

Handouts can be found at  
<http://bit.ly/EHDI2019-Childress>

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**ILLINOIS SCHOOL FOR THE DEAF OUTREACH**

FREE training and consultation for Illinois children who are deaf or hard of hearing

ISD Outreach website <http://illinoisdeaf.org/Outreach/Outreach.html>  
Like us on Facebook! <https://www.facebook.com/ISDOutreach/>  
237-479-4393

State of Illinois  
Department of Human Services  
Illinois School for the Deaf

JB Pritzker, Governor  
James T. Dimas, Secretary  
Julee Nist, Superintendent

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Connect and Discover  
(Hearing) Assistive Technology

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- + Outreach trainer, consultant and CI specialist at our state residential school
- + Educational audiologist in the mainstream setting
- + Professional speaker
- + Former employee at a CI company
- + Late-deafened adult with bilateral CIs, signer
- + Loves all things techy including hardware, software and social media to spread the word
- + Curator of the list "Apps for Kids (and Adults) with Hearing Loss"
- + Mentor / Advocate



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### What parents/students(/adults!) need to know

What is on each program?

What accessibility options do you have available for your amplification?

- Telecoil
- FM/DM
  - Which adapter best fits your (child's) need? – CAD5, neckloop, integrated, universal receiver
- Intermediary device/streamer
- Direct Audio Input

What are some visual/tactile support options?

- Alarms, wearables
- speech-to-text, speech-to-sign

What solutions are available for different situations?

- Home, school, community...

Resources for troubleshooting

- Can they name the parts of their equipment?

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### Connectivity How is sound received?



Phone to environmental mic

Speaker phone

How should they wear headphones?



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**Environmental microphone**  
Location, location, location 



= microphone location

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**Connectivity**  **Wireless**  
How is sound received? T-coil, intermediary devices/streamers

Telecoil options



Intermediary devices/streamers



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**Connectivity**  
How is sound received?

 **Direct Audio Input**  
cable connected to HA/CI/BAHS



DAI Cable

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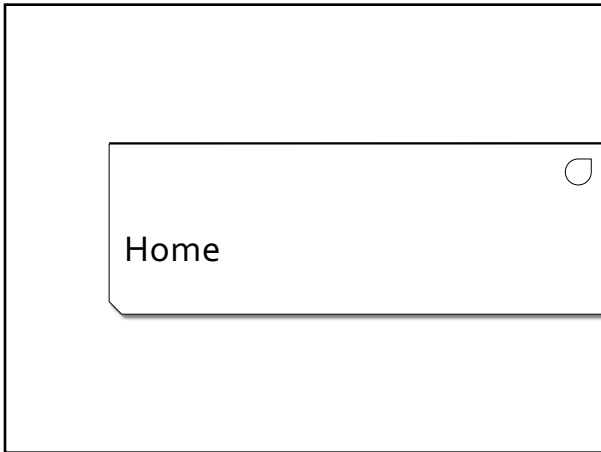
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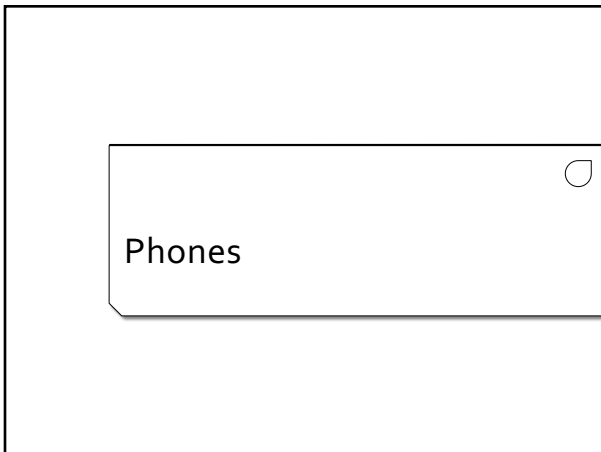
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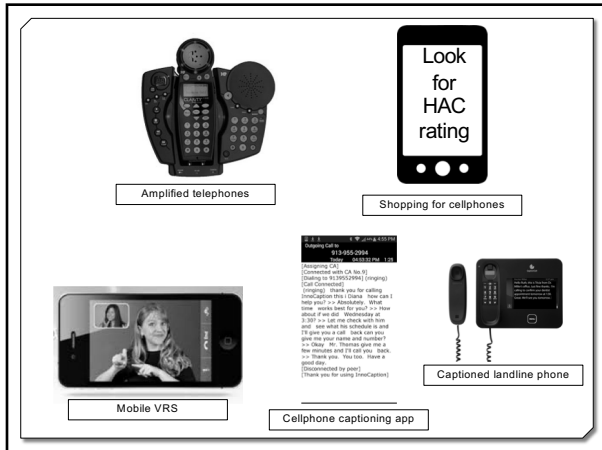
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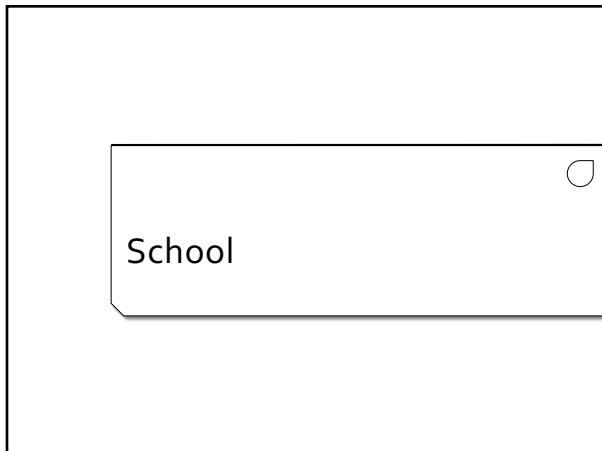
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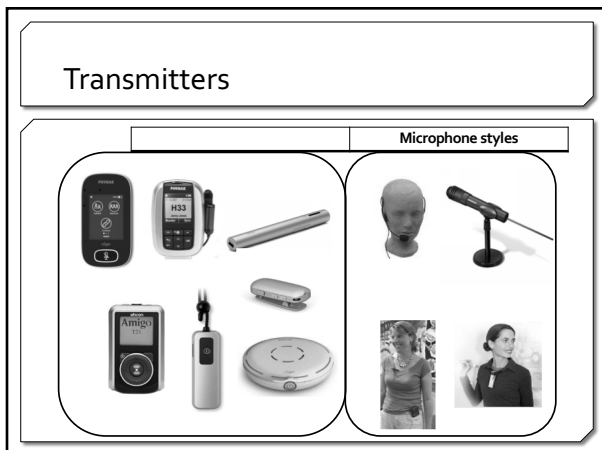
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Solutions for group conversations



