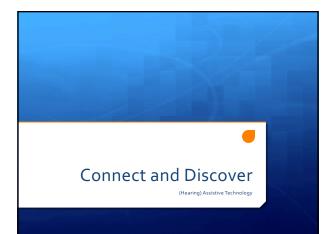
Handouts can be found at <u>http://bit.ly/EHDI2019-</u> <u>Childress</u>

ILLINOIS SCHOOL FOR THE DEAF OUTREACH FREE training and consultation for Illinois children who are deaf or hard of hearing

ISD Outreach website Like us on Facebook! 217-479-4393

State of Illinois Department of Human Services Illinois School for the Deaf http://illinoisdeaf.org/Outreach/Outreach.html https://www.facebook.com/ISDOutreach/

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



EHDI 2019 Chicago, IL

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

Tina.Childress@Illinois.gov http://raindrop.io/collection/2663069

Outreach trainer, consultant and CI specialist at our state residential school

- + Educational audiologist in the mainstream setting
- + Professional speaker
 + Former employee at a CI
- + Former employee at a 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



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

What is on each program? What accessibility options do you have available for your amplification? • Telecoil • FMDM • Mich adapter best fits your (child's) need? – CADS, neckloop, integrated, universal receiver • Intermediary device/streamer

Intermediary device/streamer
 Direct Audio Input

hat are some visual/tactile support option:

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

hat solutions are available for d

Home, school, community...

Can they name the parts of their equipment?





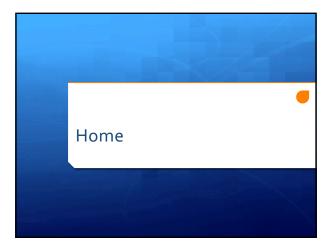






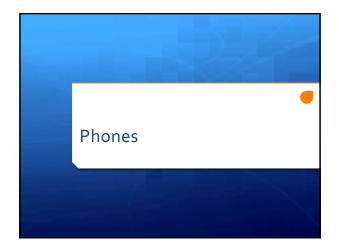




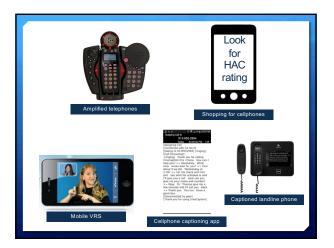




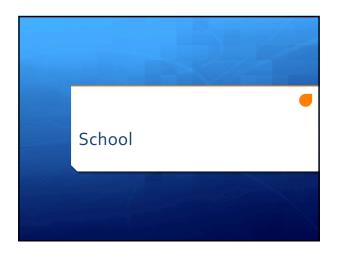




























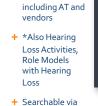












tags













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Listening and Spoken Language Knowledge Center

http://listeningandspokenlanguage.org/Tertiary.aspx?id=1213

Listening and Spoken Language Knowledge Center

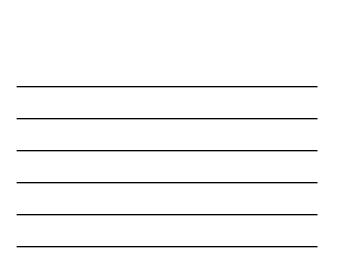
Assistive Hearing Technology

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Can't hear on the

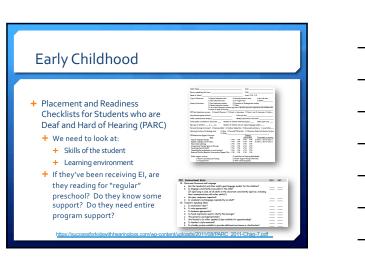


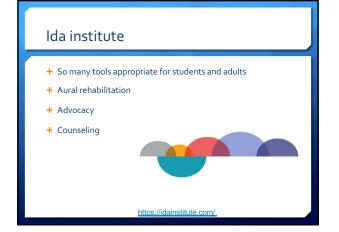


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Preschool Be resp Preschool Be resp Preschool Be enco Carde Köge Grade Köge Grade Köge Grade 1 Beroge Grade 1 Use pre Grade 1 Beroge Grade 1 Beroge	Index data.	Grade 2 Orade 3 Grade 3 Orade 3 Grade 4 Grade 4 Orade 4	Enclose pages and appropriate an of 10 with designation while weight and appropriate pages and the second page of the second pa
Hame A	to report "When is it hard to issue, measure that if (obcuss stasboar tries charver's mentory of Licensing Difficulties (CHLD); illustrate via My World Tool is when a question/direction is necessarical (Perspending to Over Directions)	Grade 4	Characteristics of the international structure is been an observed to secure and the second security of the second
and tur	ristoly use simple addition communication repair strategies (Take the part that you heard In it into a clarification question; SCRIP7)		
	e in Estening-in-noise skills (LASP; various auditory skill development materioli) strate ability to perform basic troubleshooting when hearing device maifunctions		

