

**Michigan
Speaks!**

Michigan Chapter

Alexander Graham Bell

ALEXANDER GRAHAM BELL

ASSOCIATION FOR THE DEAF AND HARD OF HEARING

Spring, 2011

From the President:

Despite recent below normal temperatures, spring is slowly coming to Michigan. My flowers are in full bloom and the robins have been back for weeks. It's a time of exciting new beginnings!

On May 21, 2011, Michigan AG Bell will participate in the Hearing Loss Assoc of America's Southeast Michigan "Walk 4 Hearing" at Kensington Metro Park. **This is a fundraiser for us.** Several teams are forming: "Team Macomb", "Team Oakland" and the "[AMAIZing Blue WolvEARines](#) from the U of M". We need our members, especially our professionals, to help us get the word out to parents and others to help make this a successful fundraiser for both MI AG Bell and HLA-A!! What better way to welcome spring to Michigan than to join us on May 21st and Walk4Hearing!

Please join us for our Summer Splash on July 9th. Summer fun – building sandcastles at the beach – sliding down a 250 ft waterslide – visiting with old friends – making new friends – picnic lunch – and

the opportunity to network with others involved with hearing loss.! It will be great!

Our 24th Annual Summer Camp will be from July 17 through 29th at YMCA Storer Camp near Jackson, MI. Do you know of any youth aged 8 – 18 who would benefit from a two week mainstream camp experience?? If so, please pass along the information in the following article. Organizing this camp takes a tremendous amount of work and dedication every year. Kudos to our Summer Camp Committee – Mark Reeve, Sid Kraizman and Heather Van DeSteene.

Save the date – November 11, 2011 – for our Fall Conference featuring the incredible Teresa Caraway. More information can be found in the article on page 3, written by our Fall Conference Chair, Ashley Garber.

Please support our efforts to bring worthwhile activities to our members.

Shon Halacka

Vacation Tidbits

By: Julie Steele, Teacher Consultant for theDeaf and Hard of Hearing

Vacations are a time for new adventures and a break from work and school. When it comes to listening and spoken language development, vacations can be a time to target new vocabulary and listening opportunities. Whether you are going away or staying close to home for your vacation, language is all around and can be fun to discover.

The ListenUp website has a fun page that lists some great language ideas that you can use on a road trip. Check it out at <http://www.listen-up.org/oral/lang-1st.htm> and discover some great language such as; "fork in the road", "backseat driver" and "pedal to the metal" in addition to "a quick bite", "watch what I eat" and "doggie bag". Once the vocabulary starts rolling, it will be fun to discover many more unique expressions that can turn into a great vocabulary building adventure.



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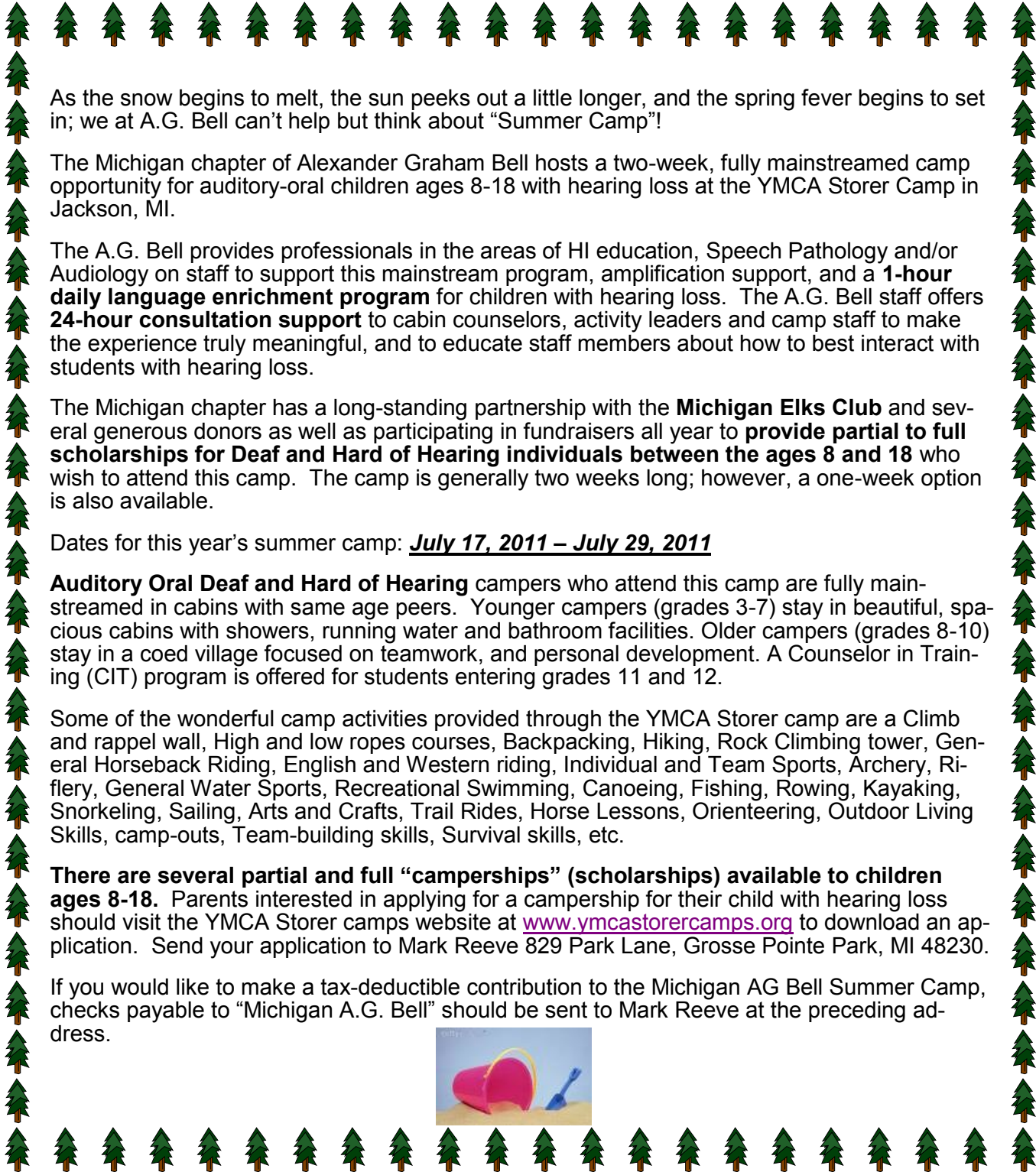


