

COLORADO DEAF & HARD OF HEARING NEWSLETTER

August 2020

Welcome Back!

As we begin a school year unlike any other, we want to let all of our educators, related service providers, support staff, and administrators know how truly appreciative we are of all of your efforts to continue the learning and social opportunities for students. To all of the parents out there, we want to tell you that we know you too have faced many challenges and will continue to have to make difficult decisions in order to meet the needs of your child. Although this year may be filled with uncertainty, the D/HH leadership team is dedicated to continue to provide guidance, resources, and assistance to all stakeholders and to continue to grow our community of support. Together we will get through this. Together we will strengthen each other and our students. Together we will model resilience, flexibility, and grace. We look forward to collaborating with all of you for another year and consistently creating opportunities for students who are Deaf and Hard of Hearing. Although our supports may look a little different this year, we are still here to problem solve, mentor, and create resources during an unprecedented year. Remember that this situation is temporary; however, we still have the ability to make a positive impact with our students that will last a lifetime.

With Love and Support ~ Your D/HH Leadership Team



Regional Collaborations for 2020

2020 has created many barriers within our lives, including our ability to meet face to face for our Regional Collaborations. However, we are resilient, flexible, and resourceful. During the 2020-2021 school year we will take a deeper dive into the Social Emotional Needs of our students and ourselves as providers. Please plan to join us virtually [September 10th](#), October 8th, November 12th, and December 10th from 3pm-5pm.

D/HH Office Hours

Shauna Moden and some of the D/HH Leadership team will be available for Office Hours via Zoom on the Thursdays that we do not have Regional Collaboration. Join us anytime between 3pm-5pm. No need to make an appointment, just use this [zoom link](#).

Information will be readily available on the [Colorado Deaf/HH Regional Webpage](#). Check it out!"

Kudos

"Vulnerability is the birthplace of creativity, innovation, and change." Brene Brown. In March of 2020, education as we knew it changed overnight! Everyone was asked to change what they were doing and how they were doing it with little to no training and minimal time to plan. I want to express my deepest gratitude for all of the presenters who shared their valuable time and expertise with professionals throughout the state of Colorado. Each of these individuals evidenced their leadership through vulnerability by putting themselves out there in front of a large group of peers, colleagues, and supervisors. Thank you for sharing new ideas and for challenging all of us to grow and try something new to support our students. Your ability to be vulnerable during an unprecedented school year sparked creativity, innovation and change that impacted the students and families we serve. I am so grateful to be in a state where educators support each other and share their talents! I want to give a special thank you to:

Rachel Benedict
Jessica Garcia
Tish Watson
Kerry Moriarty
Kim Gray
Susan Elliott

Eileen Kratzer
Amanda Walsh
Trisha Waddell
Angela Hintz
Emily Wytiaz
Stephanie Olson

Erin Slone
Heather Hapke
Sabra Taylor
Heather Abraham
Beth O'Brien
Lisa Cannon

Kate Dixon
Kelly Welch
Bill Brown
Colleen Erdman
Harry Wood
Mandi Darr

Pat Himes
Debbie Love
Megg Stalker
Andrea Steffanich
Mary Mosher-Stathes

KUDOS to all of you for uplifting and inspiring all of us in the field of Deaf Education throughout Colorado!!



Preparing for a VERY Different School Year

Mask or Shield or Plexiglass, What is Our BEST Option?

As professionals in the field of Deaf Education, a key part of our role is to ensure that students who are Deaf and Hard of Hearing have access to instruction and social opportunities within the educational environment. Recent health and safety requirements related to Covid-19 have created unique challenges for all individuals. The ability to see a person's entire face can be a critical part of effective communication. Simple smiles, the squint of an eye, or the curling of a lip helps individuals fully comprehend the message presented. Individuals who are Deaf and Hard of Hearing, and/or with Autism Spectrum Disorder, and/or those who have English as their second language may find this information as important as the words that are shared. The use of masks can greatly impact effective communication, it can create more fatigue when communicating, and can lead to greater frustration for many. SOMETIMES masks can be removed, SOMETIMES masks with clear windows can be worn, SOMETIMES shields can be used, and SOMETIMES plexiglass can provide protection. However, these "solutions" do not come without their own barriers and/or complications. In recent months, action-based research has been published to help individuals determine the most appropriate personal protective equipment option to use when communicating with individuals who are Deaf and Hard of Hearing. The research indicates that there is not a clear option for everyone or every situation. These decisions need to be individualized for the student and should be determined by the IEP team. The team needs to consider: the current Covid-19 status and health related restrictions in the area in which the student goes to school and lives, the student's unique listening and communication needs, and the student's ability to use other accommodations (i.e. voice to text technology, remote microphones, interpreters, etc.). The one thing that we have learned over the last few months is that there is not one answer that works for everyone, and the "I" in the IEP still is appropriate during a pandemic. Below are a few links to **some** of the research that has been conducted during the pandemic. Remember to use this information to HELP guide the decision-making process, however the IEP team should also gather information based on the individualized needs of each student.

