## Got a Question?

Put it in the Parking Lot



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## Early Hearing Detection and Intervention (EHDI)

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## www.paearlyhearing.org



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## When NOT to screen hearing

Source: The ECHO Initiative  
February 2018 issue of *Probes & Tips*

Screening should not be attempted if the practitioner notices:

- Cochlear implant,
- A significant ear malformation,
- Drainage, or
- A blocked ear canal.



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**deaf**  
 “We use the lowercase deaf when referring to the audiological condition of not hearing”

**Deaf**  
 “...and the uppercase Deaf when referring to a particular group of deaf people who share a language – American Sign Language (ASL) – and a culture.”
 

1. inherited their sign language, use it as a primary means of communication among themselves, and
2. hold a set of beliefs about themselves and their connection to the larger society.

- According to Carol Padden and Tom Humphries, in *Deaf in America: Voices from a Culture* (1988):

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**hard of hearing**

- “Hard-of-hearing” can denote a person with a mild-to-moderate hearing loss. Or it can denote a deaf person who doesn’t have/want any cultural affiliation with the Deaf community. Or both. The HOH dilemma: In some ways hearing, in some ways deaf, in others, neither.
- Can one be hard-of-hearing and ASL-Deaf? That’s possible, too. Can one be hard-of-hearing and function as hearing? Of course. What about being hard-of-hearing and functioning as a member of both the hearing and Deaf communities? That’s a delicate tightrope-balancing act, but it too is possible.
- As for the political dimension: HOH people can be allies of the Deaf community. They can choose to join or to ignore it. They can participate in the social, cultural, political, and legal life of the community along with culturally-Deaf or live their lives completely within the parameters of the “Hearing world.” But they may have a more difficult time establishing a satisfying cultural/social identity.

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## Deafblindness is



Concomitant hearing and vision impairments or delays, the combination of which causes such severe communication and other developmental and intervention needs that specialized early intervention services are needed.

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## If only the face of deaf-blindness in America was this recognizable.

Then you would see us.

**But you do not see us, every day.**  
We are your grandchildren and children, we are your students and neighbors, we are your friends and neighbors.

We are your fellow Americans, and we are changing the way you see deaf-blindness.

If you or someone you know would like to learn more about the deaf-blind community, contact the Deaf-Blind National Center: [www.dbbn.org](http://www.dbbn.org) 1-815-865-8800

 U.S. Department of Education, Office of Education Policy and Communications

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### From Overview on Deaf-Blindness by Barbara Miles

Children who are called deaf-blind are singled out educationally because impairments of sight and hearing require thoughtful and unique educational approaches in order to ensure that children with this disability have the opportunity to reach their full potential.

A person who is deaf-blind has a unique experience of the world. For people who can see and hear, the world extends outward as far as his or her eyes and ears can reach. For the young child who is deaf-blind, the world is initially much narrower. If the child is profoundly deaf and totally blind, his or her experience of the world extends only as far as the fingertips can reach. Such children are effectively alone if no one is touching them. Their concepts of the world depend upon what or whom they have had the opportunity to physically contact. If a child who is deaf-blind has some usable vision and/or hearing, as many do, her or his world will be enlarged. Many children called deaf-blind have enough vision to be able to move about in their environments, recognize familiar people, see sign language at close distances, and perhaps read large print. Others have sufficient hearing to recognize familiar sounds, understand some speech, or develop speech themselves. The range of sensory impairments included in the term "deaf-blindness" is great."

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## Annual National Deaf-Blind Child Count

Each year, the US Department of Education, of Special Education Programs (OSEP), requires the Pennsylvania Deaf-Blind Initiative to conduct the Annual National Deaf-Blind Child Count. This data collection is for all infants, toddlers, and children (birth through age 21) who are Deaf-Blind or at risk for Deaf-Blindness and are enrolled in early intervention or special education programs and receive services as of December 1st.