Michigan Chapter, Alexander Graham Bell Summer Camp



By Heather Van De Steene on behalf of the Summer Camp Committee:

Mark Reeve, Sid Kraizman, and Heather Van De Steene



As the snow begins to melt, the sun peeks out a little longer, and the spring fever begins to set in; we at A.G. Bell can't help but think about "Summer Camp"!

The Michigan chapter of Alexander Graham Bell hosts a two-week, fully mainstreamed camp opportunity for auditory-oral children ages 8-18 with hearing loss at the YMCA Storer Camp in Jackson, MI.

The A.G. Bell provides professionals in the areas of HI education, Speech Pathology and/or Audiology on staff to support this mainstream program, amplification support, and a **1-hour daily language enrichment program** for children with hearing loss. The A.G. Bell staff offers **24-hour consultation support** to cabin counselors, activity leaders and camp staff to make the experience truly meaningful, and to educate staff members about how to best interact with students with hearing loss.

The Michigan chapter has a long-standing partnership with the **Michigan Elks Club** and several generous donors as well as participating in fundraisers all year to **provide partial to full scholarships for Deaf and Hard of Hearing individuals between the ages 8 and 18** who wish to attend this camp. The camp is generally two weeks long; however, a one-week option is also available.

Dates for this year's summer camp: **July 17, 2011 – July 29, 2011**

Auditory Oral Deaf and Hard of Hearing campers who attend this camp are fully mainstreamed in cabins with same age peers. Younger campers (grades 3-7) stay in beautiful, spacious cabins with showers, running water and bathroom facilities. Older campers (grades 8-10) stay in a coed village focused on teamwork, and personal development. A Counselor in Training (CIT) program is offered for students entering grades 11 and 12.

Some of the wonderful camp activities provided through the YMCA Storer camp are a Climb and rappel wall, High and low ropes courses, Backpacking, Hiking, Rock Climbing tower, General Horseback Riding, English and Western riding, Individual and Team Sports, Archery, Riflery, General Water Sports, Recreational Swimming, Canoeing, Fishing, Rowing, Kayaking, Snorkeling, Sailing, Arts and Crafts, Trail Rides, Horse Lessons, Orienteering, Outdoor Living Skills, camp-outs, Team-building skills, Survival skills, etc.

There are several partial and full "camperships" (scholarships) available to children ages 8-18. Parents interested in applying for a campership for their child with hearing loss should visit the YMCA Storer camps website at www.ymcastorercamps.org to download an application. Send your application to Mark Reeve 829 Park Lane, Grosse Pointe Park, MI 48230.

If you would like to make a tax-deductible contribution to the Michigan AG Bell Summer Camp, checks payable to "Michigan A.G. Bell" should be sent to Mark Reeve at the preceding address.



