



March/April  
2012

MISSOURI SCHOOL FOR THE DEAF

Deaf Education  
news

# Expanded Services for Families First

Missouri School for the Deaf Outreach Services is expanding its services to families. Our early intervention program, Families First, currently has a parent advisor service for children, birth through age 5, who are deaf or hard of hearing. The parent advisors (PA) provide in home support and help parents learn how to promote language development with their child. Beginning with the 2012-2013 school year, the P.A. service will expand to include ages 6-8, making it a birth through early elementary school service. This will allow continued support to parents for language development. Next school year, Families First will also add an Early Literacy In-Home Tutoring service. It will cover the same age range of birth-age 8. Three staff members from the Missouri School for the Deaf (MSD) are receiving training in Gallaudet's Shared Reading approach to literacy development in young children who are deaf and hard of hearing. MSD has submitted a grant proposal to the Department of Elementary and Secondary Education (DESE) to fund the program next year. If sufficient funds are received, the Missouri School for the Deaf Families First program will be able to offer in-home tutoring to several families.



## MSD STUDENT WINS 2ND PLACE

### National Science Fair for Deaf and Hard-of-Hearing Students

**Congratulations, Andrea!**



**Andrea Crouch**, a high school student at the Missouri School for the Deaf, has won 2nd Place in the 2012 National Science Fair for Deaf and Hard-of-Hearing Students sponsored by the Rochester Institute of Technology (RIT) and the National Technology Institute for the Deaf (NTID) in Rochester, New York. More than 70 contestants from 20 states brought their exhibits to Rochester during the competition, held March 23-25, 2012. The goal of the Science Fair is to promote interest in technology, science, engineering and math among 6th through 12th graders who are deaf or hard of hearing. Andrea's project examined the question, "Which Cleans Best: Water, Coke, Lemon Juice, Vinegar, Water with Vinegar, or Dr. Pepper?"

# UPCOMING EVENTS

## Teen Institute 2012

June 10—June 15

Missouri School for the Deaf, Fulton, MO

Teen Institute (TI) is a six-day training camp designed to teach teens who are Deaf and Hard of Hearing to be education and prevention advocates among their peers. Recognizing that teenagers influence their peers, the curriculum focuses on drug and alcohol abuse prevention, HIV/AIDS awareness, and other issues that are critical to teenagers.

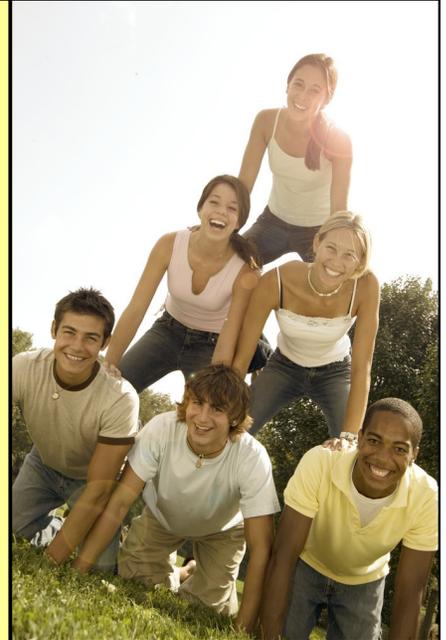
- Application Deadline: June 1, 2012
- Registration Fee: \$50

For application materials, contact: Becky Beck at (573) 445-5005 V/TTY, (573) 303-5598 VP, (573) 445-5088 FAX

EMAIL: [dancingmoon99@yahoo.com](mailto:dancingmoon99@yahoo.com)

A service of the L.E.A.D. Institute

[www.deaflead.org](http://www.deaflead.org)



**Teamwork  
Makes Us Strong**

## DESIGN

**The 35th Annual AHEAD Conference and 2012 PEPNet 2.0 Training Institute**

**Sheraton New Orleans Hotel**

**New Orleans, LA**

**July 9—14, 2012**



**AHEAD:** The Association on Higher Education And Disability



**PEPNet 2.0:** connecting people, building capacity; deaf and hard of hearing

This Training Institute is designed for educators and other individuals interested in improving the lives of young people with disabilities. PEPNet 2.0's programming focuses on increasing the educational, career, and lifestyle choices available to individuals who are deaf or hard of hearing. AHEAD's listings explore the breadth and depth of current disability issues in higher education. Combining the resources offered by the two organizations in a single event offers attendees an unprecedented range of disability-related information, resources and training.

For further information and registration contact AHEAD at [www.ahead.org](http://www.ahead.org).



# Frequently Asked Questions

**Question:** How can Early Childhood Special Education (ECSE) Programs better prepare students who are deaf or hard of hearing for transition into kindergarten?



**Answer:** Meeting the needs of children who are deaf or hard of hearing in Early Childhood Special Education (ECSE) programs can present unique challenges for teachers. Educators who are trained to teach children with hearing losses can provide the most effective strategies for these students. Some of these children may “get by” in preschool programs because much of the information is presented visually. However, success in kindergarten will depend heavily on language skills, as well as the ability of the student to keep up academically with normal hearing peers. Although, appropriate services depend on the needs of the student, some general guidelines for mainstream teachers may be helpful.

