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WINTER 2003

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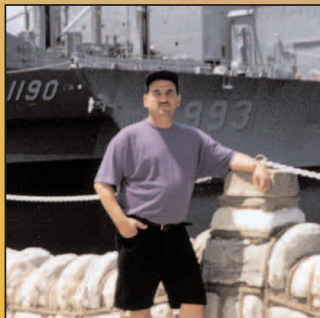
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Not Just a Hearing Aid Meeting the Needs of Hard of Hearing Children

In this issue we attempt to discuss the reality of what it means to be a hard of hearing child in an American classroom. Our writers note that hard of hearing children struggle for recognition and services and to understand and fit in with their hearing and deaf peers.



Kathryn Meadow-Orlans, Donna Mertens, and Marilyn Sass-Lehrer note that hard of hearing children far outnumber those who are deaf, yet are identified later, losing precious time to develop language skills. They hold out hope that the increasing use of hearing testing with newborn babies will enable the hearing status of children to be identified—and therefore accommodated—

from birth. Kathy Vesey and Beth Wilson recount their own experiences as hard of hearing students, as they tried to bluff their way through coursework and friendships. Mark Ross, a hard of hearing audiologist, writes of the role of audition for hard of hearing children. Kym Meyer, an educational audiologist, finds misunderstandings abound about the differences in hearing status and that these misunderstandings are so profound that she has to secure services for some hard of hearing children under the Rehab 504 legislation because schools do not provide these children with Individualized Education Programs. Nini Silver underscores how each hard of hearing individual should feel free to use different communication tools in different environments, from cochlear implants to sign language. Donald Grushkin suggests encouraging hard of hearing children to understand themselves in the context of their hearing status. This does not necessarily mean only using sign language, but also fostering participation in sports, plays, social events, and the cultural life of deaf people.

All our writers agree that it is not enough to outfit hard of hearing children with hearing aids and plop them into the first row of their classrooms. In fact, all note that this may be counterproductive, feeding misunderstandings that accommodation for deaf and hard of hearing students lies exclusively in technology.

As educators, our goal is to facilitate the child's learning as deeply and meaningfully as possible. In partnership with their parents, we want to enable hard of hearing children to become bilingual adults who are successful participants in the society that we all share.

—Katherine A. Jankowski, Ph.D., *Dean*
Laurent Clerc National Deaf Education Center
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On the cover: Advances in technology mean hope for hard of hearing students who still face classroom challenges. Photo by John Consoli.



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ODYSSEY

**LAURENT CLERC
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hard of hearing children:

STILL OVERLOOKED

By Kathryn P. Meadow-Orlans, Donna M. Mertens,
and Marilyn A. Sass-Lehrer

This article is excerpted from Parents and Their Deaf Children: The Early Years by K.P. Meadow-Orlans, D.M. Mertens, and M.A. Sass-Lehrer (2003, Gallaudet University Press). The book reports the results of Gallaudet's National Parent Project. It includes the responses of 404 parents of 6- and 7-year-old deaf and hard of hearing children to wide-ranging questions about their early experiences, and focuses on follow-up interviews with 80 parent respondents.

Children with mild and moderate hearing losses were called “forgotten” a quarter century ago (Davis, 1977), and more recently called “overlooked” (Ross, 1990). The disheartening experiences of parents with hard of hearing children interviewed for Gallaudet’s National Parent Project suggest that many of their children were overlooked and neglected by professionals during the early years of their lives.

Yet the numbers of children with mild or minimal hearing loss greatly exceed those of children with severe or profound hearing loss. In fact, the numbers of children increase as decibel loss decreases. (For estimates, see Bess, 1985; Niskar, Kieszak, Holmes, Esteban, Rubin, & Brody, 1998; Schein, 1996.)

More than half of the parents who responded to the survey considered their children to be hard of hearing rather than deaf.





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received her Ph.D. in sociology from the University of California, Berkeley, in 1967. She was a senior research scientist in the Gallaudet Research Institute and a professor in Gallaudet's Department of Educational Foundations and Research before retiring in 1995.

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Left: A national parent survey coordinated by Gallaudet University suggested that hard of hearing children were too often overlooked during the early years of their lives. *Photo courtesy of the Cochlear Center.*



Above: Newborn screening in an increasing number of states provides hope that hard of hearing babies will be identified and begin to receive services during the crucial first years of life. Photo courtesy of the American Speech-Language-Hearing Association.

A positive development is the increasing number of states with legislation providing universal newborn hearing screening, and still more states that provide screening on a voluntary basis. In May 2002, 65 percent of hospitals had instituted programs to test newborn infants for hearing loss (National Center for Hearing Assessment and Management 2002).

It has been shown that newborn screening leads to earlier identification and intervention, especially for children with a hearing loss in the moderate to profound range, and that early intervention is associated with accelerated language development (Yoshinaga-Itano, Sedey, Coulter, & Mehl, 1998). Despite

dramatic improvements in identification, however, services for hard of hearing children have not kept pace with those provided to children with a profound hearing loss. Professionals, as well as parents, too often assume erroneously that once hard of hearing children are fitted with hearing aids, they will function like children without a hearing loss.

Delay in Identification

Parents of hard of hearing children reported that their children's hearing

loss was identified later than the hearing loss of deaf children—at an average age of 28.6 months compared to an average age of 14.5 months for deaf children.

This family illustrates how children with a mild or moderate loss may escape identification for long periods, even when the family members are observant and their medical care is excellent:

Yes, we knew something was wrong. But her hearing loss is moderate and it's conductive and she got to be very good at reading lips. So she would look like she's doing something else and I'd say something to her and she knew enough to look at me but then ask me again. Like say, "What?" But then by the time we finally got it diagnosed, she had been through thirteen other hearing tests.... She got her hearing aids finally when she was 4...She...had already started speech therapy. But even when I told her speech therapist,...she said, "Really? She's hearing impaired?"

Consequences of Delay

A clear consequence of delayed identification or misdiagnosis of a hearing loss is the wasted time that might have been devoted to intervention services. However, other less obvious consequences are reported by parents, both for themselves and for their children. These concerns include the parents' own feelings of guilt, as well as the children's worrisome behavior and lack of self-esteem.

One parent notes:

I felt guilty because I had been, I guess, punishing her for not listening or not responding, but she really didn't hear me.

Another mother echoes these feelings:

I guess my big thing was I blamed myself for not knowing until such a late age.

One child had a high frequency hearing loss, suspected by his parents when he was



3 years old, but not identified until he was 5 and a half:

The damage [done by delayed identification] was to his self-esteem because...the kids would say, "How come he talks funny? How come he talks like a baby?" And so what happened is he stopped talking. And there would be days at preschool where he would go through the whole day without saying a word to a single person...There was a long period of time when he would wet his pants every single day because he didn't want to ask the teacher to go to the bathroom. And we never knew it was hearing-related until we had him screened for kindergarten.

The few studies that have focused on the social or behavioral status of hard of hearing children have reported severe problems for some children. In one

study, parents characterized their hard of hearing children as having problems with "aggression, impulsivity, immaturity, and resistance to discipline and structure" (Davis, Elfenbein, Schum, & Bentler, 1986, p. 60). In another study, teachers rated hard of hearing children, even with minimal losses, more negatively than children without a hearing loss for independence, attention to task, emotional lability, and social confidence (Culbertson & Gilbert, 1986).

Parents of all children in the survey identified 8 percent as having "behavior

Below: Parents report that even though hard of hearing children outnumber deaf children, they are less likely to receive services.

problems." Hard of hearing children were given significantly lower scores on the survey's behavior rating scale compared to deaf children. Overall, the data suggest that behavior is not seen as a serious problem by these parents. However, the consequences associated with behavioral concerns can be painful for the child and for family members, as

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these illustrations show:

She has a younger brother and two younger sisters. She does have some rough times where she can be pretty mean but I think that comes out of a lot of frustration.

Another child came to live with her mother and stepfather when she was 3. Her hearing loss had not been identified, but she was enrolled in a special preschool for children with behavior problems.

When my wife and I first got married, her ex had custody. And when we got her there were some behavioral problems and that's why we put her [in that program] and then after she'd been in that program





for about six months we found the hearing loss. We think that probably had something to do with the behavior problems also.

Services to Parents Lacking

The data suggest that parents of hard of hearing children do not feel as well served as parents of deaf children. These parents were much less likely to have received information about deafness or sign language instruction, or to have had opportunities to participate in parent groups. They were somewhat less likely to have received information on legal rights, behavioral development, and school choices, or to have had access to individual counseling.

One mother of a hard of hearing child has written a book about her experiences titled *Not Deaf Enough* (Candlish, 1996). She observes that professionals, as well as parents, too often take the position that deaf children need a great deal of extra help and attention, but that hard of hearing children can manage very well if they are given hearing aids and preferential seating. Her son suffered from these attitudes, and she herself was often avoided by the parents of deaf children because her child was more advantaged than theirs. As she put it, her child was “not deaf enough.”

That theme is echoed by one of the mothers interviewed for this study:

I went to the library to get books to help

my son understand [his hearing loss]. And the only books that were available were for profoundly deaf people. There were several books about them but nothing related to [my son] because he only has a high frequency hearing loss.

The Double Edge of “Positive Coping”

Responding parents also described important positive coping abilities that they and their children had developed. The interviews showed parents’ acceptance of their child’s hearing status and their attachment to and admiration for their children as unique individuals with talents and endearing characteristics. These children are

Paradoxically, the positive coping skills developed by hard of hearing children sometimes contributed to their difficulties.

meeting and surpassing their parents' expectations:

She's a wonderful, outgoing little girl. She's got lots of personality and a strong love for animals...She's a wonderful kid and I think deafness is part of her personality.

She's very outgoing, on the go all the time...She's always very bright, very seldom sad...She's basically the light of my life... coming along very well.

He's very energetic and active and a real good singer. He's got a wonderful personality, likes other kids, and he's a character. People really enjoy being around him. Loves...vehicles and anything he can take apart and explore, loves the outside.

Paradoxically, the positive coping skills developed by hard of hearing children sometimes contributed to their difficulties. These children typically communicated very well in one-on-one and face-to-face interactions, and their good lipreading skills tended to mask the extent of their hearing loss, lulling parents and teachers into believing that they understood more than they did.

Dealing with the Present—Looking to the Future

Hard of hearing children and their families need more services that address the specific problems related to minimal hearing loss. Children with minimal hearing loss should benefit from the growing practice of screening newborns for hearing loss. However, universal screening will not obviate the need for continued screening during the preschool years, particularly to identify

children whose minimal hearing loss stems from repeated ear infections, illnesses, or accidents.

Despite many advances in identification and intervention, hard of hearing children continue to be forgotten and overlooked in comparison to their peers with severe and profound hearing losses. To be “not deaf enough” subjects children and their parents to unnecessary disadvantages.

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Kathy Vesey and Beth Wilson have different sorts of hearing loss, personalities, interests, and aptitudes. Yet, as hard of hearing students who successfully navigated mainstreamed education, they find their struggles were remarkably the same.

navigating the hearing classroom with a hearing loss

SURVIVAL, STRESS, AND DIALOGUE

By Kathy Vesey and Beth Wilson



Kathy Vesey grew up hard of hearing as a result of contracting German measles at age 3 or 4. Vesey's hearing loss was not identified until she arrived home from first grade with a note from the principal informing her parents that a loss was suspected. Because she could hear well in the very low frequencies, she was not able to use a hearing aid until after she graduated from college. She was placed in the first seat of the first row, and there she stayed throughout elementary school. She navigated her way through school very quietly, working hard to fit in and not be viewed as different from her peers. Told she should not teach because of her hearing loss, Vesey earned a M.B.A. while directing a large mainstream program in southeastern Massachusetts. For the past 12 years she has directed the Gallaudet University Regional Center at Northern Essex Community College, serving the northeastern part of the country.



