

FAMILY ENGAGEMENT NEWSLETTER

Topic of the Month: Deaf and Hard of Hearing



Upcoming Statewide Events

WI Statewide Transition Academy

Information relating to all areas of transition, perfect for all: agency member, educator, paraprofessional, parent or student. Youth track for students 14-21.

Date: October 5, 2016

Location: Wilderness Resort, WI Dells
[Information and Registration Link](#)

State Special Education Leadership Council Public Forum

Opportunity, open to all, to share opinions or concerns on issues in Special Education.

Date: Oct. 10, 2016, 5-6 pm

Location: DPI, 125 S. Webster, Madison, WI

State Superintendent's Conference on Special Education & Pupil Services Leadership Issues

Date: Oct. 18 & 19, 2016

Location: Wilderness Resort, WI Dells
[Information and Registration Link](#)

Parents in Partnership (PIP)

PIP is a leadership development opportunity for parents of children with disabilities ages 6-14. Parents and other caregivers meet together five times during the year to share their family stories, challenges, joys, and triumphs of raising their children. Parents learn about valuable community and statewide resources, planning ahead for their child and family, enjoy time with other parents, learn more within the topics of: health care, education, policy making, inclusion and self-determination. Opportunity for families to strengthen partnerships between the many professionals they interact with on behalf of their children.

[Training locations, start dates & links:](#)

River Falls: Begins Oct .7 & 8, 2016

[River Falls PIP Information Link](#)

Door County: Begins Nov .4 & 5, 2016
[Door County PIP Information Link](#)

Cochlear Implants- A Shared Responsibility

By Wendy Overturf

New technology has allowed some children with hearing impairments to have a "sense of sound." A cochlear implant is a surgically implanted electronic medical device that replaces the function of the damaged inner ear. Unlike hearing aids, which make sounds louder, cochlear implants do the work of damaged parts of the inner ear to provide sound signals to the brain. An implant does not restore normal hearing; instead it can give a person who is deaf a useful representation of sounds in the environment and help him or her to understand speech. The FDA approved cochlear implant devices for adults in 1985 and for children in 1990. As of December 2010, approximately 35,000 children in the U.S. had received cochlear implants. ([NIDCD](#))

Many children with a hearing impairment meet the [eligibility criteria](#) for special education. When a child qualifies for special education, the IEP team is required to discuss those [related services](#) that are required in order for the child to benefit from his or her education. Such related services, as determined by the IEP team, may include but are not limited to: assistive technology (e.g., FM system); proper classroom acoustical modifications; educational support services (e.g., educational interpreters); and receiving the related services (e.g., speech and language services) that are necessary for the child to benefit from special education services. ([71 Fed. Reg. 46570](#))

However, The Individuals with Disabilities Education Act (IDEA) does make a specific exception to the list of related services and that involves surgically implanted devices, which would include cochlear implants. As cited in the Federal Register, public agencies (usually schools) are not responsible for optimizing these devices, maintaining them, or replacing them. Public agencies are responsible for "routine checking to determine if the external component of a surgically implanted device is turned on and working" ([71 Fed. Reg. 46570](#))

While public agencies are *not* responsible for [mapping](#) a cochlear implant, they *do* have a role to play in providing services and supports to help children with cochlear implants. As the [Department of Education](#) observes:

Teachers and related services personnel frequently are the first to notice changes in the child's perception of sounds that the child may be missing. This may manifest as a lack of attention or understanding on the part of the child or frustration in communicating. The changes may indicate a need for remapping, and we would expect that school personnel would communicate with the child's parents about these issues. To the extent that adjustments to the devices are required, a specially trained professional would provide the remapping, which is not considered the responsibility of the public agency.

In many ways, the Department points out, there is no substantive difference between serving a child with a cochlear implant in a school setting and serving a child with a hearing aid. A "public agency is responsible for the routine checking of the external components of a surgically implanted device in much the same manner as a public agency is responsible for the proper functioning of hearing aids."

Cochlear implants have opened many "doors" for children with hearing impairments. However, it is important that both parents and schools understand their respective roles in order to provide the child with optimal benefit. ([Website for more information](#)) Also see "[Meeting the Educational Needs of Students with Cochlear Implants](#)"

Upcoming Statewide Events

Special Education Conference 2016

For all educators working with students with disabilities., this is an excellent opportunity to get relevant current special education information at one conference!