Team Teaching      Multiple clip-ons      Directional Boom

Pass around      Table mics      Adaptive Directional

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Receivers

Hearing Aid	Cochlear Implant
	

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CADS

Toteable	Classroom
	

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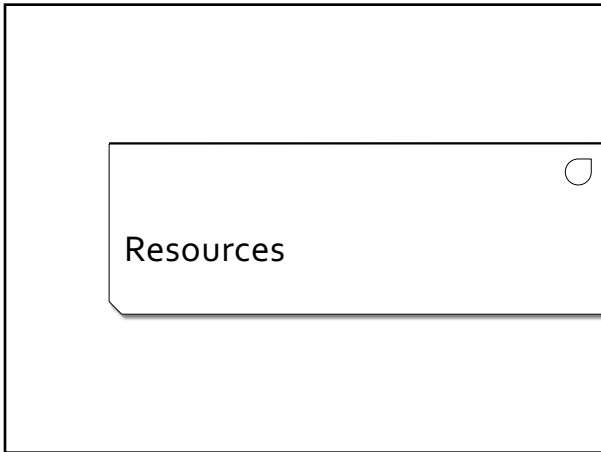
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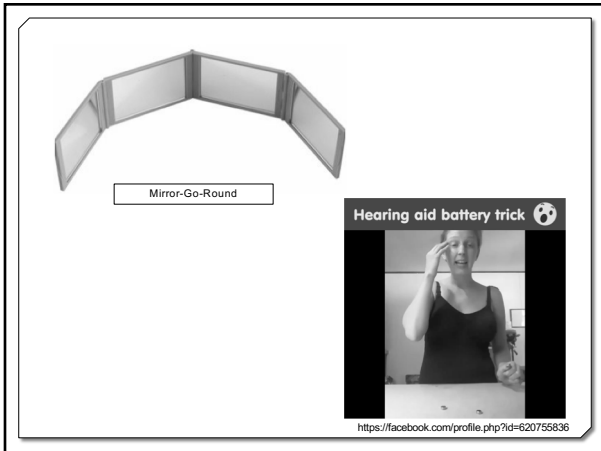
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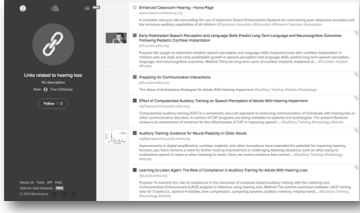
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**My social bookmarking site**  
<http://bit.ly/Raindrop-TinaChildress>