[http://www.pattan.net/category/Educational%20Initiatives/Deaf-Blind/page/National\\_DeafBlind\\_Census.html](http://www.pattan.net/category/Educational%20Initiatives/Deaf-Blind/page/National_DeafBlind_Census.html)

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## Hands & Voices Guide By Your Side



- Timely emotional support at the point of diagnosis of hearing loss
- Direct **parent/peer support** and networking
- Unbiased information and resource sharing specific to hearing loss, including insights on navigating the systems from a parent perspective
- Support to families throughout the Infant/Toddler Early Intervention years by combining an experienced parent's insight with knowledge of Early Intervention and educational systems
- Information about other parent support opportunities
- **Role model/connection with a Deaf or Hard of Hearing Guide**

717-580-0839 or  
[agaspich@pattan.net](mailto:agaspich@pattan.net)

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## Meet Our Guides

I'm **Karen Skoczynski** and I am excited to serve the eastern portion of PA as a Hard of Hearing Guide.

- Proud parent of two children, one who is hearing and one with hearing loss!
- Fluent in English, Spanish, and American Sign Language
- Utilizes lip reading and communicates using an amplified telephone in professional life.
- Enjoys many hobbies including skiing, coaching flag football, Girl Scout troop leader, Sign Language Club facilitator, and half marathons
- Master's degree
- Moderate to severe progressive hearing loss and wear bilateral hearing aids.



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## Meet Our Guides

I'm **Kara Mazreku**. I'm excited for the opportunity to work with families in western PA.

- Parent of four very active and busy children.
- Profound sensorineural hearing loss.
- Oral approach to education at DePaul in Pittsburgh as a child.
- I also attended East Allegheny High school, a mainstream school where I used a sign language interpreter as one of the tools to access my education.
- Fluent in American Sign Language.
- Graduated with honors from Indiana University of PA with a degree in Deaf Education.
- Help parents of newly diagnosed deaf children both online and in person.
- Moderator of a Facebook parent support group of children with hearing loss.



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## Meet Our Guides

### Torre Mangine



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## Meet Our Guides

### Rachel Zook



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## Authorization to Release Information for Infants/Toddlers with Hearing Concerns

Can be found on the PaTTAN website:

[http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=4db2885acd6919-4434d0100&for=ag-Infant/Toddler\\*1-English%20](http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=4db2885acd6919-4434d0100&for=ag-Infant/Toddler*1-English%20)



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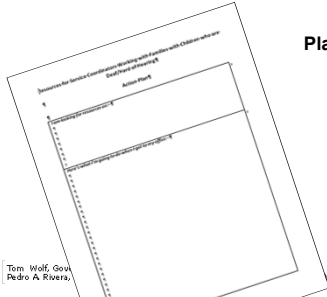
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## Getting the Most out of Today's Resources



**visit Your Action Plan**

What are you going to do when you get back to the office? Find someone you don't know well and share your idea!

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## Communication Options

### American Sign Language

- "American Sign Language (ASL) is a complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the primary language of many North Americans who are deaf and is one of several communication options used by people who are deaf or hard-of-hearing."
- ASL is a language completely separate and distinct from English. It contains all the fundamental features of language—it has its own rules for pronunciation, word order, and complex grammar. While every language has ways of signaling different functions, such as asking a question rather than making a statement, languages differ in how this is done. For example, English speakers ask a question by raising the pitch of their voice; ASL users ask a question by raising their eyebrows, widening their eyes, and tilting their bodies forward."

<https://www.nidcd.nih.gov/health/american-sign-language>

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## ASL Stages of Development

<http://successforkidswithhearingloss.com/wp-content/uploads/2011/12/ASL-Stages-of-Development-Assmt.pdf>

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## Teaching Your Baby Sign Language Resources

You were just told your baby is deaf and you are considering using sign language with your baby. How deaf? How do you learn sign language? How do you teach it to your child? Additional resources have been put together a list of resources and tips for you to get started!

