

# DEAF AND HARD OF HEARING NEWSLETTER



Term: November | Issue 5 | Exceptional Student Services | Statewide Focus: The DHH IEP

Happy November Everyone,

During this time of hustle and bustle remember to take time for yourself and to spend time with those who fuel your soul. Although the holidays can be the busiest time of year, don't forget to remind those around you how grateful you are for the support that they provide both personally and professionally. Don't forget that Special Education is meant to be a "team" sport. It is meant to bring together families, students, professionals, and community members and build something great. Individualized plans are not meant to isolate anyone, rather its purpose is to create a stronger community and more opportunity for everyone involved. We are grateful for all of you and all of the opportunities you continue to envision and cultivate. You and your teams fuel the work that we have the privilege to do each and every day!

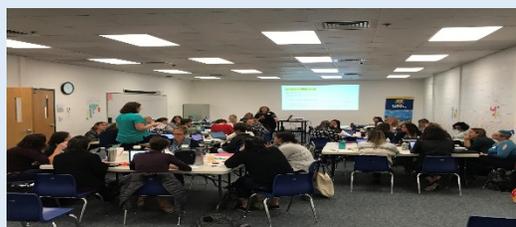
Our Sincerest Gratitude,  
D/HH Leadership Team

## FALL REGIONAL COLLABORATIONS 2019

Throughout September and October, school professionals and administrators gathered in regions to unpack the components of the DHH IEP. Searching for "The Golden Thread" in our own IEP work brought insight and understanding around meaningfully aligning the parts of the IEP. Starting with the [new 2020 Colorado Academic Standards](#), and searching for a common thread through triangulation of data, evaluating types of assessment and knowing the right questions to ask took professionals on a journey of looking deeply at their own work and collaborating with peers. Regional meeting participants were challenged to evaluate the alignment of IEP goals they have written while ensuring a significant connection to student impact of disability and need, PLAAF statement, Communication Plan and specifically designed instruction. Hard work leads to reward and while regional collaboration meetings require active participation and effort, professionals come away with a toolbox of new resources and a plan to pursue as they march on through the school year. Here is what a couple of school staff had to say about the September regional collaboration:

- "This is making us think. . .that's good!" (Educational Audiologist)
- "This kind of work is more exciting than I thought it could be." (Teacher for the Deaf/HH)

Visit the [Regional Collaboration Website](#) to view the Power Point and workshop documents from the September and October Regional Collaboration Meetings



## The Colorado Communication Plan Zoom Collaboration

As we continue to dive deeply into the components of the DHH IEP, school professionals are invited to join one of the upcoming regional Zoom video meetings this week exploring one by one, the individual sections of the Communication Plan. Since this Zoom will be a statewide collaborative effort resulting in an exemplar of Communication Plan sections, be sure to bring your wisdom and insight on how your team discusses and completes each section of the Communication Plan. Input from all five regions will be combined and made available as a free tool for education teams. If you are unfamiliar with the [Deaf Child Bill of Rights](#), or have not looked at the document in some time, it is HIGHLY recommended you review (it is only 4 pages) prior to attending your scheduled collaboration.

[Monday – North Central](#)

Nov 18, 2019 03:30Pm MT

[Tuesday – Pikes Peak](#)

Nov 19, 2019 03:30PM MT

[Wednesday - Metro](#)

Nov 20, 2019 03:30PM MT

[Thursday – NW & SW](#)

Nov 21, 2019 03:30 PM MT

# DEAF AND HARD OF HEARING NEWSLETTER



Term: November | Issue 5 | Exceptional Student Services | Statewide Focus: The DHH IEP

## UPCOMING FAMILY EVENTS

### Signing Santa

November 20<sup>th</sup> – 21<sup>st</sup>

Cherry Creek Shopping Center

10:00AM – 3:00PM

For details, visit the Cherry Creek Shopping Center webpage

### Denver Metro Holiday Party

SAVE THE DATE!

Saturday, December 14<sup>th</sup>

10:00AM – noon, Centennial

With a trilingual Santa, crafts, storytelling, and more. Siblings

Welcome

[English flyer](#)

[Spanish flyer](#)

## D/HH CALENDAR

Much is happening all around the state in Deaf/HH for families, students, professionals and



more.

