SUMMER IS HERE!
And with summer, kids are more active participating in all manner of sports. The following list of adaptations is from a publication that has been an invaluable resource to many parents and professionals who want to support children’s participation in sports even though they have a hearing loss.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggested Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Red light behind each backboard lights at end of a quarter; portable loop system around bench with the coach using the microphone plus hearing devices</td>
</tr>
<tr>
<td>Bowling</td>
<td>Hearing devices; Visual stimulus or scorekeeper/teammate to notify the bowler if s/he has fouled.</td>
</tr>
<tr>
<td>Canoeing</td>
<td>Hearing devices; Buddy system to relay announcements; person with hearing loss in rear seat; visual signals or flag in conjunction with a ‘go’ gunshot;</td>
</tr>
<tr>
<td>Diving</td>
<td>Assistive listening device with headphones for coaching advice on pool deck; visual signs for scores.</td>
</tr>
<tr>
<td>Football</td>
<td>Hearing aid within a modified helmet (info provided); visual signals between players during plays</td>
</tr>
<tr>
<td>Golf</td>
<td>Hearing devices + FM to use with advising partner</td>
</tr>
<tr>
<td>Soccer</td>
<td>Hearing devices as long as there is no threat of injury. ITE aid with soft canal recommended. Players deliver messages during substitutions and/or hand gestures. FM use or loop for coach conferences.</td>
</tr>
<tr>
<td>Softball</td>
<td>Hand signals for each umpire call used by closest teammate on field or between coach/players</td>
</tr>
<tr>
<td>Swimming</td>
<td>Raised flag for ‘on your mark’, dropped flag for ‘go’. Can be in conjunction with gunshot or strobe light. Drop flag in water in front of swimmer when a false start occurs.</td>
</tr>
<tr>
<td>Tennis</td>
<td>Hearing devices. Use of hand signals during doubles. Visual score cards.</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Use of hand signals during game; visual scoreboard. Visual signal to accompany whistle signals</td>
</tr>
</tbody>
</table>

It is common for individuals to perspire while playing sports. Hearing devices that are moisture resistant should be used and or protective devices for hearing aids like Ear Gear or SuperSeals. For more information: http://www.pitt.edu/~cvp/timeout.pdf
ROUTINES...ARE THEY THAT IMPORTANT?

BY JODI ANDERSON

For children, especially for children with deafblindness, routines provide consistent, repeated experiences that allow them to anticipate what is about to happen, communicate in a structured and familiar setting, and actively participate to the greatest extent they can.

A routine should have a clear signal to the student that the activity is starting. The steps of the activity should always occur in the same order, be cued in a consistent way, and take place in the same place. When the routine ends, there must be a clear signal that the activity is finished.

My son Liam who is totally blind and has a cochlear implant on the right loves the pool. He takes private lessons with a young man who is a sophomore in college named Josh. Josh is awesome with Liam; they have a really special relationship. Josh, however, does not know sign, let alone tactile sign. Liam has a special waterproof cochlear processor he wears in the pool so Josh can talk to Liam and he understands.

One day, we went to the pool and after changing Liam into his suit, I tactile signed for him to remove his regular processor. He put the swimming processor on and it did not work. I tried all our usual strategies. I turned it off and turned it back on; nothing happened. I thought maybe the battery was dead so I switched it out with the battery on his regular processor; still nothing. The swim cochlear processor was a no go. What to do? Liam could not wear his regular processor in the pool; it would be ruined if it got wet. We had an old swim cover we used prior to getting the waterproof processor but that was at home. Liam was already changed so not having the swim lesson would result in a very upset Liam. So, I signed to him that we would be going to the pool without the C.I.

I also explained the situation to Josh. Although a little apprehensive, he was willing to give it a try. I told him if it didn’t work out that we could just cut the lesson very short. I told him to just do what he normally did and come get me if there was a problem. The swimming lesson then began and I went back to the tables outside the glass windows where parents are allowed to wait and watch. Time went by, and Josh never came to get me. Things seemed to be going very well. After the 45 minute class was done, I met them. Josh was beaming. Liam did wonderfully!

How did things go so well when Liam was truly profoundly deaf and totally blind? The answer is simple – a routine. Josh does the same order of activities for his swim lessons every week. Liam knows his routine and was able to follow along because he knew exactly what was going to happen. In addition, he trusts Josh.