- + Hundreds of links related to hearing loss – including AT and vendors
- + \*Also Hearing Loss Activities, Role Models with Hearing Loss
- + Searchable via tags



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### The App Lists for iOS and Android



- Accessibility
- Advocacy
- Audiology
- Classroom Tools
- Hearing Test
- Listening Therapy
- Media Player
- Personal Amplifier
- Sign Language
- Sound Level Meter
- Speech/Language
- Telecommunication
- Master List\*
- Resources

<http://bit.ly/Apps4HL-iOS>    <http://bit.ly/Apps4HL-Android>

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### My blog

<http://tinachildress.wordpress.com>

+ Name that part!  
(<https://tinachildress.wordpress.com/2011/07/18/name-that-part/>)



Manufacturer	Part

Worksheet courtesy of Tina Childress, AuD, ©2014-2015

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### Illinois School for the Deaf CI Support Page

<http://illinoisdeaf.org/Outreach/CI.html>

#### Cochlear Implant Manufacturers

Click on the company logos to view their websites. Click on the product images to view the associated user guides.

Manufacturer	Product
AB	Model 10
AB	Model 11
AB	Model 12
AB	Model 13
AB	Model 14
AB	Model 15
AB	Model 16
AB	Model 17
AB	Model 18
AB	Model 19
AB	Model 20
AB	Model 21
AB	Model 22
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AB	Model 100

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### Retention

- + Children's Retention Brochure
- + Fantastic resources from Karen Anderson, Jane Madell and Oticon
- + Products ranked by age group:
  - + 0-12 m/o
  - + 12-24 m/o
  - + 2-5 y/o
- + Not mentioned, floatie armbands or the elbow restraint



<https://successforkidswithhearingloss.com/professionals/hearing-aids-on-2/>

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### Alexander Graham Bell ASSOCIATION FOR THE DEAF AND HARD OF HEARING

#### Listening and Spoken Language Knowledge Center

- + <http://listeningandspokenlanguage.org/Tertiary.aspx?id=1213>



Home | [Learn](#) | [Connect](#) | [Advocate](#) | [Get Certified](#) | [Find Services](#) | [Families](#) | [Professionals](#) | [Search](#)

**Assistive Hearing Technology**

The growth of devices in the world of assistive hearing technology has expanded tremendously in the last several decades, and continues to evolve at a rapid pace. There are individual devices that are worn all or most of the time by a person such as hearing aids or cochlear implants. And there are technologies to assist a person with a particular emotional task or an FM system or sound field system in a classroom. Read through these entries on the different devices that are available in the market and pick with your student if other hearing options need to learn about what technologies can help you specifically.

**Hearing Aids**

For people with mild to moderate hearing loss, a hearing aid can significantly help communication by amplifying sound. Hearing aids are small electronic, battery-powered devices that collect sounds with a microphone and direct the louder signal into the user's ear through a tiny speaker. Read More >

Can't hear on the phone

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### National Association of the Deaf (NAD)



- + <http://nad.org/issues/technology>
- + Information about applicable laws, news and recent developments
- + Resources to other websites



Technology

Making communication and information accessible...

As technology advances, it's important for people who are deaf or hard of hearing to stay informed about the latest developments. The National Association of the Deaf (NAD) provides a comprehensive resource for staying up-to-date on the latest news, laws, and recent developments in the field of assistive technology.

LEARN MORE

- Assistive Technology
- Deaf Culture
- Education
- Employment
- Government
- Health
- Legal
- Media
- Research
- Travel
- Volunteering

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## Guide to Self-Advocacy Skill Development - Suggestions for Sequence of Skill Attainment

Suggested skill/grade	The student will...
Pre-K/1	Be responsible for not hearing, feeling sad and report when problems occur
Pre-K/1	Be responsible for not hearing when it is correct that they did not hear message
Grade K/1	Recognize effect of distance on voice ability to hear in noisy versus quiet speech activity
Grade K/1	Identify location that demonstrates difference on the sound field
Grade K/1	Identify use of voice as appropriate used to present to the teacher or shared class peers
Grade K/1	Identify use of voice as appropriate
Grade K/1	Recognize effect of shouting when that occurs in learning environment / demonstrate by closing lips when they are talking with voice or requesting someone to raise voice
Grade 1	Use pre-determined signal with teacher to indicate change in learning environment
Grade 1	Report that the environment is noisy, request teacher to raise or lower voice
Grade 1	Report simple names and purposes of hearing devices parts and what can go wrong (ie sound, microphone, directional aid, for the Deaf, the Blind, the Deaf)
Grade 1	Identify purpose and use of the hearing device in classroom setting with assistance
Grade 2	Recognize awareness of recognizing when they have received information (When do you know that you have heard what someone said?)
Grade 2	Be able to report "When is it hard to hear/hear/understand?" (Classroom situations from Children's Book: <i>My Sister is Deaf</i> )
Grade 2	Recognize when a question/question is answered (According to <i>Our Deafness</i> )
Grade 2	Appropriate use simple address communication (what strategies? How the part that you heard and how to enter a conversation, (COP) which auditory skill development needed)
Grade 2	Demonstrate ability to perform basic troubleshooting when hearing device malfunctions

