Hey sweetie I just wanted to give you heads up. Ashley will be calling you regarding her FM system. She's trying to say she doesn't need it. We just got it up and working today. I'm going to hang her. I told her this is it. I am mom and you WILL wear it. I will go to school every day and give it to the teachers or Ms. Carla will do it one or the other your choice 😈🔫
A WINNING GAME PLAN

If you fail to plan, you are planning to fail.”

Benjamin Franklin
COMPONENTS OF YOUR GAME PLAN

- Language & Literacy
- Academics
- Social Skills
- Self-Advocacy
BUT WAIT... WE’RE IN THE MAINSTREAM

- Congratulations.
- You’re not done!
Language is like a mountain - we never reach the top.

Your child may reach a level comparable to his/her peers, but has to make a year's growth every year in order to maintain parity.
• Language is critical - it provides the building blocks for literacy.

• Language is much more than the ability to have a conversation.

• It took a lot of work to get to where you are - it’s unlikely that future learning is going to happen incidentally.
HEARING LOSS AS A FILTER

• If you are using a spoken language approach, your child is likely missing a substantial amount of the language in the home and at school.

• If you are using sign language, and you are not a fluent user, your child is not getting a rich language experience.
WHAT HAPPENS IN ADOLESCENCE?

• Understand longer and more complex instructions.
• Use language to solve complex problems.
• Understand figurative language, sarcasm and word plays.
• Vocabulary increases ~8 new words per day.
• Understands double meanings and “learning vocabulary” as well as subject words
• More complex ideas can be explained.

• Stories and accounts become more interesting and engaging.

• Use of sophisticated language skills such as persuasion and negotiation to be successful socially.

• Can keep up with rapidly changing adolescent talk.

• Ability to switch language styles according to the situation
LITERACY

“There is no such thing as a kid who hates reading; there are kids who love reading, and kids who are reading the wrong books.”

-James Patterson
• Children with hearing loss are at-risk for delays in reading and writing skills.

• The average reading level of adults who are deaf has historically been low.

• This, in turn, hampers their access to certain jobs and to higher education.

• Most parents (and teachers) don’t know how well their child comprehends what they read.
NARRATIVE DEVELOPMENT

• Narratives are basically storytelling.

• Producing a narrative requires skilled coordination of all aspects of language development.

• Narratives predict academic success.
THEORY OF MIND

- “The capacity to infer other people’s mental states, and to use this information to predict behavior.”
  
  Pyres & Senghas, 2009
• Having a ToM allows a child to understand many aspects of life such as surprises, secrets, tricks, mistakes and lies.

• As a child ages and gains more social and language skills, a ToM forms the basis for inference, perspective taking, social reasoning and empathy.

• A ToM is critical for academic development, especially in collaborative educational environments.
ACADEMICS

*For a deaf kid.

He’s doing fine.*

She’s doing okay.*
• Children with hearing loss may be significantly behind their peers with typical hearing despite having good (or even excellent) spoken language abilities.

• Grades don’t tell you what you need to know.

• Things often fall apart in 5th grade.

• Your child may not qualify for services - you may need to pick up the slack.
• Pragmatic language - the language that supports social communication, is learned more slowly by children with hearing loss.

• Most 7 year olds do not have the same skills as 4 year olds with typical hearing.

• We need to be aware of these skills and support their development intentionally.
• Minnesota Social Skills Checklist for Students Who are Deaf/Hard of Hearing

• Using amplification

• “Fitting in”
SELF-ADVOCACY
WHAT IS SELF-ADVOCACY?

• “The realization of strengths and weaknesses, the ability to formulate personal goals, being assertive, and making decisions.”

• Describe own skills and needs

• Set own goals and create a plan to reach them

• Know the how, who and when to ask for assistance

• Make decisions, and then take the responsibility to deal with the consequences of those decisions
• We need to coach our children, and then allow a gradual release of responsibility

• These skills should be included in IEPs
A PARENT’S VIEWPOINT

Bart, father of Bryce, 8th Grade
ANOTHER PARENT’S THOUGHTS

Pam, mother of Ian (age 23) and Scottie (age 16)
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