An ECSE teacher, who has a student with a hearing loss, should be familiar with the following:

- The degree of the child’s hearing loss
- Assistive devices used by the child, such as hearing aids, FM systems, or cochlear implant processors
- Possible psychosocial and educational impacts of the hearing loss
- The child’s primary mode of communication
- The child’s level of language development
- Teaching strategies for young children who are deaf and hard of hearing (see Pg 4)



**Note:** Some children with severe to profound hearing losses cannot access language through auditory means alone. These children may require information to be presented through sign language. A deaf educator who can sign will know appropriate strategies for teaching these children.

## Compliance Corner

**Question:** Can a three-year old child with cochlear implants qualify for special education services if a speech and language evaluation indicates his/her skills to be average?

**Answer:** In order to qualify for special education and related services, the child must be found eligible in one of the thirteen categories of disability described in Part B of IDEA. If the child had received services through FIRST STEPS (Part C of IDEA) or medically required speech/language therapy through a private provider, then the multidisciplinary team might consider the categorical disability of Hearing Impaired so long as the eligibility criteria are met as follows: 1) a hearing impairment has been diagnosed by an audiologist and 2) the hearing impairment adversely affects the child’s educational performance. In determining the adverse affect on educational performance, the team should consider the impact of those early intervention services on the current average speech/language functioning of the child and include their reasoning in the evaluation report conclusions. If the child is found eligible for special education and related services under Part B of IDEA, the public agency is not responsible for purchasing the cochlear implant device as a related service, optimization of the device, maintenance of the device or replacement of the device. However, the regulations make it clear that this exception does not limit the rights of a child with a surgically implanted device to receive other related services that are determined by the IEP team to be necessary for the child to receive FAPE such a speech/language therapy.

\*Answers in this column are provided by special education compliance experts at the Department of Elementary and Secondary Education (DESE). For further information you may contact them at [secompliance@dese.mo.gov](mailto:secompliance@dese.mo.gov).

## Teaching Tips for Young Students who are Deaf or Hard-of-Hearing

- Sit the student in front of the teacher.
- Avoid seating the student in heavy traffic areas.
- Always face the student when communicating.
- Engage the attention of the student **before** communicating with the class.
- Get the student's attention by tapping on the desk, by gently touching his/her shoulder, or by waving.
- Avoid standing in front of a windows or light source (this creates a silhouette).
- If possible, face the light source and keep your hands away from your face when speaking.
- Maximize the use of visual aids, present only one source of visual information at a time, and give the student time to look over the visual aid before presenting further explanation.
- Begin with concrete examples, work from the concrete to the abstract.
- Erase the whiteboard except for the items being discussed to reduce "visual pollution."
- Stand next to information on the white board when you explain it.
- Read stories slowly, give students time to look at pictures, ask questions such as "How many?" "Who is this?" or "What is this?" "What color is this?" Repeat answers or comments from other students in the class.
- For reinforcement, repeat new vocabulary in different contexts.
- Sequence topics so that new material is related to that previously learned.
- Use illustrated schedules.
- Use photographs to teach vocabulary for common scenes in the student's environment.
- Always check for comprehension, never assume the child understands.
- Communicate with the home concerning assignments or lessons and have the parents make a note of any difficulties. Follow-up in written detail.
- Use captioned films, videos, and laser disks for exposure to written language.
- Use a sign language interpreter when appropriate.





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Resource Center on Deafness  
**Outreach Services**  
573-592-2543 V/TDD  
Email Address  
rcd@msd.dese.mo.gov

First Choice Not Last Resort



## FAMILIES FIRST

### EARLY INTERVENTION PROGRAM

Parent Advisors with this program provide home visits for children who are deaf or hard of hearing from birth through 5 years of age. Parent Advisors offer the family information, support, and encouragement, as well as provide ideas for strategies that parents may use to help a child develop in the areas of language acquisition, communication, and social and emotional skills. All services are provided free. Families must live in Missouri to qualify.

For more information:

Phone: (573) 592-2543

E-Mail: [ff@msd.dese.mo.gov](mailto:ff@msd.dese.mo.gov)



### MSD Outreach Services: Audiology

Dr. Alison Burco administers free hearing evaluations to Missouri children, from birth through age 21. She is available Monday-Friday for testing and consultations concerning hearing aids, FM systems, cochlear implants and other issues related to deafness. Dr. Burco can be contacted at the MSD Resource Center on Deafness, phone # 573-592-2543, voice or TDD.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6<sup>th</sup> Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; fax number 573-522-4883; email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

# MSD Outreach Services

#### Free Services

- Information about hearing loss and appropriate educational services for students who are deaf or hard-of-hearing
- Audiological exams and APD testing for Missouri children birth through 21
- School visits and consultation by a deaf educator
- In-service presentations for schools
- Language assessment for students who are deaf and hard-of-hearing and unable to be appropriately tested in their home districts
- **Families First:** An early intervention program for families with children, birth through five, who are deaf or hard of hearing
  - **E-mail:** [ff@msd.dese.mo.gov](mailto:ff@msd.dese.mo.gov)

#### Rental Program

- Annual leases of personal and group amplification systems to schools

Phone: 573-592-2543

Email: [rcd@msd.dese.mo.gov](mailto:rcd@msd.dese.mo.gov)

