

# Outreach Services

For Deaf and Hard of Hearing Children



February 2009

## The National Deaf Agenda Goal Five; Placement and Programs

By: Carolyn Pimentel and Janet Fuller

**“Deaf and hard of hearing students require a full continuum of placement options that recognize, provide for, and are based upon their language and communication needs. A determination of what constitutes the “least restrictive environment” (LRE) for deaf and hard of hearing students must be determined by considering first and foremost these unique communication and linguistic needs and then the student’s educational, social, emotional, cognitive, and physical abilities and needs.”**

“Since the passage of IDEA, the IEP discussion of the **least restrictive environment (LRE)** for deaf and hard of hearing students at times has been narrow in its approach. Although IDEA has been interpreted to say that all children are to be placed in the general education classroom with supplementary aids and services, that creates a difficult legal barrier for deaf and hard of hearing children to overcome. For these children, a non-regular placement that is communication- and language-rich is truly the ‘least restrictive.’” In some school districts, self-contained classrooms are no longer being provided. The deaf and hard of hearing students in those districts are included in general education settings or provided services at the Indiana School for the Deaf (ISD). Inclusion needs to be available for all deaf and hard of hearing students; however, not all students function well in certain placements, and a continuum of programs should be made available.

Some parents have been unaware of program options. Many case conference committees invite staff from other public schools (including ISD) to case conferences so that those schools can describe their programs. This avoids

bias toward or against certain educational settings and empowers the case conference committee to consider the special factors.

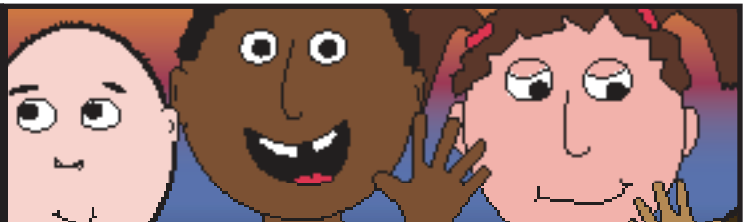
“For some deaf and hard of hearing children a special school or classroom is truly ‘least restrictive,’ just as for others, a regular classroom is the LRE. In either case, the child’s communication needs, not a generic concept of the LRE, must determine what is truly the LRE for each individual child.”

In ISTART7, the Department of Education web-based IEP system, in the Eligibility section and under ‘Special Considerations’ there is a statement for deaf and hard of hearing students that indicates, “There are considerations regarding the student’s language and communication needs, opportunities for direct communications with peers and professional personnel in the student’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode.” The case conference committee must consider these factors directly when deciding upon placement.

Several teachers of the deaf and hard of hearing plan activities for students living in their district to get together socially and have opportunities for direct peer interactions. Activities may occur during the school day in terms of student fairs, after school in the form of ASL/sign language clubs, or on the weekends. Some activities include only those students attending school in the specific district and other activities include those who live in the district but attend ISD. Another idea that has

### Outreach Mission:

To identify and find resources to meet the needs of deaf and hard of hearing children and their families throughout the state of Indiana.





**Outreach Services for Deaf and Hard of Hearing Children**

**Cindy Lawrence Outreach Director**  
1200 East 42<sup>nd</sup> Street • Indianapolis, IN 46205  
Phone: 317.920.6311 (V/TTY) • Fax: 317.920.6354  
Toll Free: 800.722.6166 • Relay Indiana: 711  
Email [Outreach@isd.k12.in.us](mailto:Outreach@isd.k12.in.us) [www.deaf-kids.org](http://www.deaf-kids.org)

Moms, Dads and professionals...  
Do you need help in finding appropriate programs and services, and resources for your deaf or hard of hearing child?  
Please go to our website at [www.deaf-kids.org](http://www.deaf-kids.org) for this contact page.  
Send or FAX the information and we will contact you within a couple of business days.

If you have a Deaf or Hard of Hearing child please provide the following information:

Form being completed by: \_\_\_\_\_ Date \_\_\_\_\_  
Child's name \_\_\_\_\_  
Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Gender \_\_\_\_\_  
Parents/Guardians \_\_\_\_\_  
Address \_\_\_\_\_  
Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
County \_\_\_\_\_ Email: \_\_\_\_\_  
Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_  
School Corporation or First Steps \_\_\_\_\_  
Contact person \_\_\_\_\_ Phone \_\_\_\_\_  
Email \_\_\_\_\_  
School: \_\_\_\_\_ Grade \_\_\_\_\_

I would like more information about. (please check all that apply)

	Internal use
<input type="checkbox"/> Multidisciplinary Educational Evaluations	Assessment Team
<input type="checkbox"/> Audiological Services, including hearing tests	Audiology Team
<input type="checkbox"/> Early intervention support for families and service providers	Family Life Team
<input type="checkbox"/> Educational Visits	Family life team
<input type="checkbox"/> Resource Information	Family Resource Coordinator
<input type="checkbox"/> Professional Development	Outreach Director
<input type="checkbox"/> Outreach email newsletter to the above email address	Support Staff