Date: Oct. 24 & 25, 2016

Location: Kalahari, WI Dells

[Information and Registration Link](#)

Youth in Partnership with Parents for Empowerment (YIPPE)

YIPPE is an opportunity for youth with disabilities and their parents to learn about the transition process in a unique way. Youth and parents will hear from speakers and take part in hands-on activities in parallel programs over five weekends. The program assists youth ages 15-20 to: make decisions for themselves, increase independence, get involved in their school and community, make friends and have fun, become self-advocates, learn what the future could hold for them as they think about living on their own, college, work and health. YIPPE assists parents to plan for their youth's future by: enhancing their leadership, communication, and social skills, providing information in the areas of health, employment, education, inclusion, legislation and adult services, connecting them to national, state, and local resources that will help their youth make a smoother transition.

Training locations, start dates & Links:

Green Bay: Begins Oct. 7 & 8, 2016

[Green Bay YIPPE Information Link](#)

WI Dells: Begins Oct. 28 & 29, 2016

[WI Dells YIPPE Information Link](#)

Reaching High Expectations: Success for All: Technology-rich solutions for supporting inclusive practices 2016

The conference emphasizes technology integration, recognizing the flexibility digital options offer, and, that what is essential for some students, often benefits many.

Date: Nov. 1 & 2, 2016

Location: Kalahari, WI Dells

[Information and Registration Link](#)

Upcoming Statewide Events

Across the Lifespan Conference

A joint conference by Wistech, WI-AHEAD, SVRI and the Department of Health Services, brings 40+ educational sessions, workshops and networking opportunities. Targets all age groups: PK-12, post-secondary education, adulthood and seniors. Attendees represent the fields of education, assistive technology, physical therapy, occupational therapy, speech and language pathology, case management and rehabilitation counselors.

Date: Nov. 3 & 4, 2016

Location: Glacier Canyon Lodge, WI Dells

[Information and Registration Link](#)

Save the Date: Keys to Success: Communication, Family Engagement and Partnerships

Providing resources and information for parents, caregivers, educators and service providers of children with special needs, ages 3-21.

Date: Nov. 5, 2016

Location: UW Stout, Menomonie, WI

[WSPEI Information Link](#)

Self-Determination Conference

The Wisconsin Self-Determination Conference works to empower people with disabilities in Wisconsin to have more control over their lives. This year's theme is Count Me In! The conference participants include people with disabilities and their family members, direct care providers, and professionals from Wisconsin's disability community.

Date: Nov. 8, 9, & 10, 2016

Location: Kalahari, WI Dells

[Information and Registration Link](#)

Children First Conference

The Children Come First Conference is for those caring for, working with, or concerned with the well-being of children and young adults with social, emotional, and behavioral challenges. Some scholarship funding will be available for parents/primary caregivers who would otherwise be unable to attend.

Date: Nov. 16 & 17, 2016

Location: Glacier Canyon Lodge, Wilderness Resort, WI Dells

[Information and Registration Link](#)

Learning Opportunities

UPCOMING WEBINARS

Information & registration for WI FACETS free workshops and webinars :

www.wifacets.org/events

By phone, contact Sandra: 877-374-0511

Via email: smcfarland@wifacets.org

Es su Hijo un Blanco de Intimidacion y Acoso? (Telephone Workshop)

Date: September 23, 2016, 12-1 pm

Presenter: Martha Lechuga, WI FACETS

Serving on Groups that Make Decisions (Sections 1 & 2)

Date: September 29, 2016

Presenter: Victoria Davis Dávila, WI FACETS

Serving on Groups that Make Decisions (Section 3)

Date: October 6, 2016

Presenter: Victoria Davis Dávila, WI FACETS

Serving on Groups that Make Decisions (Sections 4 & 5)

Date: October 13, 2016

Presenter: Victoria Davis Dávila, WI FACETS

Ayudando a Nuestros Hijoscon la Lectura (Telephone Workshop)

Date: October 14, 2016 12-1 pm

Presenter: Martha Lechuga, WI FACETS

Serving on Groups that Make Decisions (Section 6)