Grade 3	Describe purpose and appropriate use of FM with classroom teacher, with ease
Grade 3	Identify classroom situations in which listening necessary for education - (Personal ID)
Grade 3	Identify if the amount of listening difficulty that puts in whether, location or environment issues affect the hearing device & hearing aid use
Grade 3	Describe self-advocacy strategies to address changing listening situations (as identified at the District IEP, Prevalence and Implications List of Strategies to Assist Students)
Grade 3	Improve ability to describe appropriate use of self-advocacy strategies (District IEP strategies)
Grade 3	Participate in the IEP and History List of Self-Advocacy Strategies
Grade 4	Discuss with classroom teacher to describe purpose and appropriate use of FM, set up signal system and request professional accommodations, with assistance (average) (not for District IEP)
Grade 4	Identify appropriate communication and accommodations for self-advocacy (not for District IEP)
Grade 4	Appropriate use advanced address communication (what strategies? (not background or clarification) when requesting clarification in class or social situations (COP)
Grade 4	Identify appropriate and advocacy strategies to identify hearing challenges in school and social settings, meet expectations for use when priority listening - challenges occur

<https://successforkidswithhearingloss.com/wp-content/uploads/2011/12/Guide-to-Self-Advocacy-Skill-Development.pdf>

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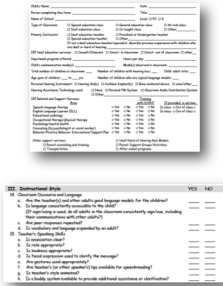
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## Early Childhood

- + Placement and Readiness Checklists for Students who are Deaf and Hard of Hearing (PARC)
- + We need to look at:
  - + Skills of the student
  - + Learning environment
- + If they've been receiving EI, are they reading for "regular" preschool? Do they know some support? Do they need entire program support?



[https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/PARC\\_2011-Chap-7.pdf](https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/PARC_2011-Chap-7.pdf)

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## Ida institute

- + So many tools appropriate for students and adults
- + Aural rehabilitation
- + Advocacy
- + Counseling



<https://idainstitute.com/>

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# Ida Institute – My World

+ Uses materials that you print out (e.g., environments and people/manipulatives) to do play therapy to explore different hearing and listening challenges



[https://daainstitute.com/tools/my\\_world/](https://daainstitute.com/tools/my_world/)

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## Using the Ida My World Counseling Tool with Children