“Meet the Parents”

Teresa Caraway Headlines Fall Conference

By Ashley S. Garber, M.S. CCC-SLP, LSLS Cert AVT

The Michigan Chapter of AGBell is once again gearing up for our biennial Fall Conference. This year’s one day workshop will be held at the Okemos Conference Center on November 11, 2011. We are thrilled to welcome Teresa Caraway, Ph.D. CCC-SLP, LSLS Cert. AVT to share her vast experience and knowledge in the areas of parent coaching and mentoring.

Dr. Caraway is the founder and president of Learning Innovation Associates LLC, a global company dedicated to improving listening and spoken language outcomes for children and their families through consulting, mentoring and creative professional learning opportunities. She is the co-founder and a special advisor to Hearts for Hearing, in Oklahoma City, OK, where she most recently served as the executive co-director.

Recognizing that today’s professionals are expected to provide parent guidance, coaching and education to support families in reaching their desired outcome for their child, but that often training programs for professionals have placed little emphasis on adult learning, Dr. Caraway has developed a program focused on the particular needs and requirements of adult learners. Her highly interactive session will utilize videotape excerpts and role-playing to equip participants with an understanding of adult learning styles to engage and empower parents in the inter-

vention process. Special emphasis will discuss the impact of generational differences on intervention and considerations to bridge the generation gaps will be highlighted. Practical insights and strategies to promote greater parent involvement will be emphasized. Adults have specific styles to approaching challenges and new information – it is time to **meet the parents!**

As an added feature to the day’s activities, a “grand rounds” session will be held to check in with Michigan professionals regarding their own innovative programs and practices related to coaching and supporting parents. Contact Ashley Garber at asgarber@llconnections.com if you have a program that you wish to highlight or that you think deserves recognition at our workshop. Additionally, preparations are in the works to offer, for the first time, CEU units for LSLS certification through the AGBell Academy. The Listening and Spoken Language Specialist Certification is recognized internationally as the gold standard in professional training for those who provide spoken language services to children with hearing loss and their families. This is one effort on the part of MI AGBell to support Michigan professionals as they pursue this certification.

Dates of Interest

AprilDeaf History Month

MayBetter Speech & Hearing Month

July 17-29, 2011.....MI AGBell Summer Camp

July 21-23, 2011.....Listening & Spoken Language Symposium, Washington, D.C.

November 11,2011.....MI AGBell Fall Conference

June 28, 2012AG Bell Nat’l Conference, Orlando, FL



The Legal Connection: How Does the IEP Differ from a 504?

By: Sid Kraizman
Attorney & Former Special Education Hearing Officer



IDEA 2004 Under the Individuals with Disabilities Education Act (IDEA) 2004, students with disabilities are entitled to receive special education and related services that they need to receive a Free Appropriate Public Education (FAPE). The individualized educational plan (IEP) is developed at the IEP Team meeting where the parent participates as an equal member.

In Michigan, school districts must comply not only with the federal regulations under IDEA 2004, but also with the Michigan Special Education Rules. Together, these rules and regulations explicitly define types of programs and services for students with disabilities and provide explicit and detailed procedural safeguards designed to benefit the students.

Programs and services. For example, under Michigan Special Education Rule R340.1742 Programs for Students with Hearing Impairment shall have a teacher of the deaf and hearing impaired and an enrollment of not more than seven students; there is a provision for group amplification devices.

Under the IDEA 2004 regulations, the school must ensure that the cochlear implant, hearing aid, or FM unit worn by the child is working properly. Under IDEA 2004 students with hearing loss are entitled to receive audiological and speech and language pathology services they need and the school district must provide the parents with counseling and training to help parents acquire the necessary skills to allow them to support the implementation of their child's IEP.

For students with disabilities who are mainstreamed into their neighborhood schools, there are explicit provisions under the Michigan Special Education Rules for resource programs where the resource room teacher may provide direct instruction to up to 10 students at any one time and also provide support to the student in the general education classroom. This is often done by team teaching with the general education teacher. Importantly, there is a provision for teacher consultants for the hearing impaired.

Eligibility. In order to be eligible under IDEA 2004, the IEP Team must determine a child has an impairment, such as a hearing impairment, that requires special education or related services.

Special Education and Related Services. Under Michigan Special Education Rule 340.1701c, "special education means specially designed instruction, at no cost to the parents, to meet the unique educational needs of the student with a disability and to develop the student's maximum potential. Special education includes instructional services... and related services."

Related services include audiology and speech and language pathology and many other services listed in the IDEA 2004 federal regulations at 34 CFR sec. 300.34.