Date: October 20, 2016

Presenter: Victoria Davis Dávila, WI FACETS

Manifestation Determination and School Expulsion for Students with Disabilities

Date: October 26, 2016

Presenter: Margaret Resan, WI DPI

Serving on Groups that Make Decisions (Section 7 & 8)

Date: October 27, 2016

Presenter: Victoria Davis Dávila, WI FACETS

Resolviendo Desacuerdos en la Educacion Especial (WSEMS)

(Telephone Workshop)

Date: October 28, 2016 12-1 pm

Presenter: Martha Lechuga, WI FACETS

Latino Autism Support Group

Grupo de Autismo: Reduciendo los Problemas de Conducta

Date: September 24, 2016 10-12 pm

Location: WI FACETS, 600 W. Virginia St.

Suite 501, Milwaukee.

Contact: Martha Lechuga (414) 374-4645, ext 224



Center for Parent Information and Resources (CPIR)

This website has an abundance of information related to deafness and hearing loss. It discusses the signs of hearing loss and the different types of hearing loss. The website also includes information related to the educational implications of deafness and hearing loss. Numerous resources are also included that provide information and guidance on deafness and hearing loss. [CPIR website](#)

Wisconsin Association for the Deaf (WAD)

The mission of WAD is to promote, protect, preserve, and advocate for civil, human, cultural and linguistic rights of deaf individuals in Wisconsin. The website has a variety of resources related to deafness and one can subscribe on the website to receive their newsletter. [WAD website](#)

Wisconsin Department of Public Instruction (DPI)

The website has the *Eligibility Criteria Guide* for students who are deaf or hard of hearing. This document includes the legal practices required during the evaluation process, a glossary of terms specific to the field of education for students who are deaf or hard of hearing, the current criteria for identification of students who are deaf or hard of hearing along with an expanded explanation of each area within the criteria, determining the need for special education along with expanded core curriculum specifically for students who are deaf or hard of hearing, and a list of formal and informal assessment tools. The website also has link to other pertinent resources and materials. [DPI website](#)

American Society for Deaf Children (ASDC)

ASDC is a source of information for people who must make decisions about deaf children: providers, educators, legislators, and advocates. ASDC sets out [principles](#), which ASDC believes apply universally to deaf children, their families, and the professionals who serve them. These principles apply regardless of whether the family chooses a cochlear implant for their child, hearing aids, other hearing technology, or no hearing technology at all. [ASDC website](#)

National Center for Hearing Assessment and Management (NCHAM)

The goal of NCHAM at Utah State University is to ensure that all infants and toddlers with hearing loss are identified as early as possible and provided with timely and appropriate audiological, educational, and medical intervention. NCHAM serves as the National Technical Resource Center for all state-based Early Hearing Detection and Intervention (EHDI) programs in the United States.

[NCHAM website](#)

Alexander Graham Bell Association for the Deaf and Hard of Hearing

The Alexander Graham Bell Association for the Deaf and Hard of Hearing helps families, health care providers and education professionals understand childhood hearing loss and the importance of early diagnosis and intervention.

[Alexander Graham Bell website](#)

Streaming Television Solutions for the Deaf and Hard of Hearing

This website gives instructions on how to setup closed captioning on various streaming sites. [Streaming Solutions website](#)



Standards-based IEPs

Every state has academic content standards that describe what students are expected to know and be able to do in each content area (as, reading/math) and at each grade level. Used as a framework for teaching, standards tell teachers what to teach, not how to teach.

A standards-based IEP is *“a process and document that is framed by the State standards and that contains goals aligned with, and chosen to facilitate, the student’s achievement of State grade-level academic standards.”* (NASDSE Project Forum “Standards-based IEPs: Implementation in Selected States” (Ahearn, 2006).

Developing a standards-based IEP requires IEP team members to understand the state’s standards. In developing a standards-based IEP, the team will discuss the Present Level of Academic Achievement and Functional Performance within the context of enrolled grade-level standards. The team will identify skills that will help the student access the enrolled grade-level curriculum. The IEP team will determine skills the student needs to acquire to achieve enrolled grade-level standards.