Developmental Age	Characteristics of Communication	Stage of Psycho-social Development	Goal	Activity	Use with Additional Resources/Supports
3-5 years	Age 2: vocabulary about 100-300 words; mean length of utterance is 1.2 words. Responds to simple commands ("Show me your eye"). Age 3: vocabulary about 900-1000 words; handles 3 word sentences easily. Understands most simple questions about activities.	"Can I do things myself?" or "Must I rely on others?" The young child will develop a sense of being able to handle many problems on their own--autonomy.	To learn that she can respond to challenging listening situations (faking control, handling communication problems).	Develop awareness of challenging listening situations and simple ways to address them. Can use the CHLD as a base of listening situations to discuss via My World.	Family calls child's attention to challenging listening situations. Use self-talk to describe actions. Reinforce via discussions using My World environments.
4-6 years	Age 4: names common objects; knows 1+ colors; can usually repeat words of 4 syllables; repeats 4 digits. Age 5: has number concepts of 4 or more and can count to 10. Speech should be fully intelligible. Can repeat sentences of 9 words. Can tell some complex sentences. Age 6: speech should be fully intelligible and socially useful. Should be able to tell a connected story about a picture.	"Am I good?" or "Am I bad?" A sense of judgment is developed with hearing about ability to complete tasks well. As school-age years reach hearing aids and inquiry, child may begin to associate being good as something other children judge as being bad.	1. To reinforce that hearing aids help the child learn and interact, allowing them to do well [I am good]. 2. To strengthen self-concept of being a whole "good" person and develop consistency to the comments or remarks of others; reinforce self-advocacy.	Using My World, role play situations in which the child uses hearing devices and doesn't use hearing devices. Role play conversations with others, exploring feelings and practicing ways to respond.	Discover the listening bubble; use activities from the ELF for child to participate in determining bubble size. Use CHLD and LIFE. B school situations. After LIFE is basis for --what could you say/do?
7-11 years	Age 7: should have sustained production of all consonants. Should be able to read time to quarter hour, do simple reading and understand many stories. Age 8: complex and compound sentences should be used readily; describes past events in an involved manner; should show free topics in grammatical constructions - tense, pronouns, subjects. All speech sounds should be well established. Carries on a conversation at length at adult level.	"Am I successful or worthless?" Feelings about ability to meet adult expectations for completing increasingly complex skills - competence, persistence. May become more self-conscious of hearing devices and differences as child approaches being a "teener" (D+)	1. To determine level of listening challenges in daily situations. 2. Begin to explore feelings. 3. To link competence and success in school work with use of the FM and self-advocacy strategies. 4. To develop skill and pride in being their own "Technology Specialist."	Have child use level of listening challenges in school and home using My World to act out situations as needed. Use concept of listening bubble size & FM. Instill appropriate responsibility in monitoring hearing devices.	Child rates level of listening on the CHLD and LIFE. R. Demonstrate improved competence with FM. Do the Peer Relationship Scale. Role play self-advocacy strategies. Use SEAM to guide trade toward device independence.
12-15 years	Teens essentially communicate as adults, with increasing maturity throughout high school. They comprehend abstract language (i.e., idioms, figurative language, metaphors). Teens should process abstract meaning, relate word meanings and concepts, understand punctuations and form complex syntactic structures.	"Who am I and where am I going?" Tends to romanticize the person I am and "the person actors want to become." Seeking balance between "What Age I am?" and "What am I going to do with it."	1. To develop an understanding of hearing loss (what I am). 2. To explore feelings associated with hearing listening challenges. 3. To strengthen self-concept as a communicator with hearing loss.	Teens listening bubble to My World environments and relate to hearing loss. Involve in discussions with peers and other students with hearing loss. Expect self-advocacy.	Use SAC-A and SOAC-A for peer discussions. Use My World and LIFE. R situations as basis for group discussions between peers with hearing loss. Problem solve advocacy.

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# Tracking auditory progress

<https://www.advancedtherapeutics.com/content/dam/advancedtherapeutics/Documents/Tools-for-Toddlers/early-interventions-professionals-teachers-therapists/Tracking-Auditory-Progress.pdf>

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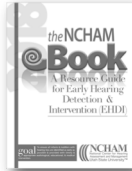
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## National Center for Hearing Assessment and Management

- + Brochures, presentations, videos and more
- + Sign It!
  - + ASL curriculum is FREE to families of children 36 m/o and younger
  - + <https://www.infantheating.org/signit/>



<https://www.infantheating.org/>

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## National Deaf Center

- + f/k/a PepNET



<http://nationaldeafcenter.org>

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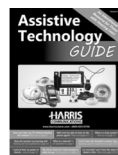
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## Harris communications

- + (Hearing) Assistive Technology resource
- + Order catalogs for your office
  - + <https://www.harriscomm.com/catalog-request>
- + Assistive Technology Guide
  - + <https://www.harriscomm.com/freeguide>
  - + Download for free



<https://www.harriscomm.com/>

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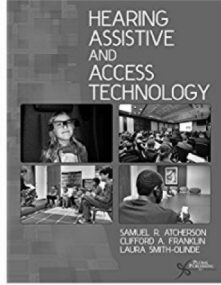
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### Great reference

- + Hearing Assistive and Access Technology by Drs. Samuel R. Atcherson, Clifford A. Franklin, Laura Smith-Olinde



[https://www.cbrpublishing.com/publication\\_haat.htm](https://www.cbrpublishing.com/publication_haat.htm)[https://www.cbrpublishing.com/publication\\_haat.htm](https://www.cbrpublishing.com/publication_haat.htm)

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### Training and services at no cost

#### Contact us!

Phone	217-479-4393
Toll-free	877-339-2686
Fax	217-479-4328
Email	<a href="mailto:DHS.ISDOutreach@illinois.gov">DHS.ISDOutreach@illinois.gov</a>
Website	<a href="http://illinoisdeaf.org/Outreach/Outreach.html">http://illinoisdeaf.org/Outreach/Outreach.html</a>
Address	Illinois School for the Deaf 135 Webster Jacksonville, IL 62650

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