504: Continued from previous page:

A student with a hearing impairment who just needs an assistive listening device and audiological services would be entitled to receive those services under IDEA 2004 and would also benefit from the procedural safeguards.

Under IDEA 2004 there are explicit and detailed procedural safeguards to protect the rights of the students with disabilities and their parents and to benefit the children. The procedural safeguards under IDEA 2004 include specific provisions for independent educational evaluations at public expense, obtaining educational records, notice, participants at the IEP Team meeting, mediation, and Due Process Hearings.

Section 504. Section 504 is a part of a broad federal civil rights law, the Rehabilitation Act of 1973. *To be eligible for protections under section 504 of the Rehabilitation Act of 1973, a student must have a physical or mental impairment that substantially limits one or more major life activities such as “walking, seeing, hearing, speaking, breathing, learning, and working.”* 34 CFR§104.3(j).

Picture a student that utilizes a wheelchair and is fully independent, a good student on the honor roll, and who only needs access to the school by a ramp and a desk to sit at that is at a height that would accommodate his wheelchair. That student could be appropriately served under a section 504 plan.

Similarly, a student with a mild to moderate hearing impairment who chooses not to use a hearing aid or an assistive lis-

tening device and does need any special education or related services would not qualify for special education under IDEA 2004. But, that student may need preferential seating to better hear the speaker in the school auditorium or other settings, and it would then be appropriate to utilize a Section 504 plan for that student.

Section 504 protections in the public schools are in the federal regulations at 34CFR 104.31-104.39, and they are very, very short compared to the IDEA 2004 regulations and the Michigan Special Education Rules. Under section 504 there is a requirement for an evaluation but the parents do not have a right to an independent educational evaluation if they disagree with the evaluation. Under Section 504 there is lacking a set of explicit procedural safeguards designed to protect the child and the rights of the child and the parents.

Conclusion

If a student with a hearing impairment qualifies for special education and related services under the IDEA 2004, then that is what he or she should receive, and the parent should insist on it and ask for an IEP for the child. But, some students with mild to moderate hearing losses may not need special education and related services, and a Section 504 Plan may be appropriate to meet their needs.



Does My Child Need an IEP or a 504 Plan?

By Teresa Sundberg

Teacher Consultant for the Hearing Impaired / Parent of a Hearing Impaired Child/Hard of Hearing Adult

In the previous article, "How Does the IEP Differ from a 504?" two types of educational plans for students with disabilities were addressed to show what schools may provide. But how does each of these plans differ in meeting the needs of children who are Deaf or Hard of Hearing (D/HOH)?

The majority of students who have hearing loss are being educated in the general education classroom in their neighborhood schools and some begin their education in center-based D/HOH Programs and transition to their home schools. Many of these students already receive special education services and have IEP plans that provide support and related services. However, there is a growing trend for school districts to create 504 plans for D/HOH students that provide general classroom and instructional accommodations. Let's take a closer look at how IDEA 2004 and Section 504 Plans differ in the ways that they help support students who are Deaf or Hard of Hearing in the classroom. As parents of students with a disability, we need to decide which plan will be the best for our child.

If a school district only wants to consider a 504 plan for your child with hearing loss instead of special education services under IDEA, find out what accommodations the school will provide for your child. Will assistive listening devices be provided, and if so, who will moni-

tor the equipment and what qualification will this person have? Who will be responsible for implementing the plan and instructing the classroom teachers on how to provide appropriate accommodations? How often will your child be re-evaluated to determine if the plan is successful, who will do the re-evaluation and what criteria will be used? Another thing to consider is the fact that **Michigan Special Education Law is provided from birth to age 26, but 504 plans do not begin until a child reaches Kindergarten.**

Eligibility for special education as D/HOH is determined by two pieces of medical documentation, a **hearing evaluation by a licensed audiologist** and a **medical clearance from an ear nose and throat doctor (ENT)** certifying a child as Deaf or Hard of Hearing and needing support. These two specific criteria will qualify a child for special education services under IDEA. In addition to medical information, to be **eligible for special education and related services under IDEA, a child's hearing loss must interfere with development or adversely affect their educational performance in the general education setting. A D/HOH child will be eligible for a 504 plan without establishing whether his disability adversely affects his education, but they will still need documentation of their hearing loss.** Sometimes classroom teachers, school personnel, and even parents believe that the D/HOH child is doing well educationally, but may overlook some obstacles that the child faces in everyday situations within the classroom setting.

These are questions you will want to consider about your child when asking, "Does my child's hearing loss adversely affect his education?"

