



Spring 2020

Volume 5: Issue 2



# 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... 1

Staff Spotlight... 2

Audiology... 3

Early Invention... 4-5

Language & Literacy... 6

Assessment... 7

Deaf Education... 8

Family/Community... 9-10

Center Contacts... 11

## From the Director

### Connecting from home

Recognizing the current changes to our center's programs and services due to COVID-19, we have packed our Spring 2020 newsletter with information to address the current needs of Hoosier families who have children who are deaf and hard of hearing. From how to check amplification devices to strategies to encourage language and literacy development to unique ways to access e-learning and therapeutic services, this edition is full of ideas while families are at home.

The Indiana State Department of Health is continuously providing information to our Hoosiers related to the COVID-19 pandemic. Information can be found at [www.coronavirus.in.gov](http://www.coronavirus.in.gov) as well as through the Center for Disease Control at [www.cdc.gov/coronavirus](http://www.cdc.gov/coronavirus).





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

# STAFF SPOTLIGHT



**It is our pleasure to welcome Kristi Etter** is an educational consultant at the Center.

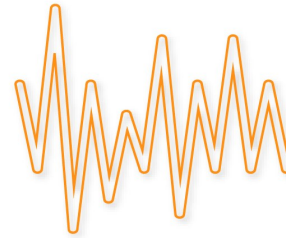
Kristi has over 20 years experience as a teacher for the deaf in Indiana. She obtained her Bachelor of Science degree in Deaf Education from Ball State University where she participated in the Indiana School for the Deaf (ISD) practicum program. In 2017, Kristi obtained her National Board Teacher Certification from the National Board of Professional Teaching Standards.

Throughout her career, Kristi has worked with deaf and hard of hearing students with a variety of communication modalities and educational goals. Through her vast experience, she has fueled her passion for Deaf Education, helping deaf and hard of hearing students and their families connect with the supports that they need to flourish. She is excited to bring this passion to the Center in her new role.



# SOUND ADVICE

## *Audiology*



## Get the most out of E-Learning!

### Establish an optimal ***LISTENING ENVIRONMENT*** at home

A favorable listening environment is equally important with remote learning as it is in a typical classroom.

- Minimize background noise and potential distractions.
- Designate an E-Learning space away from noisy appliances, siblings, and television.
- For siblings, consider implementing use of headphones for media content to reduce competing noise.

[https://hearingfirst.org/-/media/Files/Downloadables/HF\\_OptimalListeningEnvironmentHandout.pdf](https://hearingfirst.org/-/media/Files/Downloadables/HF_OptimalListeningEnvironmentHandout.pdf)

### Complete daily ***LISTENING CHECKS*** and perform ***TROUBLESHOOTING***

Properly functioning technology is essential in any learning environment.

- Visually inspect hearing aids and earmolds for wax buildup or signs of damage, which may affect sound quality.
- Complete a listening check using the listening piece included in your pediatric care kit.
- Conduct cleaning and troubleshooting as needed.
- Confirm child's audibility using LING 6 sound check. See: <https://www.jtc.org/listening-with-ling-six/>  
<https://www.asha.org/uploadedFiles/AIS-Hearing-Aids-Troubleshooting.pdf>

### When possible, ***CONNECT*** hearing devices directly

Audibility is best when audio content is transmitted directly to hearing devices.

- Most hearing devices are able to connect to audio sources (tablets, computers, etc.) wirelessly or by audio cable.
- FM/DM technology designed for school-use has the capability to plug into audio sources, in lieu of headphones.
- Consider using personal accessories or requesting school equipment, as designated in your child's IEP or 504 plan.
- Don't hesitate to ask for help if you need support!

### When in doubt, seek out ***SUPPORT***

Use your support system of audiologists, teachers, and manufacturer resources when questions arise

- Many manufacturers have resources on their websites or YouTube to help families.
- Seek out online resources or contact professionals such as teachers of deaf and hard-of-hearing or audiologists for remote assistance.
- The Center audiologists continue to be available by phone or email for consultation, troubleshooting, assistance, or resources.



