



SUPPORTS FOR LANGUAGE ACQUISITION

This section describes various opportunities for language learning and resources to support those approaches. The impact of hearing levels and various devices to assist with listening are also included. Links to resources for families to access more tools and websites to assist them on their journey are included as well.



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American Sign Language (ASL)

American Sign Language is a natural language that allows people who are deaf and hard of hearing to access information through vision. ASL is used in the United States and many parts of Canada, but it is not a universal language. ASL has its own rules of grammar. Grammar is not only expressed in sign order but also with facial expressions, body movements, and the shape, placement, and movement of the hands.

Just as with spoken languages, ASL has regional dialects that vary throughout the United States and Canada like spoken English (e.g., pop/soda). A person's dialect may show through how they produce sign, their signing space, degree of facial expressions, etc.



When children are learning American Sign Language (ASL), it is important that families learn ASL, too. Additionally, children will learn ASL quicker if they have opportunities to interact and socialize with peers and adults who are fluent users of ASL. For more information on ASL and bilingualism as a communication opportunity:

- <https://vl2.educ.ualberta.ca/>
- <https://www.vl2family.org/get-your-package-today>
- <https://www.handsandvoices.org/fl3/fl3-docs/maximize-visual-access-tips.pdf>

Vernon, M. (2005). Fifty Years of Research on the Intelligence of Deaf and Hard-of-Hearing Children: A Review of Literature and Discussion of Implications. *Journal of Deaf Studies and Deaf Education*, 10(3), 225-231.
<https://doi.org/10.1093/deafed/eni024>

Some opportunities to learn ASL through taking courses include:

- ASL NYC <https://asl NYC.com/>
- Gallaudet University online ASL courses <https://www.gallaudet.edu/asl-connect/asl-courses>
- Indiana Association of the Deaf - ASL courses <https://www.iadhoosiers.org/asl-courses>
- IUPUI ASL Class <https://www.iupui.edu/academics/degrees-majors/degree/american-sign-language-english-interpretation-bs-iupui-asleibs>
- Indy Language Center <https://www.indylanguagecenter.com/asl/index.html>
- Vincennes University ASL Class <https://www.vinu.edu/web/asl>
- Sign School <https://www.signschool.com/>
- Start ASL <https://www.startasl.com/>

Opportunities for children to learn sign language:

- American Society for Deaf Children online Deaf Mentor <https://deafchildren.org/sign-on/>
- Deaf Mentor Program <http://www.deaf-mentor.skihi.org/>
- Once Upon a Sign - ASL signed stories <http://us11.campaign-archive2.com/?u=5f5981615a94b38768c53edbf&id=55c403d012&e=c92131d686>
- You Tube ASL Stories ASL stories for young children <https://www.youtube.com/channel/UCYyRpJBseu43EojDdSUcSyA>
- For teens:
 - Deafverse- video game designed for teens to improve their signs www.deafverse.com



For Spanish-speaking families, some useful resources about ASL:

- <https://docs.google.com/document/d/119cuyTybfjq3Fkf457GbV75sswRWe278phB4YRmTTsU/edit#heading=h.1eg5v6hoopvn>
- <https://clerccenter.gallaudet.edu/national-resources/documents/clerc/HispanicFamilies-Espanol.pdf>
- <https://youtu.be/9Npl5B8YZaU>



Bilingual – Bicultural Education

One methodology for teaching children who are deaf and hard of hearing is Bilingual-Bicultural (bi-bi) education. A bi-bi program uses American Sign Language (ASL) as the first language for children who are deaf and hard of hearing. Written English is the child's second language and is taught at the same time as ASL. Children with access to speech also learn spoken English. For more information about bi-bi, see the National ASL and English Bilingual Consortium on Early Childhood Education; www.bilingualece.org

Online Resources:

- Auditory Technology and its Impact on Bilingual Deaf Education(2015) https://clerccenter.gallaudet.edu/national-resources/documents/clerc/odyssey/2015_issue/ODYSSEY_SPR2015_Mertes.pdf
- Bilingual Storybook Apps: An Interactive Reading Experience for Children(2015) https://clerccenter.gallaudet.edu/national-resources/documents/clerc/odyssey/2015_issue/ODYSSEY_SPR2015_HerzigMalzkuhn.pdf
- Bilingualism for Children Who Are Deaf or Hard of Hearing (2016) <http://www.raisingandeducatingdeafchildren.org/2016/01/11/bilingualism-for-children-who-are-deaf-or-hard-of-hearing-and-their-families/>
- Developing ASL Text in the Bilingual Classroom (2015) https://clerccenter.gallaudet.edu/national-resources/documents/clerc/odyssey/2015_issue/ODYSSEY_SPR2015_BaerOsbrink.pdf
- Evidence and Evolution: Research and Teachers' Intuition Lead to a Bilingual Program (2012) https://www.gallaudet.edu/Images/Clerc/articles/Odyssey_SPR_2012_Rhoten.pdf
- Indiana School for the Deaf <https://www.deafhoosiers.com/aboutus>
- Success in Two Languages: Focused Programming Provides On -Target Development for Maine Preschoolers (2017) https://clerccenter.gallaudet.edu/national-resources/documents/clerc/odyssey/2017_issue/ODYSSEY_2017-12_Hopkins.pdf
- Supporting Deaf and Hard of Hearing Preschool Students' Emerging ASL Skills: A Bilingual Approach (2017) https://clerccenter.gallaudet.edu/national-resources/documents/clerc/odyssey/2017_issue/ODYSSEY_2017-9_Mitchiner_Gough.pdf
- The "Why" And "How" of an ASL/English Bimodal Bilingual Program (2012) https://clerccenter.gallaudet.edu/national-resources/images/clerc/articles/Odyssey_SPR_2012_NussbaumScottSimms.pdf