**How/Where Can I Learn Sign Language?**

**Online:** There are several online resources you can use that are free to families that you can do at your own pace and often they are relevant to your everyday activities with your child. Here are a few of our favorite web pages:

- <http://www.handspeak.com/hand/sign-world/>
- <http://sign.com/>
- <http://www.sign.com/signlanguage.html>
- <http://sign.com/>
- <http://sign.com/>

**Apps:** There are several different apps to choose from. Here are a couple of that we suggest to get started with:

**Signing Time with Advanced Coach!**  
This can be downloaded on Android or your iPad/iPhone!  
Hard & Debra Gifford for you

**ASL Coach: First Sign 101: 100 Signs**  
This can be downloaded on your iPad/iPhone!

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## Teaching Your Baby Sign Language Resources

**Books:** It's so important to have on hand for reference or just to have for learning a new word every day. Here are some of the most popular ASL books:

**Phone/Tablet Apps:** There is an app for almost everything. There are many apps for sign language that are great to have on your device for when it's available. Some of our favorites are:

**Go to a local class or deaf event:** There is no better way to learn ASL than from a fluent person. This can be challenging for some parents to find time to do so, but it is well worth it if you can manage it. Talk to your local Parent Guide for information on classes (in-person or online) or contact a local ASL coach or ASL intervention program to find out if there are any outreach programs.

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## Babies can fingerspell?

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## Communication Options

### Cued Speech

- "Cued Speech is a **visual mode of communication in which mouth movements of speech combine with "cues"** to make the sounds (phonemes) of traditional spoken languages look different. Cueing allows users who are deaf, hard of hearing or who have language / communication disorders to access the basic, fundamental properties of spoken languages through the use of vision." <http://www.cuedspeech.org/>

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## Described & Captioned Media Program



[www.dcmp.org](http://www.dcmp.org)

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## Communication Options

### Listening and Spoken Language

- "The Listening and Spoken Language approach teaches a child spoken language through listening. You may be thinking: How is this possible for a child who is deaf? First, think about how a baby with normal hearing learns to talk. They learn by listening to the speech and spoken language of their parents, caregivers, and family members. Little brains are built to learn spoken language in this way – it's developmental.
- Children with hearing loss can learn spoken language the same way when they are identified early, have appropriate hearing devices, and are taught to listen through special LSL techniques. LSL is a developmental approach which follows typical child milestones by introducing skills at the ages and stages when little brains are primed to learn."
- <https://hearingfirst.org/lsi/what-is-lsi>

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The screenshot shows the JTC Parent Distance Education website. It features a header with the JTC logo and navigation links. The main content area is titled 'Parent Distance Education' and includes a search bar, quick links, and a list of available courses. The courses are categorized by age group: Baby Course, Toddler Course, and Preschool Course. Each course description highlights its focus on language development and family support.

<http://www.jtc.org/services/parent-distance-education>

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## Listening & Spoken Language



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## The Listening Box




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## Communication Options

### Total Communication

- "Total Communication (TC) is philosophy of educating children with hearing loss that incorporates all means of communication; formal signs, natural gestures, fingerspelling, body language, listening, lip-reading and speech. Children in Total Communication programs typically wear hearing aids or cochlear implants. The goal is to optimize language development in whatever way is most effective for the individual child. Total Communication is truly a *philosophy* rather than a *methodology*. As a result, the implementation of the TC philosophy with one child may look entirely different than its implementation with another child."
- <http://www.handsandvoices.org/comcon/articles/totalcom.htm>

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## Hearing Loss Simulator

<http://successforkidswithhearingloss.com/>



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## Amplification



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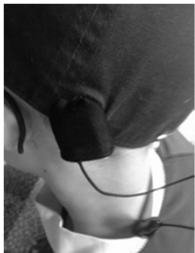
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## Protecting Hearing Devices



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## Keeping Hearing Devices on Babies

- <https://hearinghenry.com/>
- <https://www.gearforears.com/>
- <https://adcohearing.com/product/cr-itter-clip-bte-binaural-view-select-animal>