# BRAIN BUILDERS CORNER EARLY INTERVENTION

## Learning at **Home with your baby**

### **INFANTS through 6 MONTHS** of age:

- Play Peek-a-boo
- Hold them and sing and/or sign lullabies at nap and bedtime
- Attach words and signs to your baby's emotions
- Talk/sign and sing during your daily routines, such as bath time, changing diapers, and mealtimes
- Introduce sturdy books and label the pictures

### **Babies 6 MONTHS to 12 MONTHS** of age:

- Continue to read books, encourage finger or vocal babbling as your child reads along
- When your child looks at something, talk and/or sign about it
- Sing/sign children's nursery rhymes and songs, make up new verses
- Incorporate play time into daily routines and play turn taking games
- Make faces on paper plates, turn empty boxes into drums

### **At ONE** year:

- Talk about what you are doing by narrating your actions, "Mommy is washing the dishes"
- Encourage your child's positive behaviors; 4 times more encouragement than redirection for unwanted behaviors
- Expand on your child's emerging words, If your child says, "Truck," you say, "I see the big truck"
- Read everyday & offer choices of age appropriate books and let your child turn the pages

### **At TWO** years:

- Encourage pretend play with dolls, cars, and other toys; modeling and letting your child take the lead
- Teach your child names for common objects and body parts
- Include your child in simple chores and talk about what he is doing
- Introduce puppets, making them out of socks, torn gloves, or paper sacks, and pretend anything!

### **At THREE** years:

- Talk through your child's emotions; identify feelings in books
- Give 2 to 3 step directions
- Continue to read everyday and let your child fill in parts of familiar stories
- Make puzzles from magazine/coloring book pages

### **At ALL** ages:

- Let extended family members talk/sign with and see your child on the phone via video calls
- Record your child's language and watch it grow as you nurture language development with your interactions! Create video clips and write down new words/signs



Center for Deaf  
and Hard of Hearing  
Education

*Learn the Signs. Act Early.* Centers for Disease Control and Prevention, [www.cdc.gov/Milestones](http://www.cdc.gov/Milestones)

*Your Child at Play: Birth to One Year* Marilyn Segal, Ph.D., 1998, New Market Press, New York

*My Toddler Talks*, Kimberly Scanlon, MA, CCC-SLP [www.mytoddlertalks.com](http://www.mytoddlertalks.com)



# BRAIN BUILDERS CORNER EARLY INTERVENTION

---

## First Steps has issued temporary policy guidance allowing for Virtual Early Intervention visits as of 3/16/2020

### What is a Virtual Early Intervention (EI) visit?

Also known as Telehealth or Tele-practice, Virtual EI visits are a method of providing services via the internet. Virtual EI visits can be provided through a personal computer, laptop, tablet, or smartphone using a secure network. The CDHHE Network providers are using Zoom as our platform with families during this public health emergency, per policy guidance from First Steps. The EI professional and family or caregiver are both present in real time.

Indiana First Steps has allowed families to pause services for up to 14 days, or to receive only Service Coordination until it is safe to resume face to face sessions. At any time during that period, families can re-start services and choose to participate in Virtual EI visits. If you are a family or provider in need of support during this unprecedented time, contact the CDHHE Network at [cdhhenetwork@isdh.in.gov](mailto:cdhhenetwork@isdh.in.gov) or call the Center phone number at 317-232-7349 and one of our Early Intervention team members will be happy to follow up with you.

### How can Virtual EI visits support families?

- \* Allows families to continue to access early childhood professionals who are very specialized, during this time of social distancing
- \* Families with internet access or data access can avoid a pause in services while staying home, as well as keep their families and providers safe
- \* Focuses on parent-child relationship and interactions, increasing parent confidence in supporting their child
- \* Families can schedule times that are convenient and may include other family members
- \* Empowers families to confidently implement strategies to foster language development between sessions as coached by their provider
- \* Multiple research studies demonstrate that the outcomes of children and families receiving Virtual EI are equal to families receiving in-home services (Connected Health Policy, August 2018)