Please print and complete. Fax or mail to

**Outreach Services for Deaf and Hard of Hearing Children**  
**Cindy Lawrence Outreach Director**  
1200 East 42<sup>nd</sup> Street, Indianapolis, IN 46205  
Phone: 317.920.6311 (V/TTY) • Fax: 317.920.6354  
Email: [Outreach@isd.k12.in.us](mailto:Outreach@isd.k12.in.us)

For Staff Use:  
Date: \_\_\_\_\_ Initial contact \_\_\_\_\_ Date entered into Outreach Database \_\_\_\_\_ by \_\_\_\_\_  
Follow-up contact \_\_\_\_\_ Lead person \_\_\_\_\_  
S:\Outreach\InitialContactFormFile

been discussed, to promote direct student interaction, is the use of videophones. Some programs have installed video phones to allow deaf and hard of hearing students direct access to others and instruct students on how to use video relay services. Outreach is helping develop the a "video pal" program between students in different school districts. This communication between peers may help build the student's language development and identify with others who are also deaf or hard of hearing.

"Deaf and hard of hearing children are entitled to access the general curriculum. Too often the concept of 'general curriculum' is equated or confused with 'least restrictive environment' or with placement in a regular classroom. The two concepts are separate and distinct.' To the degree that is consistent with his or her own needs, every deaf or hard of hearing student should have full access to the general curriculum. Students may require assistive technology or interpreters to be able to access the curriculum in a particular placement and this should be weighed against the value of direct instruction.

In summary, each deaf and hard of hearing student is entitled to be educated in his or her LRE. The LRE is an environment that allows the student to access language, curriculum, peers, and adults in order to acquire educational knowledge at the same pace and level as their general education classmates.

**[www.edterpmeetingplace.com](http://www.edterpmeetingplace.com)**

Visit the new Website developed specifically for Educational Interpreters in Indiana. This website has current rules, training opportunities and a link to jobs through the ISEAS job connections. More information will continue to be added as new information becomes available.

**2009**  
*Hands Alive*  
**Young Deaf Arts Festival**

The Indiana School for the Deaf  
**HANDS ALIVE!** Young Deaf Arts Festival  
Thursday, March 19 at 7:00 p.m.

This Community Show will be in the Auditorium at ISD. Tickets for the "Show of Champions" will be \$10.00 each.

The Elementary talent show performance will be Monday, March 16 at 9:00 a.m.

The Middle School talent performance will be Monday, March 16 at 12:15 p.m.

The High School talent show performance will be Tuesday, March 17 at 9:00 a.m.

Tickets for any of these performances will be \$5.00 each.  
For more ticket information, please contact:  
Linda Hines, Student Life Office  
317-924-8403 or VP 317-920-8125



# Upcoming Events

**February 7**

## **St. Joseph Institute for the Deaf Playgroup**

10 am - 11:30 am

St. Joseph Institute for the Deaf

9192 Waldemar Road

Indianapolis, IN 46268

For more information and to RSVP

Contact Carrie at [ctamminga@sjid.org](mailto:ctamminga@sjid.org)

317-442-4233 or 317-471-8560

Please call two weeks in advance if an ASL interpreter is desired.

**February 7**

## **Signing Play Date In Mishawaka**

11 am - 12 pm

Please contact Karen Horvath at 574-323-9255 or go to [www.sign2me.com](http://www.sign2me.com), as dates and locations may change.

**February 7**

## **American Sign Language Storytime**

2 pm - 3 pm

Barnes and Noble, 2240 East 80th Avenue

Merrillville, IN 46410

Please contact Signing Kids of Northwest Indiana for more information: [www.nwideaf.org](http://www.nwideaf.org).

**February 9**

## **Indiana Hands and Voices Informational Meeting**

5:30 pm - 8:30 pm

Fishers Library, 5 Municipal Drive, Fishers, IN 46038

RSVP to [LisaKovacs@inhandsandvoices.org](mailto:LisaKovacs@inhandsandvoices.org) or call

317-605-3885

**February 19**

## **“Where do I find the Village?” Finding Family Support around Disability Issues**

1 pm - 3 pm

Indianapolis Marion County Public Library - Irvington

5625 E. Washington St. 46219.

For more information go to [www.inf2f.org](http://www.inf2f.org)

**February 20**

## **Infant Toddler Playgroups**

9:30 am - 11 am

Indiana School for the Deaf

1200 E. 42nd Street

Indianapolis, IN 46205

Preschool Building, Preschool Gym, Room 131

Contact Lori at [Ldille@isd.k12.in.us](mailto:Ldille@isd.k12.in.us)

**February 28**

## **“Where do I find the Village?” Finding Family Support around Disability Issues**

9 am - 11 am

Wabash Center, 2000 Greenbush St., Lafayette

For more information go to [www.inf2f.org](http://www.inf2f.org).