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## Funding for Technology



[https://www.compass.state.pa.us/compass\\_web/CMHOM.aspx](https://www.compass.state.pa.us/compass_web/CMHOM.aspx)

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## Rachel Kolb's Story

Different Perspectives on Raising a Deaf Child

- handsandvoices.org/deafhardofhearingchildren/tag/rachel-kolb/

Video Story

- <https://youtu.be/uKKpjuPd6Xo>

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## Getting Started



Available at:  
<http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f3f0000>

Activity

- Find a partner you don't know too well.
- Ask them for one strategy they use when sharing Getting Started with families.
- Write down the idea on your Action Plan!

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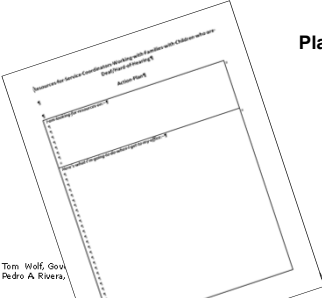
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### Getting the Most out of Today's Resources



**visit Your Action Plan**  
What are you going to do when you get back to the office? Find someone you don't know well and share your idea!

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### Promoting functional IFSP goals in family routines to promote communication development

Routines that include books.

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### Reading...it's never too early!



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Resources to Support Families of Infants and Toddlers with Hearing Differences

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OFFICE OF CHILD DEVELOPMENT  
AND EARLY LEARNING



Look at me  
read!

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**Storytime at the Library**



**Bedtime Routine – Story Props**



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Adaptations  
for Reading

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**Books and Story Props**

Resources to Support Families of Infants and Toddlers with Hearing Differences





## Stories from Families!

Building functional outcomes into family routines

ing Secretary of Human Services

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[www.kizclub.org](http://www.kizclub.org)

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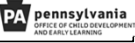
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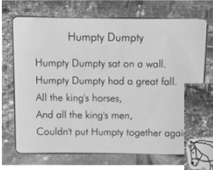

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## Resources for families on kizclub

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## Experience Books

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## Experience Books

**How to create an Experience Book**  
**INTRODUCTION**  
With this resource you will:  

- Learn about using books and experience books for encouraging children
- Learn about using books and experience books for encouraging children
- Learn about using books and experience books for encouraging children

**You will find answers to these questions:**

- What is an experience book?
- Why and how to create an experience book?
- What will happen to create an experience book?
- What are the 5 steps to create an experience book?
- What are the 5 elements to a story in an experience book?
- What are the 5 elements to a story in an experience book?

**What is an Experience Book?**  
Experience books are personalized stories that can be highly meaningful and exciting. Because the child is the main character in the story, creating experience books is an interactive communication practice between child and caregiver, adult which lays the foundation for natural development of listening, speech, language and literacy.

**Why create an experience book?**  
Create experience books to:  

- Tell stories, learning back to taking which transfers into
- Tell stories, learning back to taking which transfers into
- Tell stories, learning back to taking which transfers into

<http://www.cochlear.com/wps/wcm/connect/sea/home/support/rehabilitation-resources/early-intervention/my-experience-book>

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## Experience Books Examples

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## National Organizations

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## National Organizations



The National Family Association  
for Deaf-Blind



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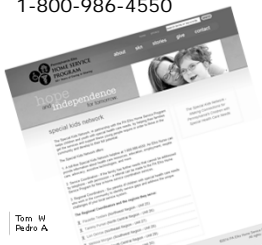
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## Pennsylvania Resources

Elks Nurse  
1-800-986-4550

Special Kids Network  
<http://www.health.pa.gov/My%20Health/Infant%20and%20Childrens%20Health/Special%20Kids%20Network/Pages/default.aspx#.Wo85LKjwZPY>



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## EITA Online Learning Portal

[www.eita-pa.org](http://www.eita-pa.org)