#### Tools and References:

First Steps COVID 19 Policies <https://www.in.gov/fssa/ddrs/3399.htm>

A Practical Guide to the Use of Tele-Intervention <http://www.infanthearing.org/ti-guide/index.html>

NCHAM Tele-Intervention 101 for Families <http://www.infanthearing.org/ti101/families/index.html>

NCHAM Tele-Intervention 101 for Providers <http://www.infanthearing.org/ti101/providers/index.html>

Center for Connected Health Policy: <https://www.cchpca.org/>



Center for Deaf  
and Hard of Hearing  
Education



# LANGUAGE AND LITERACY CORNER

## Learning at **Home**

During this time where everyone is practicing social distancing, we hope you are viewing this time with your children as a gift. Here are some language and literacy ideas for learning at home!

Incorporate language into your **movement breaks**—talk about what you are doing while you move. Movement helps with memory. Hands on learning helps with generalization. Incorporate listening/attending and following directions.

- ◇ Build a fort with stuff from home— take turns telling each other how to set it up
- ◇ Go on nature walks—Indiana state parks are good places to practice social distancing: [https://www.stateparks.com/indiana\\_parks\\_and\\_recreation\\_destinations.html](https://www.stateparks.com/indiana_parks_and_recreation_destinations.html)
- ◇ It's the perfect time of year in Indiana to plant some flowers!
- ◇ Exercise classes: <https://ymca360.org/>
- ◇ On a clear night go outside and learn about stars

Every day tasks like **cooking** and **housekeeping** can be great opportunities to teach language. Vocabulary and language learned during these activities are retained better because:

- \* Your child is experiencing **new vocabulary and grammar** through actions
- \* Associating certain movements with certain words **helps to memorize them**
- \* “Learning” in a relaxed environment allows children to contribute up more easily. As you already know, **speaking/signing is important in order to learn**
- \* Apart from learning new vocabulary, learning while actually doing the action allows your child to **put into practice** what they've learned with natural opportunities for repetition

**Other ideas** to build language:

- ☞ Make cards for people you know that might be very lonely
- ☞ Do a science experiment with household things: <https://indyschild.com/31-easy-science-experiments-and-stem-activities-using-household-stuff/>
- ☞ Explore new skills with your high school student with free online classes: <https://www.skillshare.com/>  
<https://www.classcentral.com/collection/ivy-league-moocs>

Break out the **board games!**

- ⇒ Works on turn taking
- ⇒ Lots of new vocabulary
- ⇒ Opportunities to expand sentences
- ⇒ Get to learn to lose gracefully



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

Don't be tempted to have too much individual screen time- use your screen time to learn together: <https://classroommagazines.scholastic.com/support/learnathome.html> or <https://www.getepic.com/>



# TACKLIN' Assessment

**Therapists Actively Consulting & Knowledgeably Leading Indiana**

## Vestibular System - ***HOME ACTIVITIES***

Children with hearing loss frequently have challenges with eye-hand coordination and efficient vestibular function. Here are some activities you can work on with your child at home to promote these skills.

1. **Practice catching skills**—these are listed in order of difficulty, so read down the list to find your child's skill level and progress down the list as skills are mastered. Young children might initially catch by wrapping their arms around the ball, but by age 4 they should be catching with their hands.
  - A. Toss and catch a balloon (from 3 feet, then 5 feet).
  - B. Toss and catch a 6- to 8-inch ball (from 3 feet, then 5 feet)
  - C. Toss and catch a tennis ball (from 3 feet, 5 feet, then 7 feet)
  - D. Toss the ball or tennis ball slightly to the side of your child instead of straight toward them

If you don't have a ball at home, improvise by using a stuffed animal, a pair of socks rolled together, old paper you've crumpled up, or a ball of yarn. If you can play outdoors, the following skills are even harder: Bouncing and catching a tennis ball or dribbling a tennis ball (first with just 1 hand, then with alternating hands)