Beth Wilson had a hearing loss that was discovered during a kindergarten screening. Wilson has no hearing in her left ear and can only hear low tones in her right. She can talk on the telephone if the volume is amplified, but she can't hear it ring. She wasn't able to wear a hearing aid until sixth grade and assistive devices were not available until college. After convincing the dean of the engineering school that she should not be removed from the program, she graduated, went to work as an engineer, and continued on to earn a Ph.D. in electrical engineering. Wilson has been an engineer at Raytheon Company in Rhode Island and Massachusetts since 1983, with the exception of one year, which she spent as the executive director for Self Help for Hard of Hearing People, the national advocacy organization headquartered in Bethesda, Maryland. Wilson says that she navigated the educational system by being very open about her hearing loss and very firm in the modifications she required in the classroom.



First day of school...

An eight-year-old Kathy Vesey paused for her mother to capture the moment before heading out to a new year of school. For Vesey, who hid her hearing impairment whenever she could, good grades were "optional," fitting in with her classmates was "mandatory."

Photo courtesy of Kathy Vesey

When Vesey and Wilson were tested for hearing loss in their respective kindergartens, they adopted the same strategy. Both pretended that they could hear. Vesey, taking her cue from the response of other students tested in the same room, succeeded. Her hearing was perfect in both ears, according to this exam. Wilson followed the same strategy. She watched the children ahead and tried to memorize how they responded; she noticed that the nurse's arm muscles twitched when she activated the tone. Wilson responded just like the other children and to every sound—but the ear she

pointed to did not correlate with the ear in which the tone had sounded; the ear she "heard" in was random. Said Wilson, "I was caught."

Why did we pretend? Why did no one know? Hard of hearing children learn amazing coping strategies. They learn quite early to find visual clues in their environment that will make up for what they don't hear.

Vesey recalls consulting in a kindergarten class where there was one hard of hearing student. During the observation, the teacher administered a test. The children, seated in a row of

individual cubicles, listened and circled the picture that depicted the word said by the teacher. Vesey watched as the hard of hearing child cleverly and subtly cheated his way through the entire test by leaning back in his chair as if stretching and yawning and glancing at his classmates' answers. His timing was perfect and no one noticed. When the activity was completed, the teacher proudly said that the child had all of the words correct, and was doing just fine in the class. She was shocked when Vesey described what she saw—and that in fact the child did not understand the words at all.

Hard of hearing children face unique stresses as they go through the school system. Here are some that we remember.

STRESSES

Sitting at the Front of the Classroom

Ask any adult who was hard of hearing as a child, and he or she will rant and rave about being stuck at the front of the classroom. It feels like punishment. It is difficult to blend in when “Wilson” or “Vesey” is mixed in with the “Andovers” and “Booths.” It may be necessary, but still a lot of information comes from the middle and back of the room, and it is impossible to tell where the voice is coming from and who said what.

Being Different

Vesey, when she entered her new high school, was determined to keep her hearing loss private. She lasted three weeks! Her grades dropped markedly, but the defining moment was in French class when the teacher gave the class a dictation. Vesey wrote down the first “la” she saw and left the rest of the paper blank. The desire to blend in can lead children to refuse accommodations. Better a “C” or “B” without the hard of hearing label than an “A” with appropriate accommodations and the label. In the hearts of hard of hearing children, passing—as a hearing person as well as on tests—is mandatory. Full potential is a luxury.



Self-Advocacy

On the dreaded first day of class, a hearing student can arrive just in time for the start of class, sit anywhere he or she wants, and only have to do good work and be attentive to be on the teacher's good side. The hard of hearing student, on the other hand, must arrive early, ambush teachers to establish accommodations, and interrupt teachers

when they turn around, turn off the lights, play an audiotope, show a movie without captioning, and deviate from the supplemental material.

Wilson had a teacher that always sat in front of the window. After a few weeks of watching sun and silhouette, she asked the teacher to move.

When the teacher sat at the front of the room, she could see her face and had a better chance at lipreading. Wilson remembers a teacher who insisted on uncaptioned movies and another who provided an exam on audiotope; when she questioned this, she was told she “could sit nearer.” Vesey remembers an interpreter who translated at such a distance from teachers and instructional material that students needed a third eyeball.

Students who develop skills in advocating for themselves and their communication needs are going to be more successful in the education system. At the same time, it's a difficult balancing act to constantly advocate while attempting to fit in and be accepted by one's peers—not to mention teachers. In high school and college, hard of hearing students learn to pick their battles. When faced with a teacher who refuses to provide accommodations or half-heartedly attends to the needs of the hard of hearing student, what are the options? Complain to the principal or dean? Risk receiving a low grade? Change to another class? These negotiating skills are important, especially as students transition to or from high school or college.

Technology is a double-edged sword for hard of hearing people. Technology brings better hearing aids, more assistive devices, captioning, e-mail, and pagers, as well as the means to search the Internet instead of using the telephone. It also brings more speech-based training materials and interactive programs that require hearing for full use. It brings electromagnetic interference into the classroom that can cause problems for hearing aids and assistive devices.

Lipreading

Only about 25 percent of English is visible on the lips. Lipreading, an important augmentation to hearing, is an art. It is an especially useful tool for those who hear low tones, but not high tones. Sounds that are ambiguous can sometimes be clarified if you see the speaker. For example, the “s” sound and “f” sound have similar low frequency components, yet look very different on the lips. Lipreading requires constant focus and is quite tiring and stressful. By the end of the day, students who lipread are exhausted.



Listening

At lunch time, Wilson first pretended she didn't feel well. When it was discovered that she wasn't really ill, the school arranged for her to eat in the nurse's office, a practice she maintained throughout most of her elementary and high school years. After a full morning of straining to hear, lipreading, and trying to make sense of partial information, Wilson did not want to face her fellow students in a noisy cafeteria. For hard of hearing people, listening—the act of receiving pieces of sound, resolving ambiguities, and filling in the missing holes—is hard work.

Isolation

We missed so much conversation. Having asked peers to repeat what they said, the most common response seemed to be, “Nothing.” In upper elementary school, Vesey attended a speechreading class for five hard of hearing students, and for the first time met other kids like her. Our renditions of the “Pledge of Allegiance” were hysterical, but it was terrific to laugh together.

Both Vesey and Wilson turned to sports. It was a way to combat isolation without communication requirements. Surprising to some people, music may be another key component of socializing for hard of hearing students, especially for teenagers. At the school dance, no one can really hear the conversation because the music is too loud. Actually, the louder the better for Vesey and Wilson, who really enjoyed music even when they didn't understand the words.

Developing a Full Identity

People with hearing loss represent a broad spectrum of hearing ability, coping strategies, and cultural identity. Where do we fit? Vesey and Wilson feel comfortable in both the hearing and deaf worlds. Both learned sign language as adults. Both use the same description of this experience—that they are very fortunate to be accepted by both hearing and deaf “worlds” and that they can enjoy the richness of deaf culture.

Unfortunately, not many hard of hearing people experience this. It is sad when people believe that the greatest success of a person with a hearing loss is to live—or at least pass—every day as a hearing person. Learning sign language did not alter our identities, but rather it offered us another valuable tool in the coping toolbox. Wilson once explained to her employer how and when each of these tools might be used:

- If the meeting is with less than

seven people and she knows all of them, she only requires a hearing aid.

- If the meeting is with seven people and she doesn't know all of them or some have accents, an interpreter is required.
- If the meeting is with more than seven but less than 15 people that she knows, a loop system will work.
- If the meeting is in a classroom setting, the FM will work.
- If it is a large interactive meeting, an interpreter is necessary.
- If the meeting is online, captioning is required.

The point is that different settings equal different strategies and different tools, and to some extent, each tool lends itself to a different identity.

Teaching the Teacher

Vesey returned from school one afternoon and told her mother that the teacher had explained a new coping strategy. The teacher told Vesey: “Tell me when you don't hear or miss something.” Vesey was puzzled. “How am I supposed to know what I didn't hear?” she asked her mother.

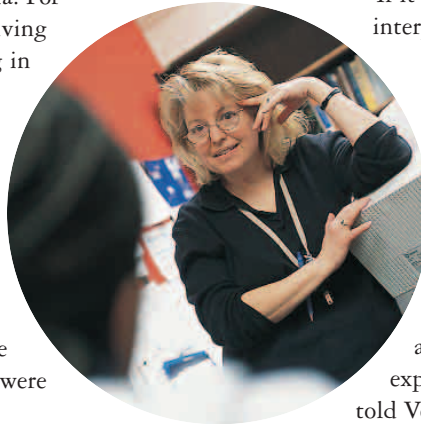
Unfortunately, teachers and others often asked, “Did you hear okay?” But the person with a hearing loss is the worst judge of what he or she heard. Our biggest problem is not what we don't hear, but what we think we heard. For people who were born with a hearing loss, what they hear feels normal.

As an adult, Vesey discovered that her fourth-grade teacher was related to the principal of a nearby school for the deaf. She feels that much of her success was due to this teacher's behind-the-scenes coaching. She and her teachers developed a nonverbal communication system. She would give teachers a certain look, and they would automatically repeat and rephrase without Vesey having to raise her hand and ask. This was a huge help—not only was the information accessible, but Vesey also avoided the embarrassment and the stress of constantly asking teachers to repeat.

Teachers need to know the basic facts about deafness, especially that good speech does not equate with good hearing. Vesey lost her hearing after she had started to speak. Speech and hearing are related but they are not equivalent.

Getting Permission to Teach the Peers

Wilson noted that her most successful classes were the ones where teachers were willing to talk openly about hearing loss. Every student sees the hearing aid and the hard of hearing student's struggle. When the hard of hearing student engages in dialogue about hearing loss with the teacher and class, he or she is more comfortable for the rest of the year. It is also helpful to meet the other hard of hearing students in the school, both for social reasons and to reduce the student's feeling of being “different.”



THE ROLE OF SOUND

don't ignore the hearing

OF HARD OF HEARING STUDENTS

Mark Ross, Ph.D., professor emeritus of audiology at the University of Connecticut and a hearing aid wearer for over 50 years, has published and lectured extensively on topics dealing with hearing loss.

By Mark Ross

A few years ago I was at a meeting with a number of leading figures in deaf education, some of whom were deaf while others were hearing. The meeting concerned future research priorities for deaf and hard of hearing students and I was invited both as a professional and a hard of hearing person. We were seated in a modified rectangle behind tables on top of which microphones were placed. Interpreters were seated within the rectangle so that they could provide the necessary interpreting services.

As the meeting commenced, it was apparent that some of the hearing educators, who were simultaneously signing and speaking, were ignoring the microphones placed on the table. It was necessary for me to remind them, time and time again, to please talk into the microphone. And time and time again some would forget, often standing some distance from the microphone as they got involved in what they were saying. Finally, I tried to draw a parallel between visual access for deaf people and auditory access for hard of hearing people. I pointed out that it was as important for me—as a hard of hearing person—to hear as it was for the deaf participants to have a good sightline. Ironically, I had no difficulty understanding the deaf participants, since all the interpreters used their microphones correctly while reverse interpreting.