Early Intervention Technical Assistance Online Learning Portal

Check Out What's New!  
Updated: Early Intervention page  
New: Early Learning and Literacy Branch




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## [www.eita-pa.org](http://www.eita-pa.org)

Click on Topics of Interest

Early Intervention Technical Assistance Online Learning Portal

Topics of Interest

### Hearing/Deafness

Hearing loss ranges from mild or moderate hearing loss to the person who is **hard of hearing** to profound hearing loss in the person who is **deaf**. The use of the term "deaf" generally identifies the person from an audiological testing or measurement perspective as above. The use of the big D as in **Deaf** identifies those people who consider themselves to be culturally deaf.

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### Upcoming Professional Development

- Service Coordinators specializing in families with children with hearing differences
  - June 2018 - The EI Communication Plan and IFSP Goals for Children who are Deaf/HoH
  - December 2018 - Case studies/strategies for working with children who are D/HOH

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### Upcoming Professional Development

- Coffee Socials
  - April - The Communication Plan for Young Children with Hearing Loss
  - June - Medical Assistance – Enrollment and Ongoing Concerns
  - August - Understanding The Audiogram
  - October - The Positive Impact of Music on Children With Hearing Concerns
  - December - How to Advocate Without Being Adversarial: Building Long Term Relationships

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Resources to Support Families of Infants and Toddlers with Hearing Differences



### Upcoming Professional Development

- Online Courses for Parents and Professionals who want to know more about Children who are Deaf or Hard of Hearing
- For additional information and registration, email [OnlineDHH@pattan.net](mailto:OnlineDHH@pattan.net)

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## Upcoming Professional Development

- Webinar
- What Does the Deaf/Hard of Hearing Family Satisfaction Survey Tell Us About EI Services?
  - May 7<sup>th</sup> – 9:00 – 10:30 AM
  - May 10<sup>th</sup> – 3:00 – 4:30 PM

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## Upcoming Professional Development



***Great Starts in Early Intervention***

August 1-3, 2018  
State College, PA

Family scholarships are available!

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## Ongoing Learning and Support Just for You!

Your Specialized Expertise and Knowledge

Remember to join the Specialized SC SLACK group

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Resources to Support Families of Infants and Toddlers with Hearing Differences



## Your Specialized Expertise and Knowledge

### How to Join the SLACK Group

**Click on:**  
[https://join.slack.com/t/dhhservicecoordinator/shared\\_invite/enQ1MzA0MjQ0NDA2NjYyLTBIMGMzNzFINGJhMTE5N2E3MTAzMzkwMDUxOTc5NTFIMDgyZDlMTc2N2Y0ZWFiYmQ4NzIOTAYyOTYyMTU4ZDM](https://join.slack.com/t/dhhservicecoordinator/shared_invite/enQ1MzA0MjQ0NDA2NjYyLTBIMGMzNzFINGJhMTE5N2E3MTAzMzkwMDUxOTc5NTFIMDgyZDlMTc2N2Y0ZWFiYmQ4NzIOTAYyOTYyMTU4ZDM)

- Please introduce yourself in the #introductions channel
- Support each other in our work.
- General questions about Deafness/deafness, hearing differences, and related topics are welcome.
- All group members are encouraged to share DHH resources and answer DHH specific questions.

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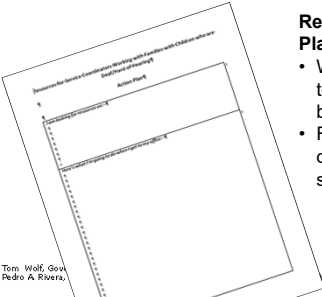
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Resources to Support Families of Infants and Toddlers with Hearing Differences



## Getting the Most out of Today's Resources



**Revisit Your Action Plan**

- What are you going to do when you get back to the office?
- Find someone you don't know well and share your idea!

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 Pedro A. Rivera,

Human Services

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Resources to Support Families of Infants and Toddlers with Hearing Differences



## No limits to what we can do!





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