**Do you want to get the word out about your event?** Please have

ready the following information (event title, date, time, location, event description, sponsoring organization and contact information) and complete the Google Form at this link [HERE](#)

Checkout the newest version of Deafverse

Have you played Deafverse yet? The online game is designed for deaf teenagers to build confidence, learn their rights, and develop skills to succeed.

[Keep Reading](#)



## INTERPRETER CORNER

Attention Stakeholders of Educational Interpreters

The Educational Interpreter Advisory Board (EIAB) is back in session. Our first meeting was on November 6, 2019. At that time the EIAB established the Board's goals for the 2019-2020 school year:

- Update the Educational Interpreter Handbook
- Providing skills trainings for Educational Interpreters and/or giving districts some resources for trainings
- Improving and expanding mentorship opportunities for Educational Interpreters

The Board has decided that there will be a need to increase the representation on the Board of the following roles:

- Teacher of the Deaf
- Audiologist
- Deaf Parent
- Deaf Teacher
- CAD
- CCDHHDB

\* Applications for new Board Members will be released soon. If you have immediate questions you can reach out to Pat Himes @ [Himes\\_P@cde.state.co.us](mailto:Himes_P@cde.state.co.us) or Shauna Moden @ [Moden\\_S@cde.state.co.us](mailto:Moden_S@cde.state.co.us)

We look forward to working with a variety of stakeholders to improve supports to Educational Interpreters across the state.

## Pancreatic Cancer Research Walk



A very special thanks to those who walked in honor of our beloved friend and colleague, Dianne Goberis. It was a truly special morning walking alongside Dianne's family and close personal friends. In addition ["The Notorious DKG"](#) placed 2nd in fundraising efforts bringing in \$2,122.00 which has been directly donated to Pancreatic Cancer Research. Way to go! Tremendous gratitude to everyone who submitted a donation.

# DEAF AND HARD OF HEARING NEWSLETTER



Term: November | Issue 5 | Exceptional Student Services | Statewide Focus: The DHH IEP

## D/HH LEADERSHIP TEAM

[Mandi Darr](#)   [Susan Elliott](#)   [Kerry Moriarty](#)  
[Barbie Galoob](#)   [Lisa Cannon](#)   [Jessica Garcia](#)  
[Kelly Welch](#)   [Kate Dixon](#)   [Pat Himes](#)  
[Jana Clark](#)

**What does the Leadership Team Do?** Provides mentorship, support with professional development, training opportunities, access to specific areas of expertise, and so much more. As our Leadership Team grows consider how they can help support the work that you are doing within your district.

[Send an email to the DHH Mentor Team](#)

## NOW HIRING

### Educational Interpreter

**District:** Greeley District 6

**Contact:** Nyla Buffington

[nbuffington@greeleyschools.org](mailto:nbuffington@greeleyschools.org)

[Apply at Greeley District 6 Webpage](#)

### Itinerant Teacher of the Deaf

**District:** St. Vrain Valley Schools

**Contact:** Erica Bowman

[bowman\\_eric@svvvsd.org](mailto:bowman_eric@svvvsd.org)

[Apply at St. Vrain Schools Webpage](#)

### Educational Audiologist

**District:** Fountain/Fort Carson School District 8

**Contact:** Tish Watson

(719) 382-1313,

[twatson@ffc8.org](mailto:twatson@ffc8.org)

Click [HERE](#) for more job postings

## DISTRICTS SHARING WITH

Did you know the CDE has a DHH Toolbox? A resource coming out of the collaboration effort within regions is a "Toolbox" composed of forms, resources, websites and other tools recommended from the field. School professionals from all around Colorado have begun submitting useful tools, which in turn, have been posted to the [DHH Toolbox](#). Beyond the "Toolbox" tab, [CDE's Regional Collaboration Website](#) has MANY additional forms and tools in the [Archived Meeting](#) section. In the effort of statewide collaboration, the DHH Toolbox needs you! If you have a resource you would like to see posted to the toolbox, please email it to Shauna Moden at [moden\\_s@cde.state.co.us](mailto:moden_s@cde.state.co.us).

## TOOLS

A great resource to assist in Understanding IEPs by: The Understood Team  
The Pop-up IEP by: Hands & Voices

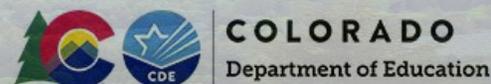
## KUDOS

Every day our actions impact those around us. Often we have no idea the lasting effects of a kind word, a "listening ear", a helping hand, or a random act of kindness. In this time of Thanksgiving, we want to thank all of you for doing what you do, and to recognize the following people for the extra ordinary support, encouragement, and collaboration that continues to move the field of Deafness forward and continues to create better opportunities for the students and families that we serve.