Webcasts

- Dispelling Myths of Language Acquisition (2016) <https://clerccenter.gallaudet.edu/national-resources/learning/learning-opportunities/webcasts/dispelling-myths-of-language-acquisition.html>
- Language Learning Through Eye and Ear (2017) <https://clerccenter.gallaudet.edu/national-resources/learning/learning-opportunities/webcasts/language-learning-through-the-eye-and-ear-webcast.html>
- Maximizing Language Acquisition: ASL and Spoken English (2016) <https://clerccenter.gallaudet.edu/national-resources/learning/learning-opportunities/webcasts/maximizing-language-acquisition-webcast.html>
- What the Eyes Reveal About the Brain: Advances in Human Language Acquisition -Insights from Visual Language and Visual Learning (VL2) and the Brain and Language Laboratory for Neuroimaging (BL2) (2014) <https://clerccenter.gallaudet.edu/national-resources/learning/learning-opportunities/webcasts/what-the-eyes-reveal-about-the-brain-webcast.html>



Spoken Language

Spoken language is a term used to indicate language that is understood through listening and expressed using voice. Children who are deaf and hard of hearing need access to sound to develop spoken language. Most children who are deaf and hard of hearing will use personal amplification (e.g., hearing aids, cochlear implants, bone anchored hearing aids). Children need to develop auditory skills to develop spoken language skills.

A child using spoken English needs full access to language. You should find an audiologist that understands your child's education and learning needs.

Your child's providers and clinicians need to know auditory skill development as well as spoken language strategies. They need special training in hearing, language, and deaf education.

Children need to develop listening skills to learn to speak. Parents can keep track of how their child's listening skills are growing.

- First Years - Auditory Learning Guide providing auditory skills that are to be learned in the first four years of listening <https://www.psha.org/member-center/pdfs/auditory-learning-guide.pdf>
- Integrated Scales of Development <https://www.cochlear.com/uk/en/home/ongoing-care-and-support/rehabilitation-resources/scales-of-development>
- Success for kids with hearing loss auditory skill hierarchy resource <http://successforkidswithhearingloss.com/wp-content/uploads/2016/08/Auditory-Skill-Hierarchy.pdf>
- Track a Listening Child - guide for language, listening and self-advocacy development [https://www.cochlear.com/0f576aaf-45ce-4256-9b3b-e772663bf661/general_rehabilitationresources_earlyintervention_trackalisteningchild\(tlc\)_en_3.31mb.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE-0f576aaf-45ce-4256-9b3b-e772663bf661-15rD6NH](https://www.cochlear.com/0f576aaf-45ce-4256-9b3b-e772663bf661/general_rehabilitationresources_earlyintervention_trackalisteningchild(tlc)_en_3.31mb.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE-0f576aaf-45ce-4256-9b3b-e772663bf661-15rD6NH)

To learn more about spoken language for children who are deaf and hard of hearing:

- Cochlear Implant Education Center at the Clerc Center (CIEC) <https://clerccenter.gallaudet.edu/national-resources/resources/our-resources/cochlear-implant-education-center.html>
- Educational Planning for Students with Cochlear Implants <https://clerccenter.gallaudet.edu/national-resources/learning/learning-opportunities/webcasts/educational-planning-for-students-with-cochlear-implants-webcast.html>
- Gallaudet Clerc Center Spoken Language Resources <https://clerccenter.gallaudet.edu/national-resources/info/info-to-go/spoken-language.html>
- John Tracy Clinic <https://www.jtc.org/pals/en/course-lists/>
- John Tracy Clinic <https://www.jtc.org/ideas-and-advice/>
- Students who are Deaf and Hard of Hearing and Use Sign Language: Considerations and Strategies for Developing Spoken Language and Literacy Skills https://clerccenter.gallaudet.edu/national-resources/documents/clerc/Nussbaum_Scott%5B1%5D.pdf
- Students with Cochlear Implants: Guidelines for Educational Program Planning <https://clerccenter.gallaudet.edu/national-resources/resources/our-resources/publications/students-with-cochlear-implants.html>
- The Listening Room <https://thelisteningroom.com/>

Listening and Spoken Language

One method for learning spoken language is the Listening and Spoken Language (LSL) approach. This method teaches deaf and hard of hearing children to use spoken language through listening.

The goal for your child is to wear their technology all waking hours. Use of technology to access the full speech sound spectrum is key to this approach. This amount of access plays a role with your child's progress using the LSL approach. Your child's LSL specialist will coach and model LSL strategies with you. Parent participation is another key to the success of this approach.