Photography by John T. Consoli

Far right: Learning to listen and making sense of sound are important everyday activities.





The educators were not being malicious by deliberately ignoring me or my specific needs. These were good people who had spent their lives educating deaf students. They really did want me to understand them. However, it was apparent that they had never really internalized the auditory needs of hard of hearing people, in spite of the fact that their institutions served both deaf and hard of hearing students. For them, only the absence of hearing had to

be addressed, not the presence of significant residual hearing.

What disturbed me about this experience was not my personal difficulty but its implications for the hard of hearing students and prospective teachers for whom these educators bore responsibility. Given my experience, it seemed unlikely that the auditory needs of hard of hearing students would be knowledgeably and sensitively managed.

Conceptualizing a People

It all comes down to the fact that deaf and hard of hearing people do not constitute one group distributed along a continuum of hearing loss. In terms of function, they are two separate groups. Of course, the distinction between groups is not absolute; there are overlapping needs and some people do not fit comfortably, or only, in just one group. There are people who fall into a gray area, both from an

audiological standpoint and psychosocially.

Hard of hearing people primarily depend upon audition for communication purposes, while deaf people primarily depend upon vision. In respect to communication and educational processes, there is a world of difference between people with a functional, albeit impaired, auditory channel and those who do not use this channel. The results of this difference should permeate the entire educational process.

We really don't know at what degree of hearing loss the "hard of hearing" category merges into the "deaf" category. Traditionally, the figure of 90-decibel hearing loss has been used to mark the border between deafness and hearing impairment, but this is an imprecise border. I myself have a 90-95-decibel bilateral hearing loss, but I am most

definitely hard of hearing, not deaf. With amplification and/or a good telecoil, I have little difficulty understanding conversation on the telephone or in quiet situations. In noisy places I use various kinds of technology, such as a personal FM microphone transmitter and directional microphone hearing aids. Since I'm a terrible speechreader (though I do try) and I do not sign, I need to hear in order to comprehend speech. Of course, there are plenty of times that I do have difficulty—and I do enjoy and benefit from captioning on my TV. Nevertheless my orientation is auditory and not visual.

On the other hand, there are people with less of a hearing loss who, in terms of their ability to function auditorally, are deaf. Most audiologists would agree that auditory functioning has to be the deciding factor, although there is no

consensus on the most appropriate functional measure. A functional definition that I first heard many years ago is as good as anything I've since heard: Anybody who can understand speech on the telephone, as I can, is functionally hard of hearing. There are late-deafened people, for example, who are functionally deaf, but consider themselves hard of hearing. By my definition, they are deaf. And there are physiologically deaf people who, by virtue of cochlear implants, are functionally hard of hearing. Again, by my definition, they would be categorized as hard of hearing. I do want to emphasize that I am focusing here only on audiological deafness and not personal identity or other psychosocial factors.

It is a fact that most children with a hearing loss are—or could be with appropriate auditory management—functionally hard of hearing. Think



about the demographics of hearing loss as a kind of pyramid. As one ascends the pyramid, the degree of hearing loss increases. The greatest number of people with hearing loss can be found at the base, while those people with the most severe hearing losses are located at the tip. And even at the tip where the population of deaf people is congregated, recent technological events, i.e., cochlear implants, are capable of increasing auditory capabilities.

My primary educational "prescription" for hard of hearing children is really quite simple: Utilize their residual hearing as fully as possible. Of course, this doesn't just mean outfitting the child with a hearing aid. Many, if not most, children require various kinds of support services, including communication therapy and academic tutoring. And, of course, individual needs and individual characteristics have to be kept in mind; we educate specific children, not categories. Still, for the most part, the education of hard of hearing children has to proceed primarily through the auditory channel, in much the same way it does with normally hearing children. This carries with it a number of important prerequisites and implications. Here are some of them:

- **Identifying and managing hearing loss early.** Early amplification can eliminate, or at least markedly reduce, the structural and physiological consequences of auditory sensory deprivation. The longer the delay, the more difficult it will be for a child to reach his or her academic and auditory-verbal linguistic potential.
- **Fostering the reciprocal relationship between auditory input and vocal output.** Speech intelligibility depends on auditory monitoring of the synergistic action of the muscles of respiration, phonation, and articulation. Normally hearing people acquire this skill unconsciously and effortlessly; with early amplification, this should be a goal for hard of hearing children as well.

Deaf and hard of hearing people do not constitute one group distributed along a continuum of hearing loss. In terms of function, they are two separate groups. Of course, the distinction between groups is not absolute....

- **Implementing a developmental rather than a remedial approach to management of hearing loss.** Our most powerful ally in fostering auditory-verbal development is the developing human brain. Children are neurologically "hard-wired" to develop language, provided they are exposed to the right kind of inputs at a sufficiently early age.
- **Ensuring that all personal and classroom amplification systems provide an optimal amplified signal.** It is much more difficult to actually reach this goal than to assert it. It requires application of multiple best practices in pediatric audiology. The amplification system must provide children with a consistent and highly positive speech-to-noise ratio.
- **Controlling the acoustics in the educational environment.** In the past few years, there has been long overdue attention to this factor. A number of professional associations have developed position papers on this topic and the U.S. Access Board will soon be issuing guidelines on classroom acoustics. We

should understand that it is simply impossible for hard of hearing children to fully utilize their residual hearing when speech signals are masked by noise and reverberation. Furthermore, the classroom acoustical conditions must be optimized whether or not children use personal or classroom amplification systems.

These rather obvious points are not new. I know that I personally have been writing on this topic for about forty years. I think that we'll continue to wander in the wilderness for another forty years unless the professionals involved understand and value the presence of residual auditory capacity in children with hearing loss. Traditionally, education for hearing-impaired children has focused on the hearing loss, i.e., on what has been lost. This may have made sense years ago in the pre-electronic era, when there was little that we could do audilogically for those with moderate and severe hearing losses. If they were to be educated, a visual avenue had to be employed.

But now the situation is different: Now we can focus not on what has been lost, but on what has been retained. We have an entire profession devoted to the measurement of hearing, one that can bring an impressive arsenal to bear on the task. We also have a host of sophisticated devices designed to fully utilize a child's residual hearing and even produce auditory sensations in the physiologically deaf, i.e., via cochlear implants.

But all this is meaningless if the concept of residual hearing is ignored and if the sense of hearing is not valued or is dismissed as an irrelevancy. Hard of hearing children cannot get the teaching and instruction they deserve and require if their teachers do not understand or fully appreciate the role of audition in their education.

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in class hard of hearing children face misunderstanding

By Kym Meyer

"Your son won't need any modifications in school because he only has a mild hearing loss."

"She seems to hear fine, so she doesn't need an FM system."

"He only has a hearing loss in one ear, so he won't have any problems in school."

I wish that doctors and educators would avoid phrases such as these. These statements represent a misunderstanding on the part of medical personnel and trusted professionals, and they are issued far too often to parents of children who have mild-to-moderate hearing loss. Children who are deaf get immediate attention because it is obvious that they need specialized educational programming. But what about the hard of hearing child? Children with mild or moderate hearing loss almost always attend public schools, but once there, they do not always

receive the modifications or equipment they need to access the curriculum. These children may be labeled as having Attention Deficit Hyperactive Disorder (ADHD) and/or as "behavior problems." They are accused of daydreaming and not paying attention in class. The needs of hard of hearing children do not appear to be as great as those of deaf children, and they are often overlooked.

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kym_meyer@tlcdeaf.org.

Right: In class, hard of hearing children face a different struggle from that of deaf children—but the struggle is just as great.





Yet their struggles and needs—while they are different from those of deaf children—are just as great. Lisa, a fifth-grade student and very good self-advocate who loved school, had a moderate hearing loss and wore hearing aids. One day her classroom teacher said, “She doesn’t need that FM system. She heard me fine when I asked her how she was doing when her back was to me.” Without meeting this teacher’s concern directly, it might have resulted in discontinuance of Lisa’s FM system. But once the concern was stated, the team had the opportunity to discuss and reinforce the importance of using an

FM. We could explain to the teacher the difficulties that hard of hearing children face in processing language and learning new academic content in contrast to their ability to respond to a simple personal question.

But sometimes the teacher doesn’t have a chance to explain—because a mild hearing loss goes undiagnosed. Andrew was diagnosed with ADHD when he could not sit still in kindergarten. In first grade, he was lucky to have an astute classroom teacher who thought he might have difficulty hearing. Andrew was referred to an audiologist who tested him

and confirmed that he had a mild hearing loss in both ears. Hearing aids and an FM system facilitated Andrew's entry into the classroom. His ADHD behaviors—and diagnosis—disappeared.

Classrooms are language-rich listening environments, but they are also large and noisy. Children with mild hearing loss may be able to understand their teacher or classmate on a one-to-one basis; they may be able to follow class discussions with the assistance of technology. Still, they cannot reliably access the incidental learning that takes place in every classroom. They may miss a response from a student across the room, a comment from the teacher about an incorrect answer, or a new topic raised as the teacher writes on the blackboard.

Background noise is a critical problem for hard of hearing children. Classrooms are full of hard surfaces, so ambient noise is amplified and reverberates around the room. Chairs scrape across the floor, papers rustle, heaters hum or whistle, and students pass noisily through the hallways outside of the classroom. All of these distractions can cause a child with a hearing loss to miss part of what is going on in the classroom—a piece of a discussion, an answer to a question, or the pages to be read for a homework assignment. The combination of classroom acoustics, noise, and distance can make it impossible for a hard of hearing child to understand the teacher or other children.

The Hard of Hearing Child: Identification and Education

Currently, 38 states have enacted laws requiring hospitals to screen newborns for hearing loss (National Center for Hearing Assessment and Management, 2002). These screenings determine whether or not the infant needs to be referred to an

audiologist for a complete hearing evaluation. But this policy is new in most states, and in some states it is still possible to find children like Andrew, with a mild hearing loss in both ears or advanced hearing loss in one ear, who have been overlooked or misdiagnosed. Often these children are discovered through a kindergarten hearing screening. Some of these children may have had years of speech therapy without being identified as hard of hearing.

Once a child is identified as having a hearing loss, he or she should be monitored closely through regularly scheduled hearing tests administered by a pediatric audiologist. Children with mild hearing loss may benefit from hearing aids or assistive technology (such as FM systems), and these options should be discussed with the audiologist. The youngest children are eligible for an evaluation through Early Intervention (EI) to determine whether speech and language services are needed. Children receive EI services up to the age of 3. As the child's third birthday approaches, the EI case manager helps the child and his or her family transition to the local public school. From then on the school determines the child's services and accommodations. Although the Individuals with Disabilities Education Act explicitly covers children with a hearing loss, those who are on target academically and whose hearing loss is not believed to have an impact on their ability to learn sometimes do not qualify for special education status. These children are not entitled to a yearly Individualized Education Program (IEP).

Nevertheless these children may be eligible for technology or accommodations under Section 504 of the 1973 Rehabilitation Act, a civil rights law that provides that no one may be excluded from participation in or denied benefits of any program or activity receiving federal funds. A 504 plan can be developed for children with a mild hearing loss who have been determined ineligible for special education; such plans can include appropriate acoustical and teaching accommodations and classroom listening equipment.