**Jessica Garcia, Niki Cooper  
Julie Hemphill, Megg Stalker  
Nyla Buffington, Jennifer Lyons  
Mandi Darr, Towana Katz  
Kathy Johnson, Marsha Dorr  
All Fall Regional Meeting Participants  
School Administrators**

Click [HERE](#) for a current list of kudos

# DEAF AND HARD OF HEARING NEWSLETTER



Term: November | Issue 5 | Exceptional Student Services Statewide

## HELP IMPROVE OUR NEWSLETTER

Want to recognize someone in our D/HH Family?  
Have something that you would like to share with the field?  
Have a burning question that you would like to ask the Deaf and Hard of Hearing Community?  
We want to hear from you!  
[Click Here to Submit Topics for the future Deaf and Hard of Hearing Newsletters](#)

## AUDIOLOGY CORNER

Last month's CDE regional DHH and statewide audiology meetings focused on ensuring quality IEPs for students with hearing loss. **Audiologists, as related service providers, are vital members of the IEP team!** Even though audiologists are busy juggling lots of hats (screenings, general ed/504, IEPs, hearing technology, etc.) they are critical to ensuring students' audiology-related needs are being served and that students are accessing FAPE. Some things IEP teams can do to ensure a collaborative IEP process and a "golden-thread" quality IEP are:

- Early notification of the entire team (including audiologist) of the upcoming IEP date; late notice will be hard for the audiologist and will suggest they are not of value
- Consultation between audiologist and case manager/TOD as to what data collection is needed and desired for the meeting and who will be collecting it
- Data points that provide rationale as to why hearing technology or a certain accommodation is needed
- "Assistive Technology" box checked under consideration of special factors for all students using hearing assistive technology (HAT)
- Audiologist service delivery statements that tell a story so parents and service providers clearly understand the audiology services being provided
- Services that reflect what a student is receiving: if an audiologist is providing services they should be documented on the IEP including both direct and indirect services

## What Parents Want School Staff to Know

### What Parents Hope School Staff Do in the IEP Process

By Sara Kennedy, Mandi Darr, and a host of parents, professionals and Deaf/hard of hearing adults with Colorado Hands & Voices

- Remind yourself that this is a "lopsided" process for parents and students and do what you can to prepare and welcome us. (We might come into the meeting room without any of the evaluation results or forms, we may have no idea what to expect, and we feel like we're interrupting if the team is all present and chatting already.)
- Celebrate our child's strengths and use their interests in planning.
- Please remember my child is more than an audiogram or test result.
- Invite team members to listen to a hearing simulation or through a hearing aid as an education regularly. Equipment does not fix access or processing.
- Ask us/our child what we see as programming strengths/issues/solutions.
- Promote shared problem-solving and decision-making with parents and student and outside experts.
- If you promise something, please help implement it or get back to me. Keep us informed.
- Help us through being accountable for implementation of the plan. (I thought somebody else was doing that.)
- We know our child will miss information in a busy classroom or on testing even with (*imperfect*) technology, supports and services. Please take accommodations seriously. (Visualize a ramp for wheelchairs!)
- Take our concerns about school safety seriously. How will our child be alerted? Please practice in real time: i.e. don't make sure students who are deaf/hh are in the classroom vs. the bathroom or hallway, or avoid the drill altogether).
- Support emerging advocacy even if it looks like defiance. My child has to develop agency for a lifetime ahead.
- Assume until proven otherwise that first issues/behaviors relate to student not hearing, seeing, or processing well.

### Ask:

How can we create a more deaf/hh friendly classroom environment?

How can we level the playing field for a deaf/hh student socially? (For example, lunch room)

How can we create listening breaks for eyes and ears to address listening fatigue?

**For a child receiving an interpreted education: The interpreter is present to provide access for all.**

The interpreter is not in charge of education or behavior, the teacher is.

- Avoid referring to the interpreter as "Johnny's interpreter" – use our interpreter or the classroom interpreter.
- Avoid saying ASL or sign dependent; refer to ASL as a primary language.