Some things you will learn during coaching sessions include:

- Directing your child to listen.
- Pointing out a sound and name it.
- Using audition first.
- Expecting a response.
- Describing actions and thoughts.
- Creating an auditory sandwich.
- Asking "What did you hear?".
- Making it easier for your child to listen.
- Expanding your child's communication.

<https://www.infanthearing.org/ebook-educating-children-dhh/chapters/7%20Chapter%207%202020.pdf>

Listening and Spoken Language (LSL) Specialists are either teachers of the deaf, speech-language pathologists, or audiologists who are specially trained and certified to develop listening and spoken language for children who are deaf or hard of hearing. An LSL Specialist follows developmental models in listening, language, speech, social, and thinking skills. LSL Specialists support and coach parents and caregivers to learn how to teach their children spoken language naturally at home. They may also work in school settings, especially at preschool and elementary levels, to develop spoken language skills that support school-age reading and academics.

To learn more about LSL:

- AG Bell <http://www.agbell.org/>
- Hear Indiana <http://hearindiana.org/>
- Hear to Learn <http://www.hearlearn.org/in>
- Hearing First -Listening and Spoken Language (LSL) <https://hearingfirst.org/>
- Laurent Clerc National Deaf Education Center Info to Go <https://clerccenter.gallaudet.edu/national-resources/info/info-to-go/spoken-language.html>
- Oír Para Aprender <http://oirparaaprender.org/>
- St. Joseph Institute for the Deaf <https://sjid.org/indianapolis->

Visual Approaches

Visual approaches are:

- Cued American English/ Cued Speech (CS)
- Manually Coded English (MCE)/Sign Systems
<https://www.cdc.gov/ncbddd/hearingloss/parentsguide/building/manual-english.html>(CDC)
 - ◆ Conceptually Accurate Signed English (CASE)
 - ◆ Pidgin Signed English (PSE)
 - ◆ Seeing Essential English (SEE 1)/Morphemic Sign System (MSS)
 - ◆ Signing Exact English (SEE 2)

Cued American English/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. Cued speech has been adapted to 56 languages and major dialects. It does not require the use of speech or voice to communicate clearly. Cued speech is often used to assist with reading comprehension.

- Cue College <http://www.cuecollege.org/>
- CueSign Inc. <https://www.cuesign.org/>
- Daily Cues <http://www.dailycues.com/>
- National Cued Speech Association
www.cuedspeech.org

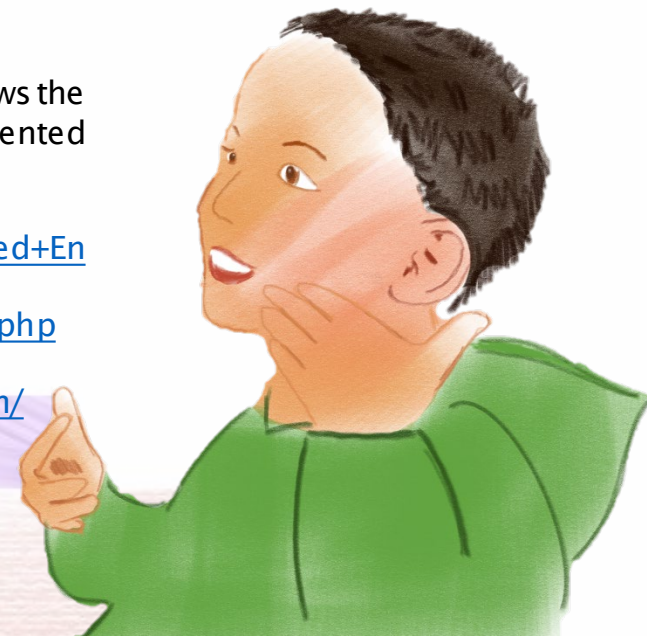


Manually Coded English is a tool that follows the grammar of spoken English. It is generally presented at the same time a person is speaking.

- Everything2 Manually Coded English
<https://everything2.com/title/Manually+Coded+English>
- Sign.Com Au <http://www.sign.com.au/index.php>
- Signing Exact English <https://www.signingexactenglish.com/>

Communication opportunities:

- <http://www.gallaudet.edu/clerc-center.html>
- <http://www.handsandvoices.org/comcon/index.html>
- <https://www.infantheating.org/ebook-educating-children-dhh/chapters/2%20Chapter%202%202020.pdf>
- <https://ncbegin.org/communication-options/>



Augmentative/ Alternative Communication (AAC)

Some children who are deaf and hard of hearing may have needs that require additional supports to learn language. Augmentative/Alternative Communication or AAC can be used at any age. AAC can refer to systems used to develop language without technology (e.g., picture system). The term AAC can also mean using electronic devices that generate speech to communicate. There are a variety of options available for communication, including switches and eye gaze systems. A child can use AAC alone to communicate or combined with speech and/or sign. Some children who begin learning language with AAC may not need the support later. Some children will use AAC as their way to express language throughout their lives. To learn more about language and AAC: <http://www.everyonecommunicates.org/methods/tech.html>

Other useful resources to explore AAC:

- AAC Institute www.aac institute.org
- Aided Language Stimulation <https://youtu.be/flFNMky22-U>
- Angelman Syndrome Foundation <https://www.angelman.org/resources-education/communication-training-series/>
- Easterseals Crossroads Assistive Technology Services – lending library for AAC equipment https://www.eastersealstech.com/device_loan_library/
- Indiana Resource Center for Autism IU Bloomington <https://www.iidc.indiana.edu/pages/visualsupports>
- Promoting Achievement through Technology and Instruction for all Students <https://www.patinsproject.org/>
- United States Society for Augmentative & Alternative Communication <https://ussaac.org>

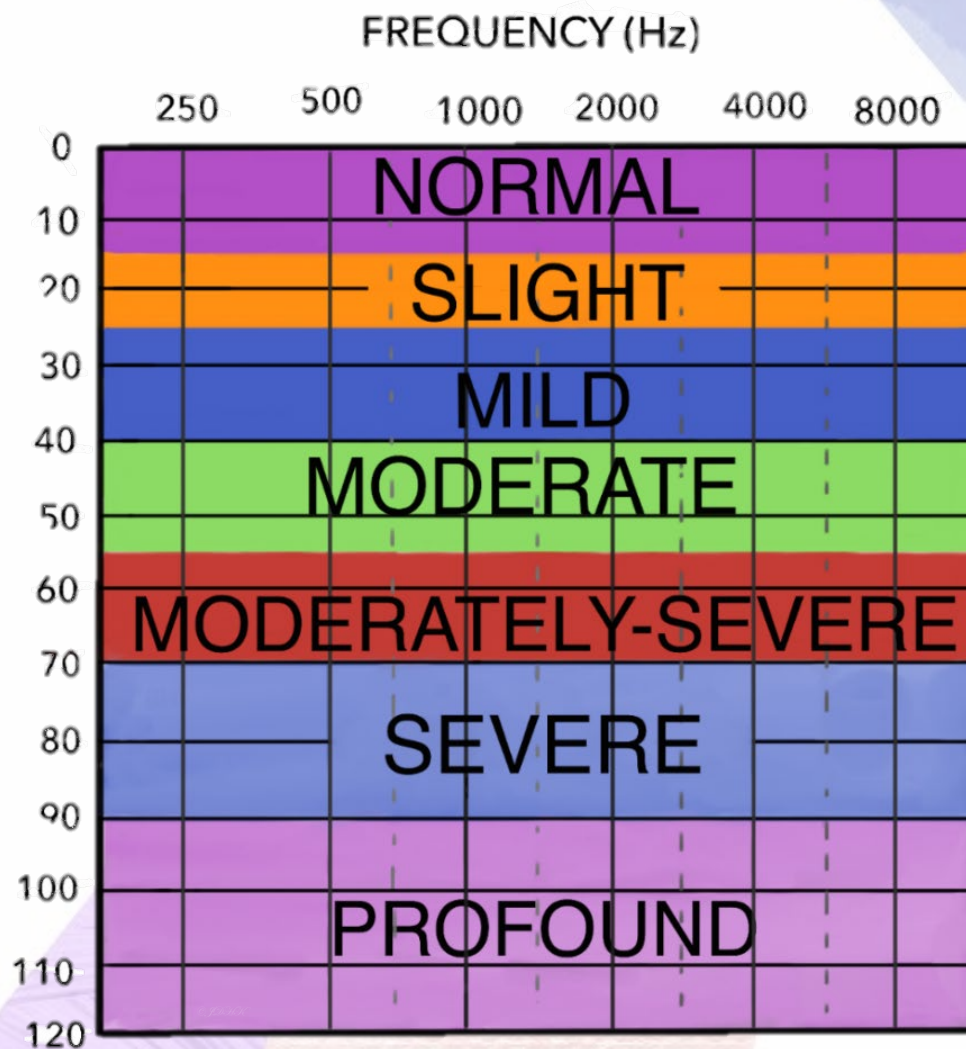


Hearing Levels - Degrees of Hearing Loss

The impact different hearing levels have on a child varies greatly. The impact may be related to the degree of hearing loss and how it affects a person's ability to hear speech. The amount of hearing loss is shown by **hearing thresholds** that are marked on an **audiogram**. A hearing threshold is the softest level a person can hear a specific sound. Thresholds are usually measured for pure tones or speech. Thresholds marked toward the top of an audiogram indicate responses to softer sounds and those toward the bottom indicate louder sounds. Hearing thresholds are described as ranging from slight to profound.

An **audiogram** is a graph that shows the softest sounds a person can hear at different pitches or frequencies.