The Educational Audiologist: A Critical Team Member

Once hearing loss is identified, a team composed of teachers, school administrators, and the child's parents together determine the child's status and work out the specific accommodations and services that the child will receive. This team develops an IEP or 504 plan. An educational audiologist should be included as part of the team of any child with any degree of hearing loss or auditory impairment such as an auditory processing disorder. Educational audiologists are certified and licensed in their states and trained to work in the schools. Some hold a teaching certification as well. An educational audiologist can determine whether or not a



hard of hearing child is accessing the curriculum and make appropriate recommendations based on classroom observations, teacher interviews, and objective testing that includes, but is not limited to, standard hearing testing. Classrooms may accommodate hard of hearing children in a myriad of ways, but not every modification is appropriate for every child. Schools and parents can feel overwhelmed by the task of determining what is appropriate. An educational audiologist can also coordinate the selection and ordering of technology for the school district. If your school does not employ an educational audiologist, ask the child's clinical audiologist for a referral or locate one through the Educational Audiology Association.

One of the recommendations often seen for classroom accommodation is "preferential seating," or sitting the child in front of the teacher. These days, however, teachers place students in groups, and students and teachers move throughout the classroom; this system makes it difficult for a child with any hearing loss to follow. Assistive technology has been proven beneficial and provides flexibility for these children (Rosenberg, 1998). Educators may be familiar with FM systems, the "box" with wires going to the ears that the child wears, with a microphone used by the teacher. FM systems are designed to bring the teacher's voice directly to the student, reducing the effect of background noise and reverberation in the classroom.

Technology has improved in the last 10 years. Soundfield amplification, a system of speakers in a classroom, benefits children with mild hearing loss, auditory processing disorders, cochlear implants, and attentional issues (Crandall, 1998). Different models of Soundfield amplification are available, and the technology changes constantly. Some educational audiologists recommend infrared instead of FM carrier waves to reduce interference. For students who wear hearing aids, Soundfield and personal FM systems should still be considered, since hearing aids amplify all sound, including unwanted background noise, and only pick up sound less than 10 feet away. Personal FM has also improved. The "boxes" are much smaller, and some systems are contained in a "boot" that attaches to the hearing aid—no box or wires.



Parents: What can you do when your child is identified with a hearing loss?

- Let the school know and provide a copy of the child's audiogram and the clinical audiologist's recommendations.
- Advocate for your child, but be respectful to school personnel. They want what is best for your child as much as you do.
- Be a resource to your school's team, which may include people who have not previously worked with a hard of hearing child. Provide referrals, Web sites, and articles—all of which can help to identify appropriate accommodations for your child.

Educators: What can you do when your student has a hearing loss?

Don't go it alone! Contact your district's educational audiologist to help determine the most effective way to accommodate your hard of hearing student. An educational audiologist can collaborate with a teacher of the deaf and a speech pathologist, since these specialists have complimentary areas of expertise. Your educational audiologist can:

- determine whether or not your student is accessing the curriculum,
- sort out the assistive technology recommendations to make classroom content accessible,
- fit personal FM devices,
- make recommendations to improve acoustics in a classroom,
- collaborate with teachers to implement strategies that will make content accessible,
- provide an in-service experience that might include listening to a tape which simulates hearing loss (this is an eye-opener to many educators), and
- monitor your student over time.

We all want children to succeed in school. Children with any hearing loss can miss the incidental learning that goes on in a classroom. Appropriate accommodations and teaching strategies recommended by an educational audiologist can enhance access.

References

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- Rosenberg, G. G. (1998). Summary of FM Soundfield amplification research studies. *Educational Audiology Review*, Summer Quarterly Issue, 6-7.





resources

for families and educators of hard of hearing children

By Kym Meyer

The Alexander Graham Bell Association for the Deaf and Hard of Hearing Membership Organization

This Web site has fact sheets for teachers.

3417 Volta Place, NW
Washington, DC 20007
(202) 337-5220
<http://www.agbell.org>

Educational Audiology Association

A professional association of educational audiologists that can help you locate an educational audiologist in your area.

4319 Ehrlich Road
Tampa, FL 33618
(800) 460-7322
<http://www.edaud.org>

Hands and Voices

This membership organization supports families by providing nonbiased information.

P.O. Box 371926
Denver CO 80237
(866) 422-0422
<http://www.handsandvoices.org>

Listen-Up

A comprehensive Web site that lists resources for children with hearing loss.

<http://www.listen-up.org>

The Access Board

An interdepartmental federal agency that coordinates and oversees development of standards for accessible design for people with disabilities.

October 2002 Factsheet: Progress Toward a New Standard on Classroom Acoustics for Children with Disabilities
(202) 272-0080

<http://www.access-board.gov/publications/acoustic-factsheet.htm>

SLPDEAF

A listserv for speech pathologists working with deaf and hard of hearing children; the Web site has a link page to other resources.

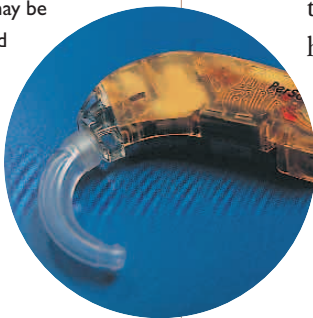
<http://groups.yahoo.com/group/slpdeaf>

Contact your state's commission for deaf and hard of hearing services for local resources.



Nini Silver grew up hard of hearing. She has a B.A. in psychology and has worked in the human service field for 10 years. She provides training on what it means to be hard of hearing or late deafened with three other hard of hearing and late deafened people.

Right: A hearing aid is just one of the communication tools that may be used by hard of hearing children.



when one size doesn't fit one!

A MENU OF OPTIONS HELPS HARD OF HEARING PEOPLE DECIPHER AMBIGUITY

By Nini Silver

Hard of hearing people are neither deaf nor hearing, and they are also both deaf and hearing. The deaf world often tells us we are hearing, and the hearing world often characterizes us as deaf. To make matters more complicated, the listening experience of the hard of hearing person is varied and ambiguous. Most hard of hearing people feel hearing in some situations and feel deaf in others.

This is because being hard of hearing is an idiosyncratic and complex experience. In addition to loss of volume, hard of hearing people experience what is called a loss of frequency resolution that results in a loss of clarity of sound. Therefore, speech may sound, to varying degrees, like the adults in an animated *Peanuts* comic strip, as if someone is talking with his or her hand over his or her mouth. In addition, hard of hearing people may hear some parts of a word but not other parts, and the brain sometimes makes mistakes as it tries to fill in the missing pieces. The renowned psychologist Dr. Sam Trychin, who is hard of hearing himself, gives an example of this phenomenon. Dr. Trychin was listening to a radio program and the announcer was talking about an upcoming election when he heard the announcer say, "People don't like politicians who take aspirin." "Huh?" he thought. "They are getting picky about candidates."

Photography by John T. Consoli





As he continued to listen, however, he realized the word was *action* not *aspirin*. He realized he had heard the “ah” and the “n” sound but missed the sound that formed the middle of the word—and his brain had helped him by making a small guess without his knowing it. In my circle of friends we call this “a hard of hearing thing” because it makes for a lot of funny situations where we just have to stop and laugh at ourselves.

In addition, an individual’s loss of volume can vary from mild to moderate to severe to profound, and to further complicate matters, most audiograms are not straight lines but follow a curvy pattern that goes up and down at different frequencies. Then there is the question of energy level. If a person is tired, he or she will not be as able to concentrate on hearing and speechreading. Environment is another huge factor. Poor lighting and background noise can make speechreading and hearing impossible.

In the face of all this—idiosyncratic and variable hearing loss, a human brain that sometimes misfires, and a wide variety of demanding environments—a full menu of options becomes critical for hard of hearing individuals. There are many communication tools on this menu, and all are at our disposal. The more tools we have, the better equipped we are to handle whatever life throws at us. The trick is to learn which tools best fit our individual needs within a given situation. The following options can work in conjunction with each other to help me and other hard of hearing people make sense out of our experience and thrive in, control, and contribute to our world.

Hearing Aids and Cochlear Implants

Perhaps the most widely known aid to communication for hard of hearing people is the hearing aid. It is a wonderful device

that can amplify sound and help, to some degree, with frequency resolution. However, we must remember that hearing aids are mechanical devices that cannot duplicate the function of the human ear. Hearing aids help best in what are called simple listening situations—basically, quiet and well-lit environments. In these situations we may understand almost everything with relative ease. We may feel hearing.

Another aid that is perhaps more controversial is the cochlear implant. Cochlear implants can restore a great deal of hearing to some individuals. Like hearing aids, they can amplify sound and improve clarity. Also like hearing aids, they function best in simple listening situations. In complex listening situations, where there is poor lighting or background noise, cochlear implants and hearing aids sometimes work very nicely when combined with other communication options.

Assistive Listening Devices

Assistive listening devices (ALDs) are a wonderful complement to hearing aids and cochlear implants. The big advantage of ALDs is that movable, directional microphones bring the desired sound directly to the listener’s ear and screen out a large portion of background noise. ALDs are a huge help in classrooms and in small group gatherings, such as in a discussion group, a meeting at work, or a night out at a restaurant. The microphone can be passed from person to person and used as a tool to designate the speaker, allowing the hard of hearing person to look at the speaker’s face to optimize lipreading. Many theaters and museums are also equipped with ALDs, making them accessible to a large number of hard of hearing people.

If a hard of hearing person has a more severe loss of volume or frequency resolution, ALDs are not always the best choice. In some situations, a hard of hearing person may want to use a visual option, perhaps in conjunction with ALDs.

Speechreading

All of the above options are designed to maximize hearing ability. However, most hard of hearing people will still need to lipread or speechread. When using spoken communication, a hard of hearing person will want to see the speaker’s face so that he or she can read the speaker’s lips. Speechreading is an invaluable visual aid because it helps us to compensate for lack of clarity. Speechreading can be used in any listening situation where it is possible to clearly see the speaker’s lips. However, speechreading is an aid; it is not a



solution because at best, it is only 25 percent accurate. Most of the sounds in the English language are made deep inside the mouth and throat and are not visible on the lips.

CART

Perhaps the most valuable visual communication option for hard of hearing people is Communication Access Real Time, or CART. Anyone who has watched captioned television or a subtitled foreign film has seen how printed text can provide communication access. CART uses a combination of court stenography and computer technology to provide visible print for spoken conversation. The CART provider transcribes what is said onto an individual or centrally projected computer screen. The hard of hearing person can read along to follow and participate in spoken conversations. Being able to follow communication visually in their native language alleviates a huge stress for many hard of hearing people.

CART is a priceless tool in complex and information intensive situations, such as a college or graduate school course. CART is also wonderful when a hard of hearing person is low on energy and finds it just too difficult to concentrate on hearing. The ears can let the eyes take over. Also, a person who finds that ALDs work wonderfully in one-on-one communication situations, but not with groups, might chose CART to communicate in a group meeting. Currently, there is a movement in New York City to bring CART into the theater on Broadway. Imagine seeing a play or musical and being able to watch captions just like on television!

Sign Language

Another valuable visual communication option is signing. Signing can mean using American Sign Language or it can mean communicating in a form of signed English used as a simultaneous supplement to spoken communication. A hard of hearing person can use sign language interpreters or English transliterators to participate in communication situations. Interpreters are especially



helpful in mobile situations such as tours of a museum or local attraction. Hard of hearing people who find that ALDs are not the best option for them often find that interpreters work better.