Then, the IEP goals and/or objectives will focus on identifying accommodations, strategies and supports needed to allow the student access to enrolled grade-level curriculum. Goals and objectives might be linked to pre-requisite skills. They are designed to support skill gaps and to close the achievement gap between functional and enrolled grade-level curriculum.

On 11/16/15, OSEP issued a [“Dear Colleague”](#) letter that includes some resources and this excerpt: *“...consistent with the interpretation of “general education curriculum (i.e., the same curriculum as for nondisabled children)” based on the State’s academic content standards for the grade in which a child is enrolled set forth in this letter, an IEP Team must ensure that annual IEP goals are aligned with the State academic content standards for the grade in which a child is enrolled. The IEP must also include the specially designed instruction necessary to address the unique needs of the child that result from the child’s disability and ensure access of the child to the general education curriculum, so that the child can meet the State academic content standards that apply to all children, as well as the support services and the program modifications or supports for school personnel that will be provided to enable the child to advance appropriately toward attaining the annual goals.*



It's back to school time! This means that in the coming weeks and months, scores of parents will be headed to parent-teacher conferences. Even the most veteran parents can find themselves at a loss for how to maximize that small window of time with their children's teachers. Use this printable [parent-teacher conference worksheet](#) to help you figure out what you want to talk about and which questions to ask. Sometimes the hardest part is starting the conversation. Combine the worksheet questions with some of these [conversation starters](#) and see how much you learn during this year's conferences!

Back to School Message from Superintendent Dr. Tony Evers

Opening his [back-to-school video](#) for the education community, State Superintendent Tony Evers related the power of seeing one community rally around its public school as part of its recovery from a difficult time.

Supporting Students with Autism 2016-17 Two Day Trainings

The Wisconsin Dept. of Public Instruction offers statewide training opportunities available throughout the year to assist in ongoing staff development designed to improve educational outcomes for children with autism. Trainings include:

- Autism Essentials Across the School Day
- From Self-Advocacy to Self-Determination
- Teaching and Supporting New Behaviors

[Information Link](#)

HOME-BASED LEARNING

Banned Book Week

Banned book week is September 25 – October 1. Older children can explore some of the books that have been either banned or challenged in schools throughout our country's history on this [list of banned classics](#). Start a discussion with your child about what they thought about these books, why they think they were banned, and whether they think it's valuable for future kids to read the book in school. The American Library Association has more information about [banned book week](#).

Apple Month

Don't forget about the other fall favorite, apples! September is Apple Month. Try these apple activities from [PBS Kids](#) and Make Learning Fun.



- If there are any orchards in your area that offer apple picking. When you make the trip, talk about all the new words that come with the experience, like orchard, peck, and the different names of apple types.
- With your newly picked apples, find a recipe that your child will like, such as homemade applesauce, apple cobbler, or pie. Read over the instructions and ingredients with your child, and have him assist in as many ways as possible as you bake together.
- Print out some apple themed writing prompts, matching games, and learning activities from [Make Learning Fun](#).



Apple Harvest Math

September 26th is Johnny Appleseed's Birthday! With your family, conduct a blind taste test with different types of apples. Make a tally chart showing people's favorite apple from [Dream Box](#).

For younger children, try playing this [apple seed math game](#) from PBS kids – kids count tally marks and arrange apple seeds on an apple according to how many marks they count.

For older kids, try this [apple science experiment](#) from Coffee Cups & Crayons that shows how apples will respond when interacting with acids and bases.

RESEARCH TO READ



Building resilience in children with hearing loss in general education classrooms: A guide for parents and teachers of the deaf

Micucci, Stephanie Elizabeth. *Independent Studies and Capstones*. Paper 704. Program in Audiology and Communication Sciences, Washington University School of Medicine (2015).

[Article Link](#)

Abstract: The focus of this study was to provide a summary of the existing literature concerning resilience in children who are deaf and hard of hearing in general education classrooms. The goal of highlighting factors that contribute to the development of resilience in children with hearing loss was to provide parents and deaf educators with an understanding of why building resilience in children is important and how they can support the development of resiliency.

Deaf Students as a Linguistic and Cultural Minority: Shifting Perspectives and Implications for Teaching and Learning

Higgins, Michael, and Amy M. Lieberman. *Journal of Education* 196.1 (2016).