- How is my child doing academically in comparison to the other students in his classroom?
- Has my child made a year's progress academically within the past school year?
- Is he able to follow conversation and instruction in large groups and answer questions correctly during classroom discussions without repetition?
- Does he currently use assistive technology such as FM amplification system in addition to his cochlear implant or hearing aids in order to understand the teacher better in the classroom?
- If he doesn't currently use an FM amplification system, do you feel that he would benefit from using it in the classroom?
- Is he often confused over oral directions and need clarification?
- Does he need more time to process information presented orally even with amplification?
- Does he need a lot of assistance and explanation when completing homework?

Many studies have already shown that **children who are D/HOH have challenges in processing linguistic information**, even with amplification, which includes speech and language discrimination and reception. This **adversely affects their ability to hear and understand content within the general education classroom.** Something else to consider is how even though the audiogram may indicate good speech discrimination, this is a representation of how a child

hears single words in a quiet setting. Also, classroom acoustics are generally poor and the potential for background noise is increased with more students in classrooms and lack of carpet and/or noise dampening materials on the walls. **Students who are D/HOH have difficulty hearing speech when background noise is present.** This also **affects their education adversely.** When school districts suggest that your child is doing well academically and does not require an IEP, parents need to consider all the specific needs your child has in the classroom.

If an ENT and audiologist have **recommended the use of a personal FM amplification system** for the D/HOH child, the **school district is required to provide that equipment to the child as part of a**

Free and Appropriate Education (FAPE) if it is determined that the child has a hearing loss that is educationally significant. Some school districts have agreements with local Intermediate School Districts (ISDs) that provide personal FM amplification devices to children identified as receiving special education services and may even provide equipment to students to use on a trial basis to establish whether a child benefits from it. Other ISD's provide FM equipment to students with 504 plans on a trial basis and continue to loan the equipment out to the students on a long term basis. Parents will want to get clarification of what assistive listening devices are available to their child with IEP's and 504 plans and who will be fitting them and in-servicing classroom teachers about how to

use and care for FM systems.

Children who are Deaf and Hard of Hearing have unique educational needs that should be addressed within the classroom environment in order for them to reach their maximum potential. It is up to parents, educators, and school districts to make sure that their needs are being met.

The Michigan Chapter of the Alexander Graham Bell Association for the Deaf and Hard of Hearing expects that this topic will be discussed in the near future due to the current educational climate in the State of Michigan. Please feel free to comment on this article and more to follow and tell us about your own personal experiences with IEPs and 504 plans.



Member Spotlight: Karen Wisinski

Hey, Mom, do you know what an onomatopoeia is?" my then four year old son asked from the backseat. Thanks to my high school English teacher, I did, but how did my four year old know? And how was it possible that this was the kid who, less than two years earlier, had been diagnosed with hearing loss?

When he was diagnosed, we knew our son would grow up with hearing loss as an integral part of his identity, but we had yet to learn how. Now five years old, he has always chosen wild ear mold colors to reflect his latest interests. He draws his self-portraits with aids on his ears. He asks us to read his favorite hearing loss picture book. He is proud of it, at least for now.

The journey of having a child with hearing loss has given me opportunities to grow too. While learning how to encourage listening and language skills, I developed an interest in education as a second career and I returned to college. I also have a great network of friends who are touched by hearing loss

in some way. Their support has carried me when I've faced the challenges of having a child with hearing loss that ultimately make me stronger.

Our family has grown in ways that wouldn't have been possible otherwise. We have learned about the deaf/hard of hearing community. We've made friends with older adults who want to discuss hearing aids in restaurants (this happens a lot!). We have also used the experience to teach - I hope - both our sons to have empathy for all people.

A wonderful teacher at our son's preschool was who had taught him about onomatopoeias. The teachers there believe in sometimes talking above the kids' heads to allow them to reach if they are ready. We're so grateful to his preschool, therapist, and audiologist who have given him tools he needs to be able to reach. We have a hunch he might end up becoming... an English teacher!

Word of the day: an *onomatopoeia* is a word that sounds like a sound, such as "boom!"

Michigan Speaks!

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We're on the Web!
Check us out at:
www.miagb.com

In Appreciation

We would like to thank the following for their donations:

**Becky Selenko
Norma Bauer**

Donations

Your tax-deductible donation will help support all of the programs and activities available through the Michigan Chapter of AG Bell. If you would like to make a donation, please send a check or money order payable to Michigan Chapter of AG Bell in the enclosed envelope. Be sure to include your contact information, so that we can acknowledge your gift and send you a receipt with our tax-exempt information.

Thank you.

Did you receive your last print newsletter? If not your membership may not be up to date!

Go to: www.agbell.org and re-new today!
Questions or Comments? Contact us at:

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