The chief complaint hard of hearing people have about signing is that no one in their current social circle uses sign language. This is often true; however, taking sign classes often leads to making new friends. Because it takes time to learn to sign, it is helpful if a spouse, friend, parent, partner, or other significant person can learn with the hard of hearing person. Activities such as going to attractions, plays, or museums with an interpreter can be enjoyed with new and old friends alike!

Other Access Equipment

Communication access equipment is crucial to our independence, not to mention our safety, as it facilitates our perception of the environment. These devices include visual or tactile means to convey sounds such as the doorbell, a fire alarm, or a baby crying by flashing lights or vibrating mobile pagers. They are vital because they allow us to access important information from our environment without exclusive dependence on a hearing aid or on hearing people.

A Full Menu for a Full Life

When hard of hearing people employ a menu of options for communication, we reduce the frustration of our hearing loss and the environmental factors that compound it, and we enjoy a greater sense of empowerment. We can learn for ourselves which tools to use and when to employ them only by trial and error because, remember, no two hard of hearing people—and no two situations—are exactly alike.



Menu of Options

- Hearing aid
- Cochlear implant
- Assistive Listening Devices (ALDs)
- CART
- Sign language
- Speechreading
- Other environmental access equipment

Stephanie Foote is a 13-year-old student in the seventh grade at Killarney School of the Turtle Mountain School Division in Killarney, Manitoba, Canada. Her story was sent by her teacher, Dorothy Thiessen, and published in *World Around You*, the Laurent Clerc National Deaf Education Center magazine for deaf and hard of hearing students. Foote, who has a 56-95 dB hearing loss and who expanded her work for *Odyssey*, titled her original article "Note from an Alien Angel."

Right: Stephanie Foote on ice—as "cool as everyone else."

view from the seventh grade my life with a hearing loss

By Stephanie Foote

I have experienced many things in my life and have had many emotions, but having a hearing loss stands out more than anything!

When I was 2 or 3 years old, I lost my hearing from roseola, a high fever that lasted for about four days. Mostly if someone got a fever, they'd say "BIG WHUP," but for me one little fever changed my life forever!

After I got better, I continued with my life, only deaf and confused. Since I had been able to hear before, I had an idea about what other people were saying by lipreading.

But my parents noticed a small change and were a little concerned, so they took me to get tested, and because I could lipread so well, the people said I hadn't lost my hearing at all. My parents were still certain, so they started covering up their mouths whenever they talked to me. Then I couldn't lipread. It was obvious that I had a hearing loss. So they got me my first set of hearing aids. This was a year after I lost my hearing.

I had to do many things because of my hearing loss. I had to start speech therapy because during that confusing year of not hearing other people talk, I forgot how to pronounce letters and words. I also had to start wearing an FM system in school so I could hear my teachers better.

Life as a girl with a hearing loss had many ups and downs. The ups were that I could hear, speak normally, listen to music, and talk with my friends and relatives without having to guess what they said. I fell in love with the FM system, the box of microchips that helped me hear. Everyone envied me and complimented me. They said that I looked like an awesome robot.

The downs mostly came later when I was labeled "the weird girl" at school. In the fourth and fifth grades, I got really depressed. I didn't want to have a teacher's assistant following



might ruin my hearing even more. But my parents encouraged me to go to French class even though I was advised not to because I'd have trouble hearing the accent, and right now I am one of the top students in French!

I want to thank the teachers and teacher's assistants that are in my life because they have done so much for me. They have put up with the "whats" and "pardons," and dead hearing aid batteries. They have also repeated everything to me when I didn't hear. One teacher, in particular, told my class, "Everyone has a disability in one way or another, but some just stand out more." She made me feel better about myself and my disability.

Right now, I am glad to say that I have many awesome friends, have had some boyfriends, have had tons of homework, and everything else that every normal person experiences. I play on the school volleyball and hockey teams, and I'm also looking forward to again going to the mountains and snowboarding! I have learned how to sign and I've met lots of other people with a hearing loss.

My biggest mistake was being so hung up on having a hearing loss and thinking that I was different from everyone else, until I finally realized that I was just as normal and just as cool as everyone else! My interests are mainly being with my friends, horseback riding, snowboarding, volleyball, hockey, and 4-H. I have two horses on my farm. I'm also a triplet with two brothers, and I have two really awesome parents. My plans for the future are to be a writer and share my stories with the world. I also want to do something that includes horses, like starting a ranch.

Thanks

I just want to say to everyone with a disability: You are unique! I want to thank my family and friends for loving me and for accepting me for who I am. I also want to thank this magazine for publishing my story.

me around asking if I heard what the teacher said. I didn't want to wear the FM system.

I hated myself. I wanted to be someone else. I did not want to have to walk down the hall and be thought of as "hard of hearing." I wanted to be able to jump into a pool and still be able to hear. Most of all, I wanted to hear like all my friends! I wanted to be normal!

Awesome Friends, Parents, Teachers, Relatives

With the help of my friends, parents, teachers, and relatives, I started to like myself again. Whenever I was down about my hearing loss, they would

assure me that I was the coolest and funniest person on earth!

My parents also helped me see that a hearing loss is nothing to be ashamed of. Just this past June, I got a new FM system that clicks onto the back of my digital hearing aids (where no one can see it), and I'm very happy with it right now. I also have some hearing devices to make life easier, like a bed shaker to wake me up, a fire alarm that flashes a very bright light, and a doorbell that makes all of our lamps flash when someone rings it.

I have had some disappointments, like not being able to join the school band because my parents were worried that I

a dual identity for hard of hearing students

Donald A. Grushkin,

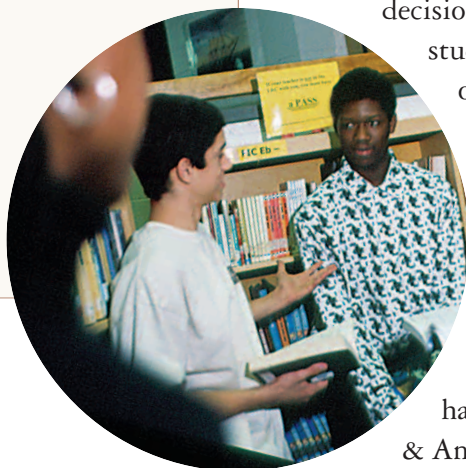
Ph.D., is the assistant professor/coordinator of the American Sign Language Program at the California State University at Sacramento.

**good for the world,
good for the
deaf community,
critical for students**

By Donald A. Grushkin

Prior to the 20th century, deaf and hard of hearing people were commonly educated together in schools for the deaf. It would seem that the hard of hearing/deaf distinction became more commonplace with the advent of electronic amplification. In my opinion, however, this distinction and the policy decisions deriving from it have had an adverse effect on the hard of hearing students in that they have been denied the opportunity to develop aspects of themselves that are congruent with, and rooted in, a deaf identity.

Research shows that hard of hearing people may have more in common with deaf people in their academic and personal lives than with hearing people. Like deaf people who have difficulty with a broad range of speech sounds, hard of hearing people tend to have difficulty hearing certain speech sounds, especially high-pitched fricatives (/f/, /v/, /sh/) and affricatives (/ch/, /j/) (Ross, Brackett, & Maxon, 1982). Likewise, certain syntactical structures are difficult for hard of hearing students, just as they are for deaf students (Scholes, Tanis, & Anderson, 1976; Stinson, 1978). These auditory perception problems translate into speech production problems, although they are fewer and less severe than are experienced by deaf people (Elfenbein, Hardin-Jones, & Davis, 1994), and syntactical production weaknesses (Brannon & Murry, 1966; Brown, 1984; Elfenbein et al., 1994; Levitt, McGarr, & Geffner, 1987). Further, although they may possess speech, some of their spoken language may be delayed or impaired (Kyllo, 1984; Wray, 1986).



Photography by John T. Consoli



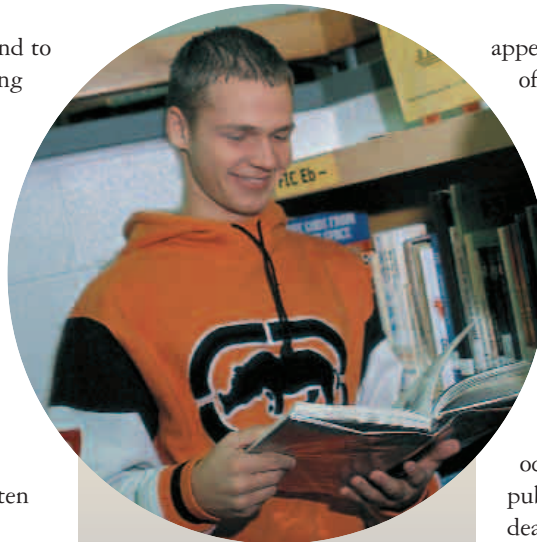
Hard of hearing people have been found to perform two to three years behind hearing students on standardized academic achievement tests (Brackett and Maxon, 1986), and are commonly held back from grade promotion by an average of one and a half grades (Kodman, 1963). Even for students with mild hearing losses of 15 to 25 dB, the average delay in vocabulary and other language skills has been found to be over one year (Quigley & Thomure, 1968; Reich, Hambleton, & Houldin, 1977).

It is well known that deaf students often experience difficulties developing appropriate socialization due to barriers in communicating with peers who do not sign. However, a number of studies (Elser, 1959; Kennedy & Bruininks, 1974; Kennedy, Northcott, McCauley, & Williams, 1976) have produced a paradoxical finding: students with more severe hearing loss have higher social acceptance scores than those with less severe loss. Ross (1990) offered a plausible explanation:

The effect of language complexity, dialectical or poorly articulated speech, distance from the speech source, and poor room acoustics... will often have a negative effect upon the ability of hard of hearing children to understand spoken messages. This apparently random and unpredictable behavior causes observers to expect communication behavior that is beyond hard of hearing children's ability. Although they may "hear" in almost all situations, they cannot "understand" in many of them... [as a result] children often consider [hard of hearing children] less than desirable playmates for reasons that neither group really comprehends.... (p. 14)

As a result of these factors, hard of hearing children in regular classes are commonly found to be less satisfied with their social situation and to have fewer friends than their hearing peers, and this is particularly true for teenagers (Moschella, 1992; Tvingstedt, 1993). Deficiencies in self-esteem have also been found for hard of hearing children and teens (Loeb & Sarigiani, 1986; Shaffer-Meyer, 1990).

While some hard of hearing (as well as deaf) individuals minimize the difficulties created by their hearing loss in their personal and professional lives through differing means, they



Even for students with mild hearing losses of 15 to 25 dB, the average delay in vocabulary and other language skills has been found to be over one year.

appear to be the exceptions. In the majority of cases, a hearing loss, regardless of degree, has a significant impact on most, if not all, areas of a person's life.

Still, despite their commonalities with deaf people, hard of hearing people are usually encouraged to affiliate and identify with hearing people. This occurs overtly by discouraging hard of hearing people from utilizing lipreading in favor of direct auditory perception of speech (see Ross's article on page 14), and this occurs indirectly through placement in public schools rather than in schools for the deaf. As a result, Woodward and Allen (1993) maintain that hard of hearing and deaf people represent two different linguistic communities which should not be lumped together under a single category such as "hearing impaired."