## Upcoming Events for Interpreters

### **February 12, April 16, and June 18** **“Boost Your Voicing Techniques”**

Basic - February 12, 5:30 - 8:30 pm

Mid-Range - April 16, 5:30 - 8:30 pm

Advanced - June 18, 5:30 - 8:30 pm

Polk Conference Center, Anixter Center

2023 N. Clybourn, Chicago, IL 60614

For more information: [www.ilrid.org](http://www.ilrid.org)

Email Tim Mahoney at [AustinCop@aol.com](mailto:AustinCop@aol.com)

**February 21**

### **“How Do You Say That in “Sad”**

“Word, What Word? I Ain’t Got No Word!”

9 am - 4 pm

Concord High School Cafeteria

59117 Minuteman Way, Elkhart, IN 46517

Contact Jean at Elkhart County Special

Education Cooperative, 574-533-3151

email [jbigler@goshenschools.org](mailto:jbigler@goshenschools.org)

**February 27**

### **“Educational Interpreters Ethics”**

6 pm - 9 pm

Kosair Charities Building, 982 Eastern Parkway,

Louise KY. Contact Wendy at 859-622-4966

Linda at [Linda.bozeman@eku.edu](mailto:Linda.bozeman@eku.edu) or 859-582-7442

To view a list of upcoming events online visit <http://www.deaf-kids.org>

Great information for parents found by Diane Hazel Jones, Outreach Family Resource Coordinator:

## Child Discipline Series Quick Discipline Strategies

by Kimberly L. Keith, for About.com

**Use humor.** A good laugh helps break the tension. Instead of backing the child into a corner, you let him know that Hey, this is nothing serious. I'm in control so you are safe. We can work this out. I love you.

**Use eye contact.** Don't call out your instructions from another room if you are really serious about wanting it done. If you're not that serious, just don't bother. Wait until you get into the room with her and make sure that she is looking at you with full attention.

**Don't say OK?** We often say something like, "I need you to pick up those clothes, OK?" It's a natural phrase to say when we feel relaxed and good-humored. Better to be direct though, and just point out what needs to be done and when, "Your clothes are on the floor. Pick them up before you get out that toy."

**Walk away.** The message of your body language should be that you have full confidence that your child is going to comply with what you just said. If you walk back through the room and it hasn't been done, give a warning of the consequence. Then, walk away.

**Stop talking about it.** Quit nagging, placating, lecturing, or preaching. Use one word reminders. Briefly, make certain that your expectation is clear and the consequences are understood. If necessary, implement consequences unemotionally and without discussion.

**Use a kitchen timer.** This is a powerful tool that will get your child's attention and prevent you from letting noncompliance slide by unnoticed. (From Elaine Gibson at SMU.)

**Institute a chore chart or token system.** These can be done without much trouble and may be an appealing intervention for Dad to supervise. It may seem like a hassle to set-up, but it can be a time saver.

**Have a family meeting.** It should be somewhat structured with all family members present.

## SAVE THE DATE

Friday, May 1, 2009 & Saturday, May 2, 2009  
Annual Audiology Conference sponsored by  
Cincinnati Children's Hospital  
"Building Bridges: A Celebration of Early  
Detection and Intervention of Hearing Loss"

More information coming.

## Meet some of the Outreach Staff

**Michael McGeath** has a M.S. degree in School Counseling. He is a certified Nonviolent Crisis Intervention Instructor. He has worked at ISD for twenty-five years. Michael provides individual and group counseling to students and sets up education prevention programs. He works primarily for Middle School and High School Departments. He can be reached at [mmcgeath@isd.k12.in.us](mailto:mmcgeath@isd.k12.in.us) and at Video Phone (317)920-6323



**Molly Peters** has a M.A. degree in School Counseling and Guidance. She has been employed at ISD since 2000. Molly provides short term individual and group counseling to students, and sets up education prevention programs, and provides consultation to staff. She works primarily for Elementary School and Preschool. Molly can be reached at [mpeters@isd.k12.in.us](mailto:mpeters@isd.k12.in.us) and at Video Phone (317) 924-8412



**Cindy Pickering, M.S.W.,** is a school counselor on the Counseling Team, has been employed at ISD since August 1999. Cindy provides short-term individual and group counseling services and educational/prevention workshops. She works with Middle and High school students. She is on the Suspected/Neglect child abuse reporting team (CPS) and Crisis team. Cindy can be reached at [cpickering@isd.k12.in.us](mailto:cpickering@isd.k12.in.us) and/or Video Phone (317) 920-8102.



## Outreach Services for Deaf and Hard of Hearing Children

has a website, [www.deaf-kids.com](http://www.deaf-kids.com), which allows you to share your event information with the entire state of Indiana.

We value diversity and respect all viewpoints and opportunities for communication; therefore, please contact sponsors of events supporting specific methodologies. We suggest the questions on the following link be considered when viewing website and newsletter information: <http://www.deaf-kids.com/IND/Links.asp>

Please submit information at least one month in advance of your event.

Questions? Call Joanie Jones at 1-800-722-6166 or email [jjones@isd.k12.in.us](mailto:jjones@isd.k12.in.us)