It turned out the cable was bad on Liam’s swim cochlear processor, thanks to awesome customer service; we had a new cable before his next lesson. Because of a consistent and familiar routine, Liam was able to participate and have fun. This was a great example of the importance of using routines in daily activities for children who are deafblind. Are routines that important? Yes, because they work!
NEW ACCESSIBLE TECHNOLOGY SECTION ADDED TO ADA.GOV WEBSITE

The Department of Justice has launched a new Accessible Technology section to their website, ADA.gov. This will further assist people with disabilities to understand how the ADA applies to certain technologies, such as web sites, electronic book readers, online courses, and point-of-sale devices. Covered entities have longstanding obligations to make their programs, goods, services, and activities accessible—including those they provide online or via other technology. For more information go to www.ada.gov/access-technology/index.html

DEAF DAY AT MT. OLYMPUS

Date: Saturday, July 9th, 2016
Time: 10:00 am
Duration: 12 hours
Location: Mt. Olympus Water & Theme Park
1701 Wisconsin Dells Parkway North,
Wisconsin Dells, WI 53965
Sponsored by: Wisconsin Association of the Deaf
For more information, visit:

Please join us for our...

"Moms Brunch"
For Moms of Kids with Hearing Loss

When: SUNDAY, June 26, 2016
11 am - 2 pm
Where: 2924 Hope Road
Cottage Grove, WI 53527

Please bring a favorite food or drink to share!

Join other moms like yourself as we relax and share the joys and challenges of raising our incredible children... and anything else you want to talk about!

Sign language interpreter available on request.

RSVP by June 19 if you can join us: kmnanning1@gmail.com
or 608/831-3638

Funds raised from this event will benefit WSD’s Special Olympics teams, as well as future community and campus wellness initiatives.

More info:
http://wespdhh.org/wsd/events/?event_id=244998&date=2016-06-04
EARLY INTERVENTION: FIVE FACTORS TO SUPPORT LANGUAGE DEVELOPMENT

Parents with a child who is DHH know the importance of developing language skills is as early as possible. Now the Laurent Clerc National Deaf Education Center offers strategies to get started. They gathered a team of early intervention specialists, educators, parents of children who are DHH, and professionals to come up with a list of five overarching factors to support the development of language.

Factor 1

Direct and daily access to language and communication is essential to facilitating each child’s language and communication development.

Factor 2

A collaborative, ongoing process should be used to explore modalities, technologies, and strategies to support the development of linguistic competence.

Factor 3

Early exposure to accessible language through sign is beneficial to language acquisition.

Factor 4

Early fitting of amplification and ongoing monitoring of its effectiveness are integral to selecting communication strategies to facilitate language development.

Factor 5

Planning for language and communication development should be individualized and systematically guided by ongoing assessment and monitoring.

The Laurent Clerc National Deaf Education Center provides literature that supports each factor along with recommended practices and demonstrations of the practices. Find more information at www.gallaudet.edu/clerc-center-sites/early-intervention-network-supporting-linguistic-competence-for-children-who-are-deaf-or-hard-of-hearing.html

Support Advocacy and IEPs Workshop

June 16, 6-8pm, Madison WI

A guest speaker will talk about advocacy through different transitions and how her "All About Me" tool has helped her in school. Child care will be provided for the first 20 kids that are signed up.

For more information, Denise Pulfer, awesomedehohkids@gmail.com

Location: Our Savior Deaf Church, 3110 Dairy Dr., Madison, WI 53708
Leah Katz-Hernandez and Claudia Gordon are both Deaf women who have risen to positions of prominence within the White House.

Ms. Katz-Hernandez is the Receptionist of the United States (ROTUS) and is the first ever deaf person to hold that position. Her job includes welcoming people into the West Wing including the President, his guests, senior staff, and world leaders. She previously worked as an intern at the White House, worked in Obama’s re-election campaign, then was appointed as the First Lady’s press assistant and research associate prior to her current job as ROTUS.

Claudia Gordon is the first Deaf African-American female attorney in the United States. She works at the Office of Federal Contract Compliance Programs and previously worked as a policy advisory for the Department of Homeland Security.

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”
HARRIET PARK in VERONA, WI
SUNDAY JULY 17, 2016
11:30 am - 2:30 pm

We invite your family to a very special summer afternoon!
Meet and share lunch with other families with children of all ages with hearing loss.

Picnic lunch shelter with play areas, conversation & fun!

Please bring a dish to pass
Hot dogs & brats, buns and condiments provided

Where: Harriet Park Shelter - 151 Mary Lou Street
Verona, WI 53593
(Bordered by Mary Lou St, Arthur St, Westlawn Ave & Harriet St)

When: Sunday, July 17, 2016
11:30 am - 2:30 pm

Questions? Contact Karen Manning at krmmanning1@gmail.com
or call 608/831-3638

Please RSVP to Karen by July 10th if you will join us!

Thanks for all your support for the 2016 Walk4Hearing 5K! Our team raised $675 to date!

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

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 _______ ___________ _________
E-mail ___________________________

Method of Payment
Check ____ Scholarship _____

Become a Member/Renew Online!

Credit Card Payment NOW Accepted!

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

Or clip and mail to:
WI Families for Hands & Voices
PO Box 9644
Green Bay, WI 54308

Love is deaf.
You can't just tell someone what you feel.
You have to show it.