Because hard of hearing people have some characteristics of hearing people, such as the ability to hear and speak to differing degrees, yet remain visually oriented people to a large degree like deaf people, I believe that hard of hearing people are potentially in possession of a "dual" or "composite" ethnicity, which encompasses both the hearing and the deaf ways of life (Grushkin, 1996; Grushkin, in press). That is, just as we cannot relegate persons of mixed racial background to a single racial category, so we cannot classify hard of hearing people as "hearing people who happen not to hear perfectly." Most hard of hearing and deaf people cannot—and should not try to—"pass" as either hearing people or deaf people (Goffman, 1963). Harvey (1989) states that for individuals to attempt to "pass" fully under any incomplete or

"pseudo-identity" could lead to an ongoing dissatisfaction with themselves and their lives.

Bilingual and Bicultural Education: Advantageous for Hard of Hearing Students

One means of promoting dual ethnicity within hard of hearing people lies in allowing such students to be educated within an educational system that utilizes both American Sign Language and English in a bilingual/bicultural environment. It is only through prolonged contact with deaf and other hard of hearing peers and adults that young hard of hearing people can appreciate the benefits of the deaf community and learn to

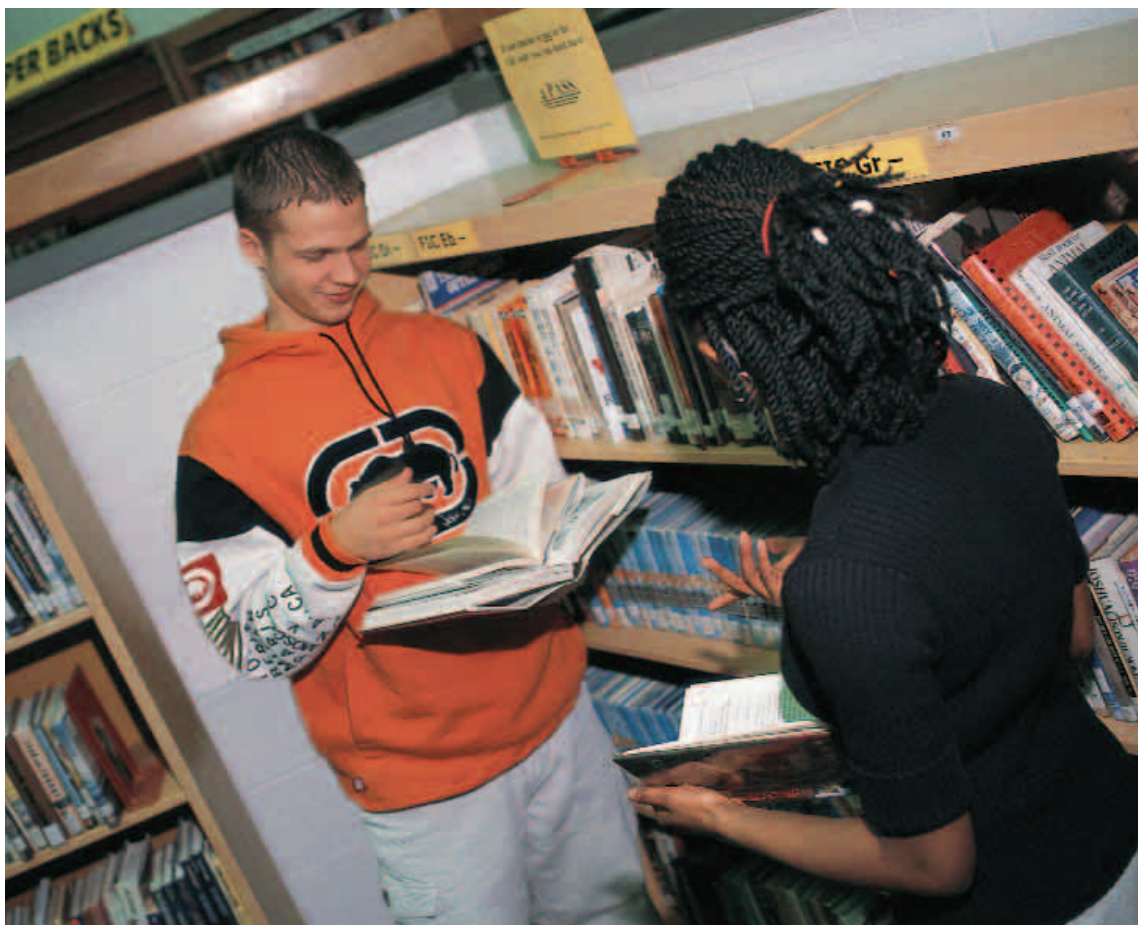
recognize the deaf side of their identity. Justification for educating hard of hearing people in bilingual/bicultural settings can be found in the work of Moschella (1992), Tvingstedt (1993), and even in the unlikely source of Ross (1990), who mentions that hard of hearing children appear to be bound by the literal meaning of words in the manner of someone undergoing the learning of a second language. This view is highly congruent with the position of advocates of bilingual/bicultural education for the deaf (Erting, 1992; Israelite, Ewoldt, & Hoffmeister, 1992; Johnson, Liddell, & Erting, 1989). In my dissertation study (Grushkin, 1996), I found bilingual/bicultural education to promote academic, linguistic, social, and identity development in hard of hearing participants.

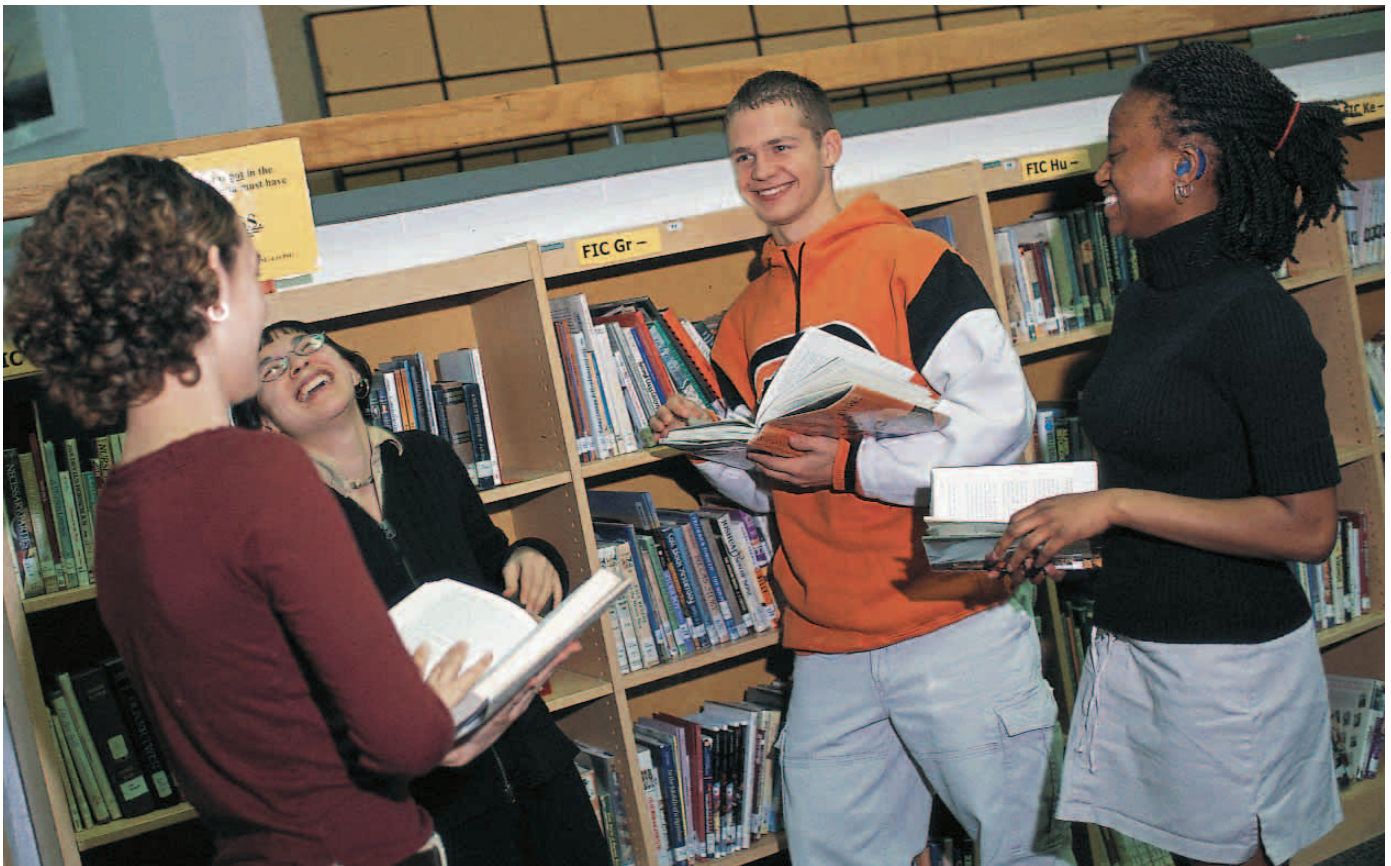
To promote the development of a healthy dual-ethnicity for hard of hearing people, both hearing and deaf people need to commit to sponsoring this ideal. We—parents and educators—can adapt approaches used by parents of interracial children. First, we need to stimulate the children's interest and pride in their nondominant heritage (Benson, 1981). Because hard of hearing children in most cases have hearing parents, this means encouraging them to explore their deaf identity. Second, we need to communicate the values and traditions of both cultures to these children (Motoyoshi, 1990). Biculturality depends on positive attitudes and acceptance of both cultures.

Exploring a deaf identity means that hard of hearing children should be encouraged to develop contacts and friendships with other hard of hearing children, as well as with deaf children and adults. Contacts and friendships with other deaf and hard of hearing people are most easily fostered at schools and programs for deaf and hard of hearing students, but they may also develop as a result of planned

encounters through parent support groups and participation in conventions or workshops. Attending plays, camps, and social gatherings such as cookouts and sports events for deaf and hard of hearing children should be a regular part of the hard of hearing child's life. Parents and educators, while encouraging hard of hearing children to use their auditory skills, should also encourage the development of visual skills such as lipreading and sensitivity to visual cues—not the least of which is sign language.

For the deaf community, accepting hard of hearing children entails reevaluating the meaning of "deafness." Something of a trend toward rejecting the importance of speech seems to have evolved in the deaf community in recent years. However, if hard of hearing people are to feel included within deaf culture, speech much be recognized as part of the linguistic repertoire and identity of a hard of hearing person, however otherwise immersed in deaf culture she or he may be (Grushkin, 1996). Schools and programs for the deaf, especially those with a bilingual/bicultural philosophy, should make more effort to include and draw attention to issues of concern and interest to hard of hearing people within their deaf studies curricula. This means noting famous hard of hearing people in history and the modern world; teaching about the role of speaking and hearing





for deaf, hard of hearing, and hearing people; and fostering understanding of the multiple identities and behaviors that an individual can develop. Schools for the deaf with a sizeable number of hard of hearing students could form support groups to help hard of hearing students adjust to and make sense of their dual ties to both cultures.

Educational policies encouraging the separation of hard of hearing people from deaf people have created two discrete linguistic and social communities. To a partial degree, these policies have contributed to the shrinking and closing of schools for the deaf around the country. The power of the deaf community is weakened because it does not have the force of numbers that would be afforded by hard of hearing people. Yet the interests of deaf people and hard of hearing people are the same in many ways, and if hard of hearing students were considered viable candidates for instruction among deaf students, school numbers could be bolstered.