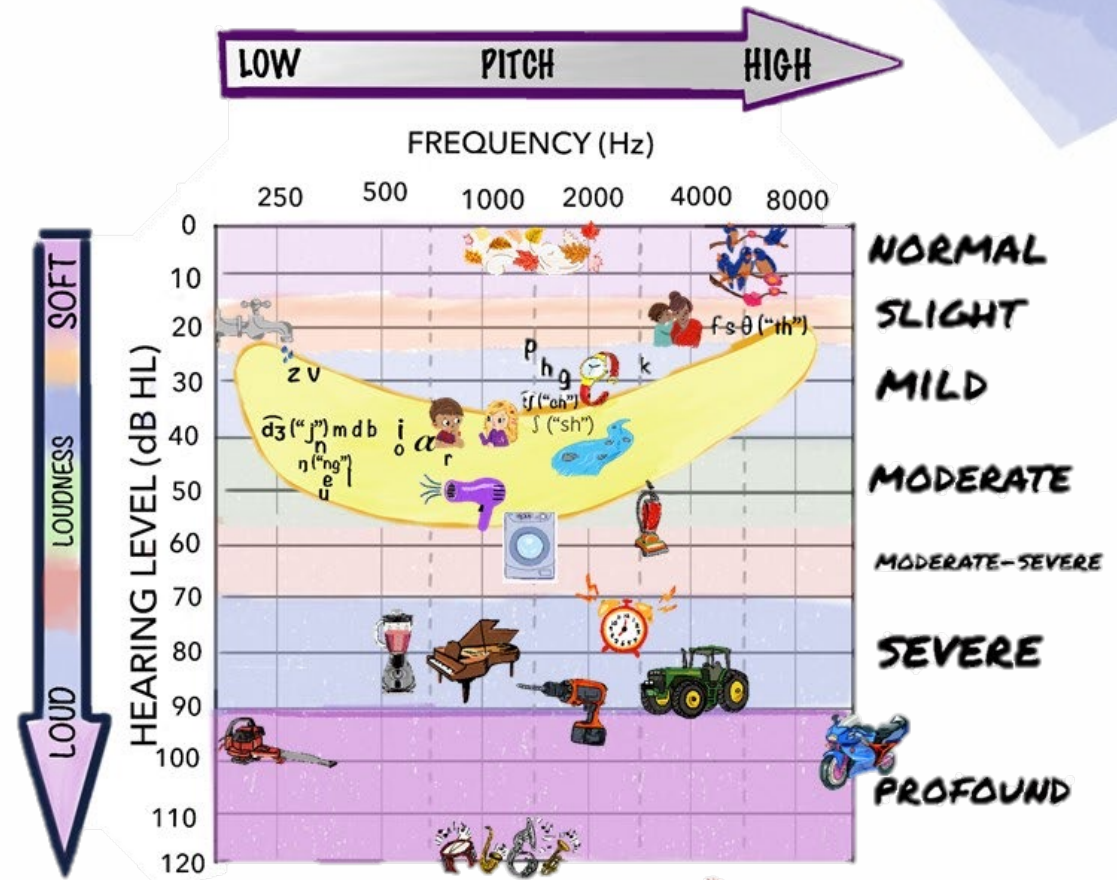
The **hearing threshold** is the sound level below which a person's ear is unable to detect any sound.



Hearing Loss - Impact

The impact of the hearing loss is often predicted by the degree, configuration, and amount of speech information that can be heard.

- Children who have hearing levels in the mild range generally have difficulty hearing soft speech and speech from a distance.
- Children who have hearing levels in the moderate range generally have difficulty hearing speech at a comfortable voice level, even when the person speaking is close to them.
- Children who have hearing levels in the severe range may only hear very loud speech and environmental sounds.
- Children who have hearing levels in the profound range may hear little without personal hearing devices.



To better understand how to relate this familiar sounds audiogram to your child's hearing levels:
<https://s3.amazonaws.com/www.jtc.org/Ideas-Advice/hearing-loss/New+Audiogram+of+FS+English+2019.pdf>

Amplification - Purpose

Amplification allows children who are deaf and hard of hearing to hear environmental sounds and speech at softer loudness levels than possible without assistance. To develop listening and spoken language, consistent auditory access is essential. Without amplification, children may miss important auditory information that helps them to learn about their environment and communicate with people in their lives. For children who are deaf and hard of hearing, auditory access may be provided through various types of amplification.

Amplification consists of hearing aids (traditional or bone-anchored), cochlear implants, and other assistive technology, which increase the loudness or the individual's access to sound. Depending on the type and severity of a child's hearing loss, a specific style of amplification may be recommended.

Amplification - Types

If a child has a long-standing hearing loss with typical outer/middle ear structures, an audiologist may recommend:

Traditional Hearing Aid: device designed to amplify (make louder) sounds and send them down the ear canal. Traditional hearing aids are placed behind the pinna (outer ear). The amplified sounds travel through the typical hearing system (ear canal, ear drum, middle ear space, cochlea).



Amplification - Types

If a child has a severe to profound hearing loss or poor speech understanding in *one* ear with normal hearing in their other ear, an audiologist may recommend the following.

Contralateral Routing of Signal (CROS): a device designed for individuals with normal hearing in one ear and little to no benefit from a hearing aid in the other ear. One device (transmitter) is worn on the ear with hearing loss; another device (receiver) is worn on the ear with normal hearing. Sound is sent from the transmitter to the receiver in the normal-hearing ear. All sound is presented to the normal-hearing ear. CROS does not restore hearing to the ear with hearing loss.

CROS may be recommended for individuals with single-sided deafness.