2. **To work on vestibular system function, the head must be moving.** Try some of the following:
  - A. Blow bubbles high into the air and see how many your child can pop with their index finger before they are all gone
  - B. Put 5-10 stickers on a balloon, or use a marker to write small (1/2-inch) letters, numbers, or shapes on the balloon. Toss the balloon into the air and tell your child which sticker to find and touch before the balloon hits the floor. Make it more fun by setting goals or keeping score
  - C. Use memory game cards (or make your own with small pieces of paper). Put 1 copy of each pair face-up around your home—on the floor, taped to the wall, on a chair, etc. Keep the other copy of the cards at "home" base. The child picks up 1 card from the deck and looks around the house quickly to find the match and returns "home" with the pair. See how long it takes the child to find 10 pairs, then try to beat that time the next time you play
  - D. If you can play outside, use sidewalk chalk to write letters or numbers 10- to 12-inches apart on the concrete. Work on letter identification or spelling by jumping from letter to letter, or math facts jumping number to number
  - E. If your child is a reader, have them read 1-2 minutes at a time while doing 1 of the following:
    - \* Marching in place
    - \* Stepping side-to-side
    - \* Running or jumping in place
    - \* Turning their head quickly side-to-side (shaking their head "no")



Center for Deaf  
and Hard of Hearing  
Education

The Center Assessment Team provides consultation at any time, even during the current COVID-19 situation. We can be contacted via electronic mail (e-mail) and telephone as well as through our Zoom audio/video capabilities. Please do not hesitate to reach out to us!



# TEACHERS' DEN

Deaf Educator's Network



## Distance Learning

### Remote Learning

- \* Indiana Department of Education Remote Learning Guidance <https://bit.ly/33HH1AX>
- \* Etiquette <https://bit.ly/3af9vEn>
- \* FERPA Guidance US DOE <https://bit.ly/2UexHRZ>



### Ed Tech

- \* Quizizz—Teach and learn anything on any device
- \* Book Creator—Create, Read and publish
- \* Flipgrid—Record and share short videos
- \* Vooks—Storybooks brought to life
- \* IXL—Personalized learning; K-12 curriculum

### COVID-19 Social Stories

- \* In ASL <https://tinyurl.com/u9fnglc>
- \* #COVIBOOK in multiple languages <https://bit.ly/33KOKYn>
- \* Social Narrative (downloadable) <https://tinyurl.com/v8nnqxf>

### Video Conference Tools

- \* Zoom <https://zoom.us/docs/en-us/covid19html>
- \* Google Hangouts Meet <https://bit.ly/2WBHvH0>
- \* Flock <https://bit.ly/2y6YdnL>



Center for Deaf  
and Hard of Hearing  
Education

For eLearning Accessibility #DeafEdTips, please visit the Center's blog [http://cdhhe.blogspot.com/p/deafedtips\\_12.html](http://cdhhe.blogspot.com/p/deafedtips_12.html)





# Family & Community

## COVID-19 Community Resources



Indiana State Covid—19 **Resource** Guide  
for Hoosiers Looking for **Assistance**

<https://www.in.gov/coronavirus/files/COVID-19%20Resource%20Guide%20for%20Hoosiers.pdf>



Indiana Department of Education **E-Learning**  
**Resources**

<https://www.doe.in.gov/elearning/2020-covid-19-remote-learning>



**Indianapolis Covid-19 Resources:**

<https://www.indy.gov/topic/covid>



Hands & Voices:  
Covid-19 **Resources**

<https://www.handsandvoices.org/covid-19.html>



# Family & Community

## Virtual Resources



<https://www.childrensmuseum.org/museum-at-home>

Now is the time to virtually visit places around the world. Here are just a few of the options:

- ◆ National Aquarium: <https://aqua.org/media/virtualtours/baltimore/index.html>
- ◆ National Museum of the United States Airforce <https://www.nationalmuseum.af.mil/Visit/Virtual-Tour/>
- ◆ National Museum of Natural History <https://naturalhistory2.si.edu/vt3/NMNH/>
- ◆ Le Louvre <https://www.louvre.fr/en/visites-en-ligne#tabs>
- ◆ Carlsbad Caverns <https://artsandculture.withgoogle.com/en-us/national-parks-service/carlsbad-caverns/natural-entrance-tour>
- ◆ Hawai'i Volcanos National Park <https://artsandculture.withgoogle.com/en-us/national-parks-service/hawaii-volcanoes/nahuku-lava-tube-tour>

Check out this site to find virtual event options!