Finally, on the individual level, hard of hearing people are currently in a state of cultural limbo; many are unsure of their place in society. If hard of hearing students were encouraged to develop a dual deaf/hearing identity, accepted by both cultures, and allowed to thrive as hard of hearing people, they would benefit greatly, as would the deaf community and society as a whole.

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HELPING DEAF STUDENTS

develop a theory of mind

By Jean E. Lundy

Amy is in school, and she wants to look at her favorite book. She knows it is usually on the bookshelf, but Danny has already taken that book from the bookshelf. See, he is sitting at the table looking at it. Amy doesn't know Danny has the book. Where will Amy go when she wants to look at the book? Where does she think the book is?

When I show a video of this scenario to deaf children in grades K-4, younger students tend to predict that Amy will walk right over to the table where Danny is looking at the book. It's as if you can read their minds: "I know where the book is," they're thinking, "so Amy must know, too."

When teachers express surprise at how confidently their students give the wrong answer, I ask them to sign the scenario themselves, and then to ask the students again, "Where does Amy think the book is?" The students repeat the same wrong answer every time.

Children who assert that Amy would go to the table where Danny took the book do not understand that someone can believe something different from what they themselves know to be factually true. According to recent research on cognitive development (e.g., Courtin, 2000; Courtin & Melot, 1998), these children have an immature *theory of mind*. They are more likely than other children to misread other people's intentions and motives and to show insensitivity to other people's feelings. They are also easier to mislead than other children. By contrast, children with a mature theory of mind recognize that different perspectives exist, analyze peer conflicts more thoroughly, and generally negotiate social relationships more successfully. A mature theory of mind gives a child a powerful social tool for explaining and predicting the behavior of others.

Photos courtesy of Jean E. Lundy





While deaf children born into signing families acquire theory of mind about the same time as hearing children, prior to kindergarten (Astington, 1993), deaf children born to most hearing parents are likely to experience a three-year delay in developing theory of mind (Lundy, 2002). Researchers suspect this delay has something to do with the lack of communication between hearing parents and their young deaf children about mental states (Courtin, 2000; Schick, personal communication, July

2002).

One way teachers of the deaf can accelerate the development of theory of mind in their students is to increase their exposure to situations that promote learning about mental states. Using children's books you can probably find in your school or classroom library, I have developed a curriculum that aims to do just that. It focuses on four conceptual areas: *desires*, *perspective taking*, *problem solving*, and *multiple interpretations*.

Desires

Your students may not be aware that people can desire different things, and that desires can change. You can use a book called *Bread and Jam for Frances* to help remedy that.

Frances won't eat anything but bread and jam. Her family enjoys a variety of foods, but she resists trying anything different. Then her mother decides to serve Frances bread and jam at every meal. Frances soon grows tired of her monotonous diet and at the end of the



mouse was afraid because when he ran up the trunk, he decided that the elephant must be a snake. By contrast, the blue mouse was not worried because, after touching the tail, he thought the mysterious object was only a rope. The children can make different-colored mice of their own from construction paper and role-play each character's emotional response.

The child playing the blue mouse might say to the child playing the green mouse, "Why are you worried? It's only a rope!"

The child playing the green mouse might respond, "No, it's a snake. I'm scared!"

Problem Solving

Your students may have begun to notice that different people are likely to use different strategies to solve the same problem, and that some strategies are more successful than others. *King*

Bidgood's in the Bathtub is an entertaining tale you can use to deepen your students' understanding of the different ways people approach problems. This story is published in a large format that makes it easy for teachers to show students the beautiful illustrations. As the story begins, King Bidgood is in the bathtub and he won't come out. Who in the kingdom can entice him to leave? The knight is sure he has the answer; he tells the king it's time to go to battle. But the king invites the knight into the tub, where they play with toy soldiers. The queen tries to get the king out by saying it's time for lunch. But the king orders a feast to be brought to the tub. Finally the page, a young boy, has the answer: He pulls out the plug. With the water drained out, the king finally leaves the tub.

Students enjoy stories that depict adults who are unable to solve problems that children can solve. You might recall a classroom situation in which one of your students suggested a strategy you had not considered, and it turned out to be the perfect solution. If such a situation does not come to mind, create one. For example, the classroom pet needs to be taken care of over vacation but you will be out of town. Should you leave two containers of food and water out for the animal and hope that is sufficient?

You also can use books illustrated with optical illusions or hidden images embedded in complex pictures to help students learn to solve problems. Books especially suited to this purpose include *Magic Eye: A New Way of Looking at the World*, *Where's Waldo?*, *Look Again*, and *Little Giant Book of Optical Illusions*. You will find that some students have better visual discrimination skills than others. Some will definitely have

book is happily eating spaghetti with her family.

To build on the lesson of *Bread and Jam for Frances*—that different people have different desires and that desires can change—I ask students to cut out pictures of food from magazines: all kinds of food, things they like as well as things they dislike. As they do this, they become aware of differences in desires: The teacher likes coffee, but Amy hates it. Dillon, who enjoys nuts, recalls that he used to think they were too hard to eat.

Teachers and students should read and discuss *Bread and Jam for Frances* more than once. This will enable students to fully comprehend the ideas that, first, Frances was different from her family in her desire for only one type of food and, second, Frances changed her mind about bread and jam.

Perspective Taking

In the fable *Seven Blind Mice*, a large, mysterious object (an elephant) shows up at the pond one day. Each of the mice tries to figure out what the strange thing is. The orange mouse runs along the elephant's ear and decides that the object must be a giant fan. The red mouse touches the elephant's leg and concludes that, no, it must be a pillar. Other mice, encountering different parts of the great beast, have other perspectives. Finally, the white mouse runs up and down the elephant's body and realizes that each of the other mice obtained only partial information, which has caused them to misinterpret what they have perceived.

You can expand on the lesson about different perspectives taught by *Seven Blind Mice* by talking with your students about the feelings experienced by each mouse in the story. The green

sharper eyes than their teacher! You may notice, also, that different students are best at solving different kinds of visual puzzles. Be sure to point out these examples of how different people have different problem-solving strengths.

Multiple Interpretations of a Single Event

By sharing two *very* different versions of a story familiar to every child, you can help your students recognize that one event can be interpreted in more than one way.

In *The True Story of the Three Little Pigs*, the wolf finally gets a chance to tell the story from his perspective. He wants readers to know that he was simply trying to borrow a cup of sugar from his neighbors when, all of a sudden, he just had to sneeze. It was such a big sneeze that the pigs' houses accidentally blew down, turning the pigs into an instant three-course ham dinner

that would have been a shame to waste. On the last page the wolf is in jail, loudly lamenting that he's been framed.

You can use *The True Story of the Three Little Pigs* as a starting point for a lesson about multiple perspectives by asking your students to compare the wolf and pig characters in the original *Three Little Pigs* and in this revisionist version. In the classic, the wolf aggressively walks up to the pigs' houses and the pigs are innocent and frightened. In the new version, the wolf, down with a cold, sniffles miserably as he approaches the pigs' houses to ask for some sugar, but these pigs sneer at the wolf and treat him rudely.

By cutting wolf ears and noses out of gray felt and pig ears and noses out of pink felt, you can create props for your students to wear during role play. You can cut the doors to the pigs' houses out of stiff paper and tape them to a table so that they stand up. The students can then act out how the doors can fall down—on purpose, as they huff and puff, or “accidentally,” as they “sneeze.”

As educators learn more about theory of mind and the need to foster its development in their young deaf students, they can draw on methods like the ones I've described here. Not only are they fun for the class, they can facilitate children's understanding of their own—and others'—minds.

Theory of Mind and Good Books

Children's literature provides rich possibilities for teaching your students about mental states. These books are grouped according to the four concepts underlying theory of mind:

Desires

- *Bread and Jam for Frances*
by Russell Hoban
HarperCollins.
- *Gregory the Terrible Eater*
by Mitchell Sharmat
Scholastic Books.

Perspective Taking

- *Another Monster at the End of this Book*
by Jon Stone, Random House.
- *Seven Blind Mice*
by Ed Young, Philomel Books.

Problem Solving

- *King Bidgood's in the Bathtub*
by Audrey Wood, Harcourt Brace.
- *Little Giant Book of Optical Illusions*
by Keith Kay, Sterling.

Multiple Interpretations

- *The Three Little Wolves and the Big, Bad Pig*
by Eugene Trivizas and Helen Oxenbury, Aladdin.
- *The True Story of the Three Little Pigs*
by Jon Scieszka, Viking Penguin.



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MSSD Alumna Becomes a “Survivor” Star

By Susan M. Flanigan



Christy Smith, a graduate of Gallaudet University (2000) and the Model Secondary School for the Deaf (1996), was one of the 16 people competing on the CBS blockbuster program, “Survivor: The Amazon.”

The first deaf individual to appear on the reality TV series, Smith was among those who traveled to Brazil’s Amazon River for the show, which aired on February 13. Her all-woman team—and the all-man team against which it competed—was a first for the series, which features on-site coverage of people who are stranded for 40 days in remote locations where they build shelter, gather food, and try to win \$1 million.

Smith, who has a B.A. in sociology/criminology, recently worked as a children’s adventure guide for the Aspen Camp School for the Deaf in Colorado. She is from Basalt, Colorado.

— Information courtesy of Gallaudet University Public Relations



DecisionMaker— A Revolutionary Transition Program Now Available!

By Mary Ellen Carew

DecisionMaker, now available from the Laurent Clerc National Deaf Education Center, provides materials to engage deaf and hard of hearing high school students in the process of actively learning about themselves, setting their own goals, making their own plans, and solving their own problems. Research suggests that self-determination is a critical factor in successful transition. Thus, teachers using the program focus on facilitating, rather than instructing.

Lynda Drake, from the Illinois School for the Deaf, said, “I was pleasantly surprised over and over again at how the students responded so positively and enthusiastically to the lessons and the ideas, the classroom activities, the culmination project, the video, and me as their facilitator.”

DecisionMaker includes a facilitator’s handbook, lessons, student journals, and other student materials. Also included is an orientation videotape. DecisionMaker fits very well with the objectives of secondary-level transition and career/work preparation courses. It also can be incorporated into guidance sessions or regularly scheduled seminars. Counselors, residential staff, after-school program sponsors, child care workers, and support service personnel can adapt DecisionMaker to accommodate after-school sessions.



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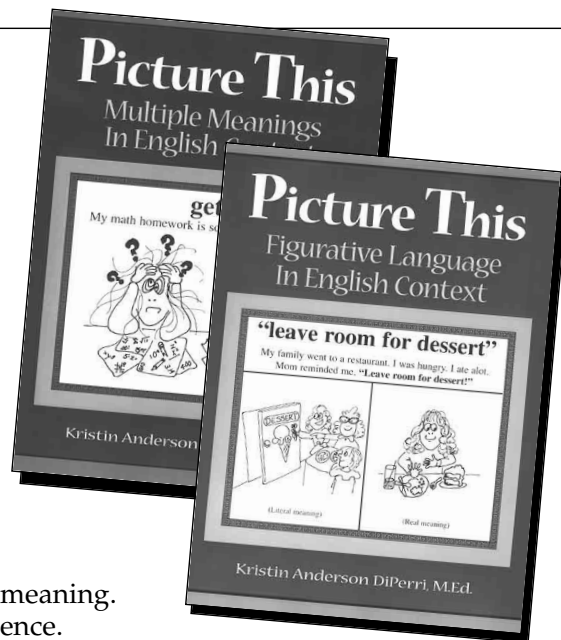
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Recommended for Accreditation, KDES and MSSD Look to the Future

By Susan Jacoby

A team from the Middle States Association (MSA) and the Council of Educational Administrators of Schools and Programs for the Deaf (CEASD) has recommended that Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), the national demonstration schools that are part of the Clerc Center, be reaccredited.