- [The Effects of Face Coverings and Remote Microphone Technology on Speech Perception in the Classroom](#)
- [Phonak Personal Protective Equipment](#)
- [Perspectives from a Deaf audiologist: How masks, face coverings and shields affect my speech perception ability](#)
- [Which Mask is Best for Hearing?](#)

Zoom & Closed Captions

During remote learning in the spring, teachers heard the message about providing captioning for videos. Students reported that most multimedia resources were captioned, and they excelled with that learning. However, many students felt left out of the live Google Meet or Zoom instruction due to a lack of captioning.

Helpful hint: When using live captioning (3rd party human captioner) with Zoom, the embedded caption feature in the Zoom interface can tend to run on a delay. A workaround for this is to have the captions available to view in a separate browser window (resized, or on a second monitor such as a tablet or phone). Ask the captioning service if they offer this (most do) and provide the link to the user. Click [Here](#) for more info about different captioning options.

Colorado School for the Deaf and the Blind

LeRoy Neiman Art Studio to Open at Colorado School for the Deaf and the Blind

Long-time Partners Good Tidings and LeRoy Neiman Foundations
to Team with U.S. Olympic & Paralympic Museum on
Educational Programming



Click [HERE](#) for the full press release



On-Line Lesson Resource

Lessons taught in the classroom often do not automatically convert to lessons taught virtually. Torrey Trust, PhD. from the University of Massachusetts, Amherst provides some great tips when considering the needs of ALL students who may be learning through eLearning, hybrid model, and/or remote learning.

Click [HERE](#) for more information.



Upcoming Events

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



Thursday, September 10th 3-5PM: Deaf/HH Regional Zoom Meeting

Saturday September 12th 9AM-12PM: When Form Matters: Providing Linguistic Access to Foster Deaf Students' Proficiency in ASL & English

Saturday, October 17th: Hands and Voices Gala – Click [HERE](#) for more information

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](#)

Now Hiring

Educational Interpreter

Colorado River BOCES

Contact: Denise Rahe Email: drahe@crboces.org

Click [HERE](#) for more information

Educational Interpreter

Colorado River BOCES

Contact: Jennifer Schryer

Email: jschryer@crboces.org

Click [HERE](#) for more information

Teacher of the Deaf/Outreach Programs

Colorado School for the Deaf and the Blind

Contact: Traci K. Monger

Email: tmonger@CSDB.ORG

Phone: (719) 678-2115

Click [HERE](#) for more information

Teacher of the Deaf

Boulder Valley Schools

Contact: Denise Rahe

Email: drahe@crboces.org

Click [HERE](#) for more information

Click [HERE](#) to submit
Your job postings

Tools for Expanding Language this Year

Let's go beyond vocabulary and expand listening and LANGUAGE! Here are some tools you may want to explore:

[The WORD Test-3 Elementary](#) measures skills that correlate with word mastery, reading comprehension, and overall academic success. Test items are from the curriculum, including language arts, social studies, math, health, and science. Current research clearly supports the impact each task on this test has on academic and reading competency. You will understand how students attach meaning to words and one reason they may be struggling in the classroom.

Ages: 6-0 through 11-11

Testing Time: 30 minutes

Administration: Individual

[Test of Semantic Skills-Primary](#) is a receptive and expressive diagnostic test designed to assess a younger student's semantic skills. Children with language delays struggle when facing words out of context or new words in reading passages.

Ages: 4-0 through 8-11

Testing Time: 25-30 minutes

Administration: Individual

[Hearing Success: The Phonac & Advanced Bionics Rehab Portal](#) – quickly set up your professional login and check out “**The Listening Room**” and more!

[Boom Cards](#) – interactive, self-grading, paperless and FUN! Apps available across devices for online learning.