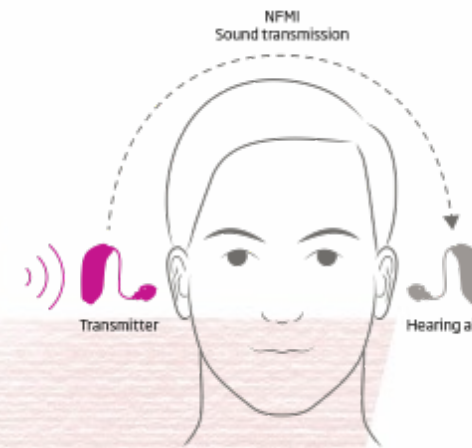


Single Sided Deafness (SSD): unaidable hearing loss in one ear and normal hearing in the opposite ear; ear may be considered unaidable due to degree/severity of hearing loss or poor speech perception.

If a child has a severe to profound hearing loss or poor speech understanding in *one* ear with a hearing loss in his or her other ear, an audiologist may recommend the following.

BiCROS: like CROS, one device (transmitter) is worn on the ear that receives little to no aided benefit; another device (receiver/hearing aid) is worn on the better-hearing ear. Sound is sent from the transmitter on the poorer hearing ear. The device on the better-hearing ear receives the signal and amplifies it to an audible level. It is both a hearing aid and a receiver. All sound is presented to the better-hearing ear.

BiCROS may be recommended for individuals with bilateral hearing loss when one ear is unaidable.



<https://www.hearinginsider.com/what-is-a-cros-or-bicross-hearing-aid>

<https://www.oticon.com/solutions/cros>

Amplification - Types

If a child has hearing loss caused by abnormal outer/middle ear structures (microtia/atresia) or function (recurrent middle ear fluid), an audiologist may recommend the following.



Bone Anchored Hearing Aid (BAHA): this device is worn on the mastoid (bony space behind the ear). The bone conduction hearing aid converts sound to vibrations. These small vibrations are sent through the bone directly to the cochlea, without traveling through the ear canal or middle ear space.

The audiologist may set this device for placement on a different position on the head.

This device may also be recommended for single-sided deafness.

If a child has hearing loss and does not receive significant benefit from traditional hearing aids, an audiologist may recommend the following.

Cochlear Implant: this device sends sound from a speech processor worn behind the ear to an electrode array that is surgically placed inside the cochlea. The electrode array electrically stimulates the hearing nerve, without sound traveling through the ear canal, middle ear, or inner ear.



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Literacy

Your child who is deaf or hard of hearing needs to develop good literacy skills. Several resources are available with tools to help you teach your child to read.

Children who read well have parents who read to them every day, no matter how old. When reading to a child who is deaf or hard of hearing, some tips include:

- Pause to allow your child to look at the pictures before reading. Wait for your child to look up for visual cues (lip reading, cueing, or signing).
- Prop the book so your hands are free to point, gesture, sign, etc.
- Sit so you are eye level with your child.
- Use lively facial expressions and sign/voice to keep your child's interest.
- Sign/talk about vocabulary within the context of the story.
- For younger children, read the same story all week.



Visual Phonics is a tool that provides handshapes which give a visual representation of phonics used in reading. When learning to read, some students who are deaf and hard of hearing benefit from pairing sounding out an unknown word with a handshape cue. <http://seethesound.org/>

- Advanced Bionics – Literacy strategies for parents to use with young children <https://www.advancedbionics.com/content/dam/advancedbionics/Documents/libraries/Tools-for-Toddlers/development-of-hearing-speech-language/Literacy-Strategies.pdf>
- Described and Captioned Media Program (DCMP) <https://dcmp.org/>
- Hands and Voices
 - https://handsandvoices.org/fl3/fl3-docs/parent-take-aways/parenttake-aways_02-early-literacy.pdf
 - <https://handsandvoices.org/fl3/topics/lang-lit-soc-development/literacy.html>
 - https://www.handsandvoices.org/fl3/fl3-docs/parent-take-aways/parenttake-aways_02-early-literacy.pdf
- Hearing First
 - <https://www.hearingfirst.org/listening-reading-connection/reading-aloud>
 - <https://www.hearingfirst.org/listening-reading-connection/early-start-to-reading>
- Laurent Clerc National Deaf Education Center Info to Go: General Considerations to Support Literacy Development <https://clerccenter.gallaudet.edu/national-resources/info/info-to-go/literacy/strategies-to-support-literacy.html>
- Laurent Clerc National Deaf Education Center Info to Go: Literacy <https://clerccenter.gallaudet.edu/national-resources/info/info-to-go/literacy.html>
- Med-el: 10 Tips for Reading to Your Child Cochlear Implant Recipient <https://blog.medel.com/10-tips-reading-child-cochlear-implant-recipient/>
- VL2 Language and Literacy <https://clerccenter.gallaudet.edu/national-resources/info/info-to-go/asl/summary-vl2-research-briefs.html>

Self-Advocacy and Self-Esteem

Children who are deaf and hard of hearing need to advocate for their own access needs as they grow. Some resources to help parents track self-advocacy skills include the following.