<https://indianapolis.kidsoutandabout.com/content/upcoming-virtual-events-online-kids-teens-families-and-adults>

The  
INDIANAPOLIS PUBLIC  
Library

For online books, stories, games, science experiments, activities, and daily drawing classes go to Indianapolis Public Libraries:

<https://www.indypl.org/blog/for-parents/online-stories-games-and-activities-for-kids>

# STAFF CONTACTS

**Bethany Colson**  
Executive Director

bcolson@isdh.in.gov  
317-232-0998

**Administrative Assistants:**

**Linda Evans**  
Early Intervention

levans@isdh.in.gov  
317-232-0882

**Maricela Porras**  
Center Administrative Assistant

mporras@isdh.in.gov  
317-232-5808

**Deyda Salazar**  
Assessment & Deaf Education

dsalazar@isdh.in.gov  
317-232-6572

**Accommodations:**

**Laura Leffler**  
Accommodation Specialist

lleffler@isdh.in.gov  
317-232-0896

**Audiology:**

**Michelle Wagner-Escobar**  
Audiology Coordinator

mwagnerescobar@isdh.in.gov  
317-232-7438

**Dana Ramsey**  
Audiologist

dramsey2@isdh.in.gov  
317-232-7437

**Kelly Allison**  
Audiologist

kallison@isdh.in.gov  
317-232-5950

**Deaf Education and Assessment:**

**Sarah Kiefer**  
Deaf Education Coordinator

skiefer@isdh.in.gov  
317-232-0971

**Lorinda Bartlett**  
School Psychologist/Assessment Lead

lobartlett@isdh.in.gov  
317-232-0900

**Kristi Etter**  
Educational Consultant

kretter@isdh.in.gov  
317-233-7953

**Jacqueline D. Hall - Katter**  
Speech Language Pathologist

jkatter@isdh.in.gov  
317-232-2864

**Sarah Leathers**  
Teacher of the Deaf or Hard of Hearing

sleathers@isdh.in.gov  
317-232-7308

**Justin Perez**  
Educational Consultant

jperez@isdh.in.gov

**Early Intervention:**

**Cindy Lawrence**  
EI Coordinator/Transition Coordinator

clawrence@isdh.in.gov  
317-232-0899

**Laura Burklew**  
CDHHE Network Lead

lburklew@isdh.in.gov  
317-288-3611

**Michelle Coleman**  
CDHHE EI Training Coordinator

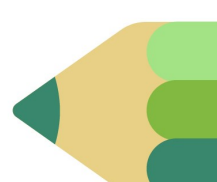
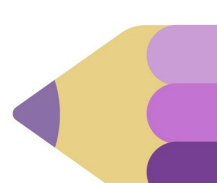
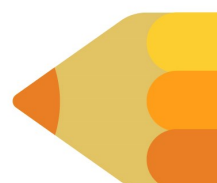
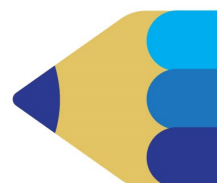
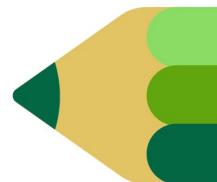
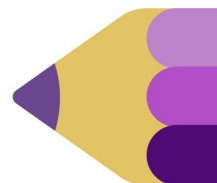
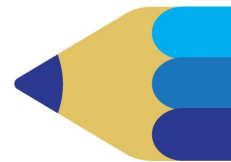
mcoleman2@isdh.in.gov  
317-232-0881

**Kjari Newell**  
EI Specialist

knewell@isdh.in.gov  
317-232-0960

**Meg Warnock**  
EI Specialist

mwarnock@isdh.in.gov  
317-550-1978



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