

THE WISCONSIN

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"What works for your child is what makes the choice right"



STATEWIDE PROFESSIONAL / FAMILY CONFERENCE

**November 11 & 12, 2016, Radisson Paper Valley
Hotel, Appleton**

Each year, WESP-DHH Outreach sponsors an Annual Statewide Professional & Family Conference, specifically for families that have, and professionals who work with, children who are hard of hearing, deaf, deafblind, or deaf with additional disabilities. WI Families for Hands & Voices is a proud collaborative partner with this event.

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This year's conference theme this year is "All About Me!" which will focus on building a positive sense of self in students and increasing the understanding of the role of each educational team member. The conference will span two days, Friday and Saturday, November 11-12, 2016, and will be held at the Radisson Paper Valley Hotel in Appleton. Family Conference registration fee for families is \$150 per family, which covers the costs of foods / childcare activities. \$75 for each additional adult you register. Scholarships are available to help offset costs to families, for WI H&V members only. Professional Conference registration fee is \$200 for two days, \$125 for one day.

WI Families for Hands & Voices will be sponsoring the silent auction again this year. How can you help? Go to our WI Hands & Voices website (www.handsandvoiceswi.org) and download the donation letter to seek out either monetary donations or silent auction items. ALL funds raised go to the scholarship fund so ALL families have the opportunity to attend this wonderful, once a year, event!

You must be a current WI Hands & Voices member to receive a scholarship. Please go to the *Join Us* tab to enroll / renew your membership.

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We just found out that our child has a permanent hearing loss, but it's only in one ear. This doesn't seem like a big deal. What should we know?

- L. R. (Malone, WI)

Why it's a big deal: One ear cannot listen the same as two ears in all situations. Two ears working together are needed to figure out where sound is coming from. Two ears help us hear better in noisier places. Also, two ears listening together hear just a bit better than one ear working alone. It is very important for learning both at home and at school for a child to hear as well as possible with both of their ears!

Listening Challenges: Children are like little sponges and learn language by hearing it from the people who are around them every day. Any time when listening is not easy it will be harder for a child with unilateral hearing loss to pick up new words. One of the biggest challenges for people with hearing loss in one ear is listening in noisy situations. Having the TV on a lot is just noise to a baby and it can make it really hard for your child to pick up new words from you. Hearing from a distance is also a challenge. Your child can hear you best if you are within a few feet of your child when you talk to him. Because of these listening challenges, children with hearing loss in one ear often need help to clearly hear what you say, as well as what teachers say in school, and what their friends say during play. Without this help, children with unilateral hearing loss may be **10 times** more likely to fail a grade in school or need special help to keep up in school. **1/3 to 1/2** of children with hearing loss who have not received help to hear better have problems learning in school! Also, because most rules of social interaction are learned via subtle auditory cues and visual cues, rather than direct teaching, it isn't a surprise that about **1/5** of these children will develop behavior or social issues.

Learning Challenges: Learning issues are largely due to missing incidental speech that occurs in the environment. Even though a child hears typically in one ear, whenever there is noise or the speaker is at a distance the child will miss part of what is said. It is recommended that children with some usable hearing in their worse ear begin to wear a hearing aid in their poor ear starting in infancy. This will provide more 'balanced' hearing and allow the child to pick up incidental language around them, thereby preventing some/all of the possible language delays and behavior/social issues. Waiting to amplify the poorer hearing ear until school age (child is in kindergarten or older) may be too late as their brain will take considerable time to learn how to use the information to localize sound and listen in noise. Until that happens, the child may report that the hearing aid actually makes it more difficult due to amplification of all noise along with speech. Don't wait! Learning challenges include difficulty learning sound/letter associations in typically noisy kindergarten and grade 1 settings, feeling 'out of step' due to missing parts of directions and the inability to hear/understand what peers are saying in the classroom unless they are close and it is relatively quiet.