[Article Link](#)

Abstract: Deaf children have traditionally been perceived and educated as a special needs population. Over the past several decades, several factors have converged to enable a shift in perspective to one in which deaf children are viewed as a cultural and linguistic minority, and the education of deaf children is approached from a bilingual framework. In this article, we present the historical context in which such shifts in perspective have taken place and describe the linguistic, social, and cultural factors that shape a bilingual approach to deaf education. We further discuss the implications of a linguistic and cultural minority perspective of deaf children on language development, teacher preparation, and educational policy.

Dear Colleague Letter on Effective Communication

Catherine E. Lhamon, Assistant Secretary for Civil Rights, et al, November 2014

[Article Link](#)

A (somewhat) oldie, but a goodie. This Dear Colleague letter discusses the interplay between Title II of the ADA and IDEA regarding schools' responsibility to provide effective communication to students with hearing (and other) disabilities. It includes a link to frequently asked questions on this topic.



The Wisconsin School for the Deaf (WSD) is a residential school located in Delavan, WI for deaf and hard of hearing students in the state of Wisconsin. The school operates under the direction of the Wisconsin Department of Public Instruction and provides educational services for deaf and hard of hearing students ages 3 through 21.

Founded in 1852, WSD has been in continuous operation since its founding, and has operated since 1939 as a bureau of the state Department of Public Instruction. The school is a part of the state system of public education and as such has the same standards as those set forth by the Department of Public Instruction for all schools in Wisconsin.

As described on their [website](#), some of the features of WSD include:

- Opportunities for on-site and mainstream public school educational programming.
- A comprehensive curricular/extracurricular program tailored to meet the needs of deaf/hard of hearing children.
- A Deaf Studies curriculum integrated into the PreK-12 program.
- A variety of quality resources to support statewide outreach programming.
- A comprehensive campus wide independent living skills program.
- American Sign Language, the visual and natural language of deaf children.
- A fully accessible campus where deaf people are the majority.
- A residential living program.

[WESP-DHH Outreach](#) provides a variety of programs and services to students, ages birth to 21, who are deaf, hard of hearing, or deaf-blind, their families, and the educational teams and school districts that serve them, regardless of the student's educational placement or communication modality. Most of these programs are free-of-charge.

WSD can be contacted at 608-266-3390 or wesp@wesp-dhh.wi.gov

CONTRIBUTIONS TO THE NEWSLETTER

Upcoming newsletter topics:

October: **ADD/ADHD** November: **Learning Disabilities** December: **Multicultural Learners**

To submit contributions, you may use either the attached word document for contributing articles, events, or resources. Send submissions to woverturf@wifacets.org. If unable to access form, send you may send information in an email.

Deadline for submitting contributions to each month's issue is by the **1st of each month**. For time sensitive training advertisements, the information should be sent a minimum of two weeks prior to the event date; ideally a month ahead of time. Material appropriate for the monthly newsletter include web links to sources of family involvement/parent leadership resources, advertisements for statewide trainings for parents, youth or parent/educator audiences, information about statewide parent agencies, recent research pertaining to family engagement, and family engagement success articles. Family engagement success or impact stories can be written at an individual or family level, classroom level, school building level, district level, county level, CESA level, etc. Your submittal may not be in the final copy of the upcoming month's newsletter if it was in a previous month's email, the event date has passed, the web link doesn't work, or there is already an article in place. Articles and resources will be saved to be used for later newsletters. We reserve the right to edit contributions as needed.

This monthly update is provided by the Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) to share statewide information regarding parent leadership and family involvement.

DISCLAIMER: Inclusion of information in this newsletter does not constitute an endorsement by Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS), the Department of Public Instruction, the U.S. Department of Education, or the U.S. Department of Health and Human Services.

NOTE: If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, please go to <http://www.servingongroups.org/newsletter-signup> or contact: Wendy Overturf at woverturf@wifacets.org.



This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H323A070022-11. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be:



State Personnel Development Grant (2015). Wisconsin Department of Public Instruction, Madison, WI, Wisconsin Family Assistance Center for Education, Training, and Support, Inc.