CDE D/HH Leadership Team

What does the Leadership Team do?

The leadership team provides mentorship, support with professional development, training opportunities, access to specific areas of expertise, and SO much more. As the Leadership Team grows consider how they can help support your work within your district. Reach out to [Mandi Darr](#) for more information

[Mandi Darr](#) [Kerry Moriarty](#) [Barbie Galoob](#) [Lisa Cannon](#) [Susan Elliot](#) [Jessica Garcia](#) [Kelly Welch](#) [Kate Dixon](#) [Pat Himes](#) [Kathy Kimbell](#)





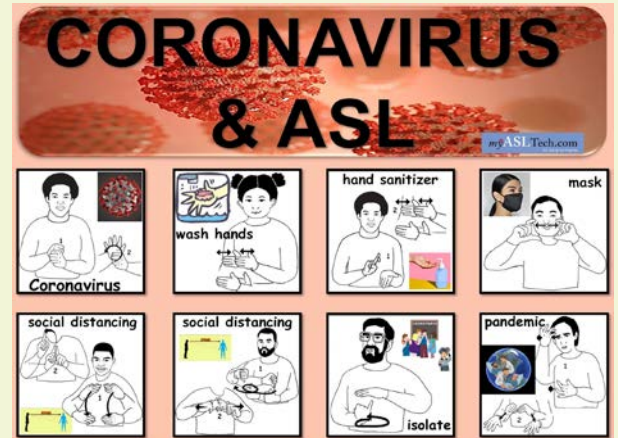
INTERPRETER NEWS & SIGN SUPPORTS

EIPA Update

Currently our Written Assessment facility is not open for "in-person" learning, as a result we have been forced to postpone the written portion of the EIPA until further notice. CDE licensing is aware of this situation and is working with applicants who need this requirement to earn their authorization. As the situation evolves CDE will release information on the Educational Interpreter ListServ. The Skills Portion of the EIPA is still moving forward as planned. Test dates are: 10/16 and 10/23, 11/6 and 11/20, 12/11. Registration for the Assessment will open on 9/15/20. Please click [HERE](#) for more information. The Skills Assessment will be held at the 1560 Broadway CDE office. Individuals coming to take the test will have a health screening before entering the building and will need to wear a mask except during the actual assessment. If you have any questions please reach out to [Pat Himes](#)

Corona Virus Signs

This resource was created by myASLTech. This and other resources can be found [HERE](#)

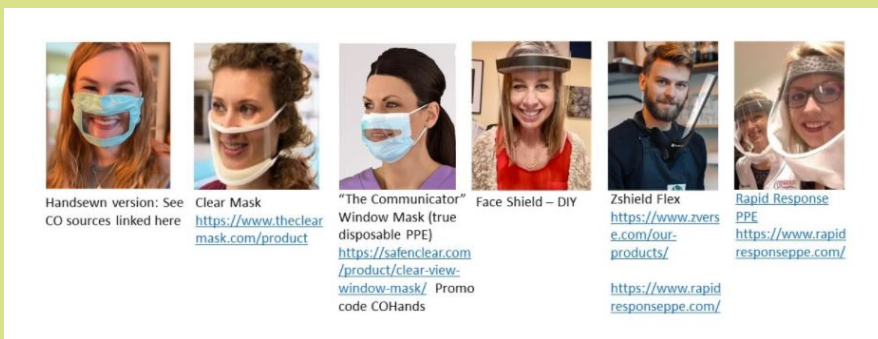


Parents Corner

Effective Communication in School Settings for Deaf/Hard of Hearing Students and Others: Face Masks and Face Shields

Centers for Disease Control (CDC) considerations released for schools¹ recommend the use of face masks along with social distancing and frequent handwashing to help protect students/staff and slow the spread of COVID19. The CDC also recognizes that wearing cloth face coverings may not be possible in every situation, or for those who interact with people who are deaf/hard of hearing if these individuals use speechreading to assist comprehension. Schools must balance safety while making it possible for educators to provide access to curriculum, including peer communication, under IDEA and ADA/504 requirements for free and appropriate education (FAPE).

Click [HERE](#) for full article and links to resources



Audiology Corner

A special thank you to Lisa Cannon and Sarah Blumenthal for heading the group that created the Vision and Hearing Guidelines for the 2020-2021 school year.

Guidance for Administrative Units on Hearing & Vision Screening During COVID-19

Please click [HERE](#) for the full guidance document

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