UNILATERAL HEARING LOSS

Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> • Child can "hear" but can have difficulty understanding in certain situations, such as hearing faint or distant speech, especially if poor ear is aimed toward the person speaking. • Will typically have difficulty localizing sounds and voices using hearing alone. • The unilateral listener will have greater difficulty understanding speech when environment is noisy and/or reverberant, especially when normal ear is towards the overhead projector or other competing sound source and poor hearing ear is towards the teacher. • Exhibits difficulty detecting or understanding soft speech from the side of the poor hearing ear, especially in a group discussion. 	<ul style="list-style-type: none"> • Child may be accused of selective hearing due to discrepancies in speech understanding in quiet versus noise. • Social problems may arise as child experiences difficulty understanding in noisy cooperative learning, or recess situations. • May misconstrue peer conversations and feel rejected or ridiculed. • Child may be more fatigued in classroom due to greater effort needed to listen, if class is noisy or has poor acoustics. • May appear inattentive, distractible or frustrated, with behavior or social problems sometimes evident. 	<ul style="list-style-type: none"> • Allow child to change seat locations to direct the normal hearing ear toward the primary speaker. • Student is at 10 times the risk for educational difficulties as children with 2 normal hearing ears and 1/3 to 1/2 of students with unilateral hearing loss experience significant learning problems. • Children often have difficulty learning sound/letter associations in typically noisy kindergarten and grade 1 settings. • Educational and audiological monitoring is warranted. • Teacher inservice is beneficial. • Typically will benefit from a personal FM system with low gain/power or a sound-field FM system in the classroom, especially in the lower grades. • Depending on the hearing loss, may benefit from a hearing aid in the impaired ear.

Several changes and transitions have recently occurred within WESP-DHH:

Marcy Dicker, WESP-DHH Outreach Director

Marcy has served as the WESP-DHH Outreach Director for nearly 14 years, since its inception in January, 2003. It is with mixed emotions that she announced her retirement, effective August 26, 2016. The work of the Outreach Program and the individuals, families and professionals with whom she has interacted with have made her tenure with Outreach incredibly rich and meaningful. Thank you to all who have shared your talents and expertise, your ideas and your honest feedback over the years.

Lindsay Raclaw, WESP-DHH Outreach Technology Coordinator

Lindsay was with the WESP-DHH Outreach team for just under two years. During that time, she made her mark! She helped to promote increased use of technology within the Outreach team and with Deaf Education professionals in the field.


Jill Severson, WESP-DHH Outreach Early Childhood Consultant

Jill has made the difficult decision to step down from her role as Early Childhood Consultant on the Outreach team. Her time with Outreach, although brief, has been very meaningful, and we all value the relationships she had begun forming. During her short time with Outreach, Jill led with her heart. Her heart, however, has led her back to the classroom and in daily direct service provision.

Marla Walsh, WESP-DHH Director

Marla is the former Principal at the Wisconsin School for the Deaf (WSD). For the past year, she has served as Interim Director of WESP-DHH, which oversees both WSD and Outreach. Over the summer, Marla interviewed for and was selected as the WESP-DHH Director - in just a couple short months, she has dived into her new role, and the Outreach team is thrilled! Marla will be serving as the Interim Outreach Director after 8/26, while DPI recruits and conducts interviews for the Outreach Director position.

With the new school year getting underway, may we suggest the following resource for the Individual Education Plan (IEP) team, as well as parents at home, to consider if any or all of the following assistive devices, assistive services or other supplementary aids or modifications will help their child with a hearing loss with everyday communication and to become more independent.

<input type="checkbox"/> Hearing Aids	<input type="checkbox"/> Telecaption Decoder
<input type="checkbox"/> Vibrotactile Devices	<input type="checkbox"/> TV Amplifier
<input type="checkbox"/> Phone Amplifier	<input type="checkbox"/> Classroom Amplification System
<input type="checkbox"/> TTY/TDD/Cell (Text)	___ sound field system
<input type="checkbox"/> iPad/Videophone	___ FM system
<input type="checkbox"/> Voice Carry Over	___ audio induction loop
<input type="checkbox"/> Cochlear Implant	___ infrared system
___ audio input selector (for equipment plugged in an electrical socket)	<input type="checkbox"/> Other: _____
___ TV/HI Fi cable	
___ patch cord (plug into battery operated devices—such as walkmans)	
___ dual headphone adapter	
<input type="checkbox"/> Alert/Signal Systems	
___ fire alarm/smoke detectors	
___ alarm clocks/watches	
___ phone/doorbell alerts	
<input type="checkbox"/> Real-Time Captioning	
___ CART (computer assisted real-time) (verbatim)	
___ CAN (computer assisted note-taking) (summary of lecture)	
___ C-Print (computer aided speech to print) (near verbatim—short hand)	

Adapted from the Wisconsin Assistive Technology Initiative's "Student Information Guide" for Hearing at <http://webschoolsolutions.com/wati/wati-forms.htm>

The name of the first permanent American school for the deaf was The Connecticut Asylum for the Education for Deaf and Dumb Persons. We now know this school as the American School for the Deaf, which opened on April 15, 1817. Thomas H. Gallaudet was the principal and Laurent Clerc was the head teacher.

Today, there are approximately 178 schools for the deaf in the United States.