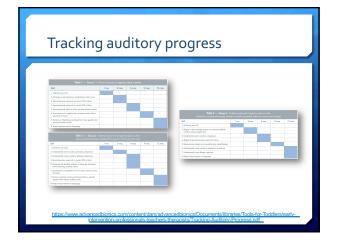






			Nifferent Stages of Developn		
Develop- mental Age	Characteristics of Communication	Stage of Psychosocial Development	Goal	Activity	Use with Additional Resources/Supports
2-3 years	Age 2: vocabulary about 150-300 words; mean length of utterance is 1.2 words. Responds to simple commands ('Show me your eyes'). Age 3: vocabulary about 900-1000 words; handles 3 word sentences exaily. Understands most simple questions about artivities	"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 s/he can respond to challenging listening situations (taking control, handling communication problems).	Develop awareness of challenging hearing situations and simple ways to address them. Can use the CHLD as a basis of listening situations to discuss via My World.	Family calls child's attention to challenging listening situations, uses self-talk to describe actions. Reinforce via discussions using My World environments.
4-6 years	Age 4: names common objects; knows 15- colors; can sousily repeat vessel of 4 splables; repeats 4 digits. Age 5: has namebe concepts of 4 or more and can ount to 10. Speech should be highly instiglible. Can repeat sensences of 9 weerds. Can use some complex sensences of age 6: speech should be fully instiglible and socially useful. Should be able to tell a connected ginor ablost a plature.	"Am I good?" or "Am I bad?" A sense of judgment is developed with freeinge about ability to complete tasks well. As school- age peers notice hearing aids and inquire, child may begin to associate using devices as something other children judge as being bad.	 To reinforce that hearing aids help the child learn and interact, allowing him to do well (am good). To strengthen self concept of being a whole "good" person and develop realismcy to the comments or inquiries 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 BLF for child to participate in determining bubble size. Use CHILD and UFE-R school situations, After UFE as basis for – what could you say/do?
7-11 years	Age 7: hould have mastered production of all consonauts. Should be able to full time to quarter hour, do imple reading and write/pire many words Age 8: complex and compound sentences hould be used assity, describes pair events in an involved manner, should show frew lapse in garmmstical constructionstense, prorouns, planta A speech counds should be well established. Carriss on a conversation at rethere an adult level.	"Am successful or worthes?" Feeling about ability to meet adult expectations for competing increasingly complex skills—competence, perseverance. May become more self-conscious of hearing devices and difference's as child approaches being a "tweer" (\$+)	 To determine level of listning, challenge in duily situations. Begin to explore feelings. To link competence and success in school work with use of the FM and self-advecagy strategies To develop akil and pride as being their own "Technology Specialist." 	Have child rate level of listering challenge in school and home using h/w World to act out situations as needed. Use concept of intening bubble size & FM. Instil age- appropriate responsibility in monitoring hearing devices.	Ohid rates level of fistering on the CHILD and LIFE-R. Demonstrate improved competence with FM. Do the Peer Relationelly Scale. Role play self-advocacy strategies. Use SEAM to guide tasks toward device independence.
12-19 years	Teens essentially communicate as adults, with increasing maturity throughout high school. They comprehend abitratic language (i.e., idioms, figurative language, metaphens). Teens should process abstract meaning, relate word meanings and contents, understand punctuation, and form compress syntactic structures.	"Who am I and where am I going?" Trying to reconcile "the person I am" and "the person society wares me to become." Seeking balance between "What have i got?" and "What am I going to do with it."	To develop an understanding of hearing loss (who I am) Z. To explore feedings associated with having listering challenges S. To strengthen self-concept as a communicator with hearing loss.	Relate 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 SCAC-A for peer discussions. Use My World and UEF: R situations as basis for group discussions between paers with hearing loss. Problem solve advocacy.

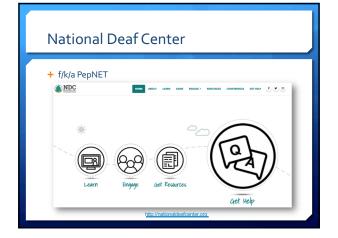




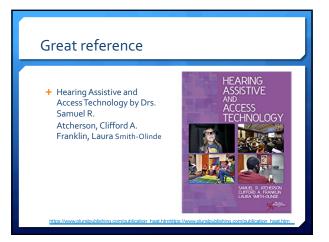












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