- Iowa's Expanded Core Curriculum for Students who are Deaf or Hard of Hearing
<https://educateiowa.gov/documents/deaf-and-hard-hearing-education/2020/03/expanded-core-curriculum-ecc-students-who-are-deaf>
- Minnesota Compensatory Skills Checklist for Students with Hearing Loss – a resource for track a student's self-advocacy skill development in a variety of domains <http://bit.ly/2GpgSN6>
- Student Expectations for Advocacy & Monitoring (SEAM) Listening and Hearing Technology – a checklist to track students' self-advocacy as it relates to technology and interpreting needs
<http://successforkidswithhearingloss.com/wp-content/uploads/2011/08/SEAM-for-School-Success.pdf>
- Success for Kids Self-Advocacy for Students who are Deaf or Hard of Hearing
<http://successforkidswithhearingloss.com/wp-content/uploads/2011/12/Lesson-1.pdf>



Children who are deaf and hard of hearing perform better academically when they have positive self-esteem and good social-emotional health. Children feel good about themselves when they feel like they fit in with a group. They perform better in school when they are not isolated and have a strong group of friends with whom they can communicate with directly. In addition to learning to accept and celebrate their uniqueness, the ability to socialize with peers who are deaf and hard of hearing is greatly beneficial.

Opportunities for interaction with peers who are deaf and hard of hearing

- ★ Deaf Youth Sports Festival, Inc.
<https://www.mdoyouth.org/>
- ★ Gallaudet University – year-round programs for youth to participate or join <https://www.gallaudet.edu/youth-programs>
- ★ Indiana Association of the Deaf – Facebook page that will post community events <https://www.facebook.com/IADeafHoosiers/>
- ★ Indiana Deaf Camp– Summer camp in northern Indiana that uses ASL <http://indeafcamps.org/>
- ★ Laurent Clerc National Deaf Education Center – list of summer camps nationwide
<https://clerccenter.gallaudet.edu/national-resources/info/info-to-go/national-resources-and-directories/summer-camps.html>
- ★ Listening and Spoken Language Camp
<http://www.hearindiana.org/camp>
- ★ National Technical Institute for the Deaf/ Rochester Institute of Technology – techboyz camp and techgirlz camp for boys or girls entering 7th, 8th, or 9th grade who are interested in science, technology, engineering, and math
<https://www.rit.edu/ntid/techboyz/>
<https://www.rit.edu/ntid/techgirlz/>

Early Intervention

Your child who is deaf or hard of hearing can receive support through the Individuals with Disabilities Act (IDEA), Part C (early intervention).

<https://www.in.gov/fssa/4655.htm>

Some resources to help you with the First Steps journey are below.

<https://clerccenter.gallaudet.edu/national-resources/info/#.~:text=Welcome%20to%20Info%20to%20Go,deaf%20or%20hard%20of%20hearing.>



Early language planning information

- Communication Planning Guide for Students Who Are Deaf or Hard of Hearing (Outreach Center for Deafness and Blindness, Ohio Center for Autism and Low Incidence) <https://deafandblindoutreach.org/communication-planning-guide-hh>
- https://www.handsandvoices.org/resources/pubs/Final_8-30-2017.pdf
- Making a Plan: IFSP Considerations for children who are Deaf and Hard of Hearing (CDC) <https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf>
- The Radical Middle (DHH) <http://radicalmiddledhh.org/>
- Tools for Developing Communication Plans: Louisiana https://www.louisianabelieves.com/docs/default-source/academics/tools-for-developing-communication-plans.pdf?sfvrsn=48198c1f_12

Online resources:

- <https://www.agbell.org/Families/Early-Intervention>
- <https://www.babyhearing.org/language-learning/how-early-intervention-helps>
- Early Intervention Network: Supporting Linguistic Competence for Children Who Are Deaf or Hard of Hearing <https://clerccenter.gallaudet.edu/national-resources/clerc-center-sites/early-intervention-network-supporting-linguistic-competence-for-children-who-are-deaf-or-hard-of-hearing.html>
- https://www.infanthearing.org/ehdi-ebook/2020_ebook/18%20Chapter18EarlyIntervention2020.pdf
- Setting Language in Motion: Family Supports and Early Intervention for Babies Who are Deaf and Hard of Hearing (2016) <https://www.clerccenter.gallaudet.edu/national-resources/micro-sites/setting-language-in-motion/eng/index.html>



School Age



Some tools that may help you with the school journey are included in the special education law section of this resource. You may also want to see:

- Advanced Bionics Tools for Schools—a resource for teachers for activities and information <https://advancedbionics.com/sg/en/home/support/tools-for-schools.html>
- Boston Children’s Hospital Deaf and Hard of Hearing Program Resources <http://www.childrenshospital.org/centers-and-services/programs/a--e/deaf-and-hard-of-hearing-program/patient-resources>
- Charting the Life Course Framework <https://www.life coursetools.com/>
- Emergency Evacuation Planning Guide for People with Disabilities https://www.in.gov/isdh/files/Emergency_Evacuation_Planning_Guide_for_People_with_Disabilities.pdf
- Supporting Success for Children with Hearing Loss – resources for parents and educators, including transition and communication strategy materials <http://successforkidswithhearingloss.com/>

If your child needs an interpreter to provide communication access, there are resources to find support. To read the Indiana Department of Education’s information on Educational Interpreters:

<https://www.in.gov/doe/educators/educator-licensing/educational-interpreter-certificate-applicants/>

Other interpreting resources:

- Indiana Family and Social Services Administration, Deaf & Hard of Hearing Services - This site has an extensive list of resources for interpreting services, interpreted events, and social opportunities for deaf and hard of hearing residents of the state of Indiana www.dhhs.in.gov.
- Classroom Interpreting; Boystown - Supports educational teams K-12 supporting deaf and hard of hearing students who use educational interpreters to access education and social interaction <https://www.classroominterpreting.org>.
- Classroom Interpreting For Students Who are Deaf or Hard of Hearing; Laurent Clerc National Deaf Education Center - A series of guides for parents, professionals, and students <https://clerccenter.gallaudet.edu/national-resources/resources/our-resources/publications/classroom-interpreting-for-students-who-are-deaf-or-hard-of-hearing.html>



Eventually, your child will progress through school and become an adult. It is useful to meet the family's goals for their child if thoughts to the future occur earlier rather than later during their child's education. Families can set goals for the future using person-centered planning (PCP). In other words, determining hopes and objectives and mapping the steps needed to meet those goals. For more information on PCP: <https://www.pacer.org/transition/learning-center/independent-community-living/person-centered.asp>
http://mn.gov/mnddc//extra/publications/choice/Its_My_Choice.pdf



Some resources that may help with transition:

- Deaf and Hard of Hearing Services <https://www.in.gov/fssa/ddrs/2637.htm>
- Disability Rights ADA and higher education information <https://www2.ed.gov/about/offices/list/ocr/transition.html>
- Indiana Secondary Transition <https://instrc.indiana.edu/>
- Indiana State Department of Health secondary transition resource manual http://www.in.gov/isdh/files/Indiana_Secondary_Transition_Resource_Manual.pdf
- Milestones Autism Resources- General self-advocacy skills and link to life binder to assist with successful transition <http://milestones.org/individuals-with-asd/self-advocacy/>
- National Deaf Center- a transition resource for deaf or hard of hearing teens to assist with moving from high school to vocation or college www.nationaldeafcenter.org
- Phonak Guide to Access Planning Checklist of skills needed for transition into post-secondary life <https://www.phonak.com/us/en/support/children-and-parents/planning-guide-for-teens.html>
- The Royal Children's Hospital Melbourne- a Healthcare Skills Checklist providing information on what students will need to learn in order to manage their own health as an adult http://www.rch.org.au/uploadedFiles/Main/Content/transition/Adolescent_Transition_checklist_1.pdf
- Transition portfolio Guidance Document https://docs.google.com/document/d/1eqpW_aOOzgl1iy4R957WpPGPy7n7oWpbBDaxZc7syFXQ/edit
- University of Minnesota Deaf/Hard of Hearing Post-Secondary Competency Skills Checklist <http://www.cehd.umn.edu/DHH-Resources/Transition-Guide/resources/Post%20SecondaryCompetency%20Skills.pdf>
- Vocational Rehabilitation <https://www.in.gov/fssa/ddrs/2636.htm>



Other Supports

You can find the most current information on the Center website: www.cdhhe.isdh.in.gov.

Indiana resources for individuals who are deaf and hard of hearing:

- <https://www.in.gov/fssa/ddrs/rehabilitation-employment/deaf-and-hard-of-hearing/>
- https://www.in.gov/isdh/files/Indiana_Family_Resource_Guide.pdf
- https://www.in.gov/isdh/files/How_hearing_loss_is_diagnosed_in_infants_and_children.pdf
- https://www.in.gov/isdh/files/Descriptions_of_Hearing_Loss.pdf
- https://www.in.gov/isdh/files/Services_for_Children_with_Hearing_Loss.pdf
- <https://www.in.gov/isdh/files/Risk%20Factor%20Information%20Progressive%20Hearing%20Loss.pdf>
- <https://www.in.gov/isdh/files/Comprehensive%20and%20Limited%20Audiology%20Provider%20Facilities.pdf>
- <https://www.haapindiana.org/>

Indiana parent and support organizations:

- About Special Kids
 - <https://www.inf2f.org/fact-sheets.html>
 - <https://www.inf2f.org/espantildeol.html>
- Hands & Voices
 - Indiana <http://www.inhandsandvoices.org/>
 - National <http://www.handsandvoices.org/>
 - Spanish <https://www.handsandvoices.org/resources/espanol/index.htm>
- Hear Indiana <http://hearindiana.org/>
- IN*Source
 - <http://insource.org/>
 - <http://insource.org/espanol/>

National parent and support organizations:

- AG Bell Family Resources
 - <https://www.agbell.org/Families/Family-Resources>
- American Society for Deaf Children
 - <http://www.deafchildren.org/>
- Baby Hearing Parenting and Support
 - <https://www.babyhearing.org/parenting>
 - <https://www.audiciondelbebe.org/>
- Gallaudet Parent Advocacy App
 - <https://www.gallaudet.edu/parent-advocacy-app>
- Hearing First <https://hearingfirst.org/>
- My Deaf Child <https://www.mydeafchild.org/#welcome>
- National Association of the Deaf www.nad.org