The states with the most schools for the deaf are:

- New York - 9
- California - 8
- New Jersey and Texas - tied with 7 each
- Massachusetts - 6

A LITTLE TRIVIA

DEAF ~~101~~ 2-5-8

Top 10 Deaf Halloween Costumes

- 1) **The Thing** - You know that disembodied hand from The Addams Family that crawls all over the place? Well, it can sometimes feel like that's how the world sees us—hands waving about, not actually connected to a human.
- 2) **Frankenstein** - You know the big, green guy with bolts in his neck? Bring a unique deafie twist by sticking the bolts in your ears instead and pointing at them every time someone tells you to get out of the candy bowl.
- 3) **Skeleton** - Watch in delight as your deaf friends find it totally impossible to concentrate on anything you say or sign. You know how distracting it is when someone has a beard, or weird teeth? Try concentrating on what they are saying when you can see their ribs, or NOSE HOLES in their skull. Ugh!
- 4) **Pumpkin** - There is no deaf connection to this costume other than I love the idea of you all marching about like giant satsumas.
- 5) **Mummy** - Full body and face bandages. Get even with all those people who are impossible to lip-read.
- 6) **Werewolf** - It is hugely important that you give a true representation of real-life werewolves, or, as we know them, hearing dogs, howwwwl.
- 7) **Alien** - You have the outwardly-normal clothing, a bump, where your stomach should be. Your face contorts in pain as you squeeze a secret button. Your stomach EXPLODES. Out pops... A sign language dictionary. TAKE THAT, HEARIES. Boom.
- 8) **Dr Jekyll / My Hyde** - There are endless variations. Think of any aspect of deaf or hearing culture that divides people, and dress as both sides.
- 9) **Audiologist** - Every deafie's worst nightmare? Tick.
- 10) **A Deafie** - If you really want to scare people, you can create this on a shoestring budget. Simply be yourself and announce that you are a real live Deaf Person. Enjoy the terror in their eyes before their head explodes.

Emily Howlett: Top 10 Halloween Outfits for Deafies! <http://limpingchicken.com/2014/10/31/emily-howlett-top-10-halloween-outfits-for-deafies/>
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Insider tip: "258" means "very interesting."

If a Deaf person ever jokingly signs to you the numbers "2, 5, 8" what they mean is "very interesting." The two comes from the initialized English sign for VERY. (The English sign VERY uses a "V" as the handshape and uses a position, palm orientation, and movement similar to the sign "BIG." Which is to say, the Signed English sign "VERY" is an initialized version of the ASL sign "BIG.") ASL doesn't use the sign "VERY," rather ASL uses exaggerated movement, body language, and facial expression to indicate the idea of "very."

SUMMER PICNIC FUN

WI Hands & Voices hosted it's annual summer picnic in the Southern Region on July 17 at Harriet Park in Verona. While the rain came through in the wee morning hours, we had a delightful day filled with amazing families and lots of sunshine! Michelle Cordova, Independent Living Specialist for Deaf and Hard of Hearing at Access to Independence joined us to share their resources / supports. We had eleven families join us, with kids of all ages and stages. Soooo much fun had by all!! Special thanks to Karen Manning for coordinating the picnic, her husband Dan Uhrich for grilling the brats and hot dogs, and to Rob and Marcy Gretzlock for use of their Nescos. Special thanks also to ALL the families who attended and brought a dish to pass. This WI H&V Village is complete! Until we meet again ... :)



Renew Your Membership or become a member today!

2016 Hands & Voices WI Membership

Please circle one of the following

Parent of a deaf/HH child	\$25.00
Deaf/HH Adult	\$25.00
Student	\$25.00
Professional	\$40.00
Organization/agency	\$75.00
Additional Donation	\$_____

Name _____

Address _____

Phone _____

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Method of Payment

Check _____ Scholarship _____

Become a Member/Renew Online!

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Please Visit:
<http://www.handsandvoiceswi.org/>

Or clip and mail to:

WI Families for Hands & Voices
PO Box 9644
Green Bay, WI 54308



HELP OTHERS BY DONATING USED HEARING AIDS!

WI Families for Hands & Voices is now accepting hearing aids donations as part of a partnership with Starkey. If you have hearing aids that are not being used and would like to make a charitable donation to help WI Families for Hands & Voices....

Recycle now! Contact Hands & Voices at handsandvoiceswi@yahoo.com for a self-addressed, stamped envelope

WHEN WE DO THE BEST THAT WE CAN, WE NEVER KNOW WHAT MIRACLE IS WROUGHT IN OUR LIFE, OR IN THE LIFE OF ANOTHER.