The recommendations came after a comprehensive three-day review of the early childhood through twelfth-grade programs and services by a joint MSA-CEASD validation team. As federally mandated demonstration schools, accreditation is important because it ensures KDES/MSSD have met the same rigorous standards as public and private schools as well as programs for deaf and hard of hearing students. In preparation, KDES and MSSD undertook an 18-month self-study using the Accreditation for Growth protocol. Schools

that follow the Accreditation for Growth process go beyond meeting the MSA educational standards and undertake a community-based process to focus on student achievement, identify areas for student growth, and establish five-year targets and action plans. These action plans will be implemented as a part of the Clerc Center's federal mandate to develop, evaluate, and disseminate innovative curricula, materials, instructional techniques and strategies.

The validation team reviewing KDES and MSSD

programs and services commended the schools' selection of literacy and emotional intelligence as the two areas for student growth. These are part of the Clerc Center's three priority areas of literacy, family involvement and transition since helping students develop their emotional intelligence is a critical transition skill. The team felt schools and programs for deaf and hard of hearing students would benefit from the knowledge gained and programs developed at KDES and MSSD.

Wright and Teruel—Teachers and Beauty Queens



Above: Lauren Teruel on the cover of the 2002 Pageant Guide

Right: Tyese Wright, this year's winner

With the selection of Tyese Wright, two graduates from the Model Secondary School for the Deaf have entered the select realm of being Miss Deaf America—and teaching the nation's deaf children.

Last summer, Wright, '97, succeeded Lauren Teruel, '95, as Miss Deaf America. Teruel, a teaching fellow for Americorps who attended Hunter College, made 50 appearances as she toured the country from 2000 to 2002. As Teruel toured, she talked about the importance of families—parents and children—reading together. Now she teaches full time at P.S. 47 in New York City.



Wright began her reign at last summer's meeting of the National Association of the Deaf. But her new role as America's premier deaf woman did not stop her from entering a classroom a few weeks later. Wright, who has a B.A. in education from Gallaudet University, began teaching her 4- and 5-year-old children last fall. "My mom teaches elementary school and my dad teaches junior high," she said. "I've always wanted to teach."



KidsWorld Deaf Net Adds E-Document About Cochlear Implants

By Jennifer Hinger

Cochlear Implants: Navigating a Forest of Information...One Tree at a Time, by Debra Nussbaum, has been added to the KidsWorld Deaf Net library of E-Documents. The document includes information about implantation candidacy, the decision-making process, choosing an educational setting, considerations for the use of sign language, and resources.

KidsWorld Deaf Net is a communication network for parents and professionals involved in the education of deaf and hard of hearing children on the Laurent Clerc National Deaf Education Center Web site, supported by the AT&T Foundation. It includes a discussion forum area and a virtual library with useful links and documents on subjects such as information about the Individuals with Disabilities Education Act and deaf children and guidelines for parents of newly diagnosed deaf children.

Visit the KidsWorld Deaf Net Web site at:
<http://clerccenter2.gallaudet.edu/KidsWorldDeafNet/index.html>.

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Clearinghouses: Collaborative Work Aids Public

The Clerc Center is part of a consortium of six national clearinghouses, "Clearinghouses in Collaboration," that provide information on disability-related issues. The individual clearinghouses are listed below:

Info to Go

Laurent Clerc National Deaf Education Center
Gallaudet University
 800 Florida Avenue, NE
 Washington, DC 20002-3695
 (202) 651-5051 (TTY/V)
<http://clerccenter.gallaudet.edu/InfoToGo/>

DB-LINK

the National Information Clearinghouse on Children Who are Deaf-Blind
 345 North Monmouth Avenue
 Monmouth, OR 97361
 (800) 438-9376 (V)
 (800) 854-7013 (TTY)
www.tr.wou.edu/dblink

ERIC Clearinghouse on Disabilities and Gifted Education

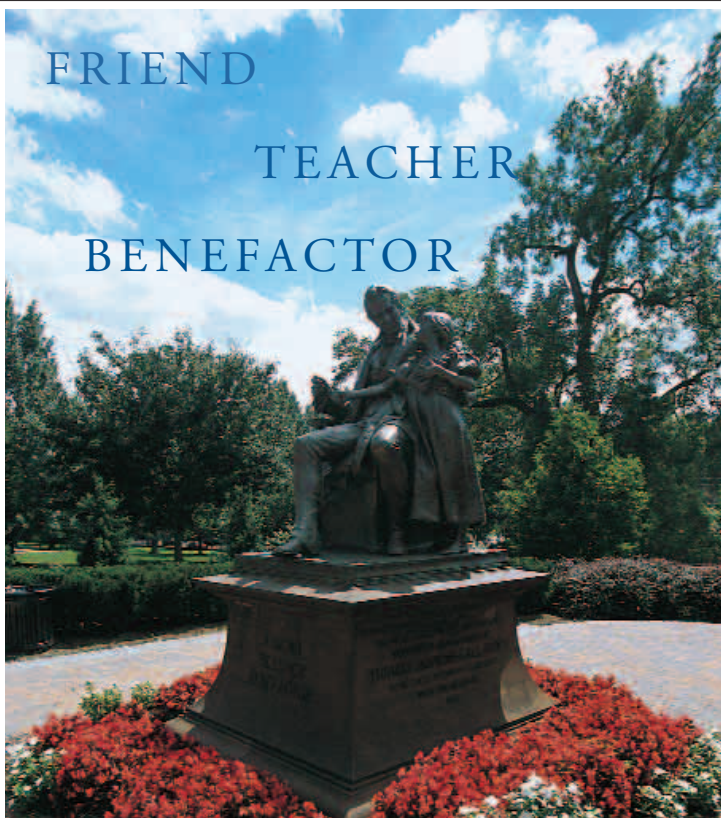
Council for Exceptional Children
 1110 North Glebe Road
 Arlington, VA 22201
 (800) 328-0272 (TTY/V)
<http://ericec.org>

NICHCY

National Information Center for Children and Youth with Disabilities
 P.O. Box 1492
 Washington, DC 20013
 (800) 695-0285 (TTY/V)
www.nichcy.org

The George Washington HEATH Resource Center
National Clearinghouse on Postsecondary Education for Individuals with Disabilities
 2121 K Street, NW
 Suite 220
 Washington, DC 20037
 (800) 544-3284 (V/TTY)
www.heath.gwu.edu

National Clearinghouse for Professions in Special Education
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ODYSSEY: What are the most typical questions?

GILBERT: Number one: “My child was just diagnosed with a hearing loss. I need all the information I can get. Can you help me?” Also, people ask for a listing of organizations and services for parents of deaf children, where they can find information on sign language classes, scholarships, grants, and financial aid.

ODYSSEY: Can you share some of the

most unusual information requests you have received?

GILBERT: We had a mother who thought that her son could communicate with his deaf friend by using a telephone receiver to scan a letter. We explained about relay services and TTYs—and computer pagers, which most kids use now. Sometimes we get requests that are outside our area—like another mom who wanted to know if the ridges would disappear from her 6-year-old’s new teeth.

ODYSSEY: How did you respond?

GILBERT: We referred her to a dental Web site and suggested that she consult a dentist.

ODYSSEY: Tell us about your Web site.

GILBERT: In the past we provided a lot of printed information, but the Web offers a better vehicle for timely exchange. The site, <http://clerccenter.gallaudet.edu/InfoToGo/>, has a lot of information and is well known. Our Web site gets between 23,000 and 38,000 hits every month.

ODYSSEY: Is it hard to keep up to date?

GILBERT: Information related to deafness changes rapidly! We review magazines, books, and listservs and collect information from lots of different people all the time. We revise our materials constantly.

ODYSSEY: What is the most rewarding part of your job?

GILBERT: It’s receiving a “thank you” from people I’ve assisted, and knowing that the information I passed on made a positive difference in their lives.

Info (with Heart) to Go

By Susan M. Flanigan

Anita Gilbert is the voice, hands, and heart behind the Info to Go service sponsored by Gallaudet University’s Laurent Clerc National Deaf Education Center. Every week over 300 questions arrive in Gilbert’s office via phone and TTY, fax, and e-mail. The questions focus primarily on deafness, deaf children, and deaf education. Gilbert responds with a mixture of thoroughness, experience, and compassion. Her goal: providing factual and helpful information.

ODYSSEY: What is Info to Go?

GILBERT: We are primarily a clearinghouse and information referral service. We respond to people who have real-life problems by providing them with information, materials, and referrals that will help them.

ODYSSEY: What is the history of Info to Go?

GILBERT: Gallaudet set up a National Information Center on Deafness many years ago. In 1991, the Clerc Center took over the aspects of the service that related to deaf and hard of hearing children and young people under 21 years of age.

ODYSSEY: What kind of services do you provide?

GILBERT: We respond directly and one-on-one to people who contact us. If we don’t have the information, we refer them to someone who does.

Cochlear Implants and Deaf Children

Texts Can Help Parents Make Difficult Choices

By Matthew H. Bakke

Matthew H. Bakke, Ph.D., is an assistant professor in the department of Audiology and Speech Language Pathology at Gallaudet University in Washington, D.C.

Parents of deaf children are faced with many difficult educational, technological, and medical decisions. With the advent of cochlear implants, the decisions are even more difficult and the stakes appear to be higher than ever.

Each of the following texts is a valuable resource for families who may be considering a cochlear implant for their children, or whose children have an implant. The Chute and Nevins text provides families with an excellent introduction to the topic and a good sense of what they are in for as they seek to make choices for their deaf children. Christiansen and Leigh offer a more thorough and scholarly discussion, enriched by the perspectives of families who have learned from their own experiences with the process. Finally, for those families whose children already have implants, I would highly recommend Section III of Estabrooks's book for ideas and insights into the process of auditory rehabilitation that is

so important to maximizing the benefits of receiving a cochlear implant.



The Parents' Guide to Cochlear Implants
by Patricia M. Chute
and Mary Ellen
Nevins
Gallaudet
University Press
2002

This excellent introductory guide is essentially a "how-to" manual for interacting with a cochlear implant center. The topics are well organized, outlining the steps that families might take in seeking and obtaining an implant for their child.

The text covers all of the bases, from first consideration of a cochlear implant, through candidacy evaluation, surgery, recovery, initial switch-on, auditory training, language development, and school placement. Consideration is also given to the deaf community's response to the implant and the challenges of parenting a deaf child.

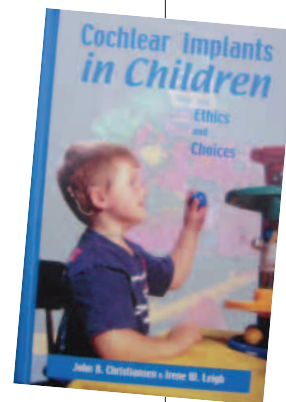
The authors have made good use of their extensive experience in counseling parents and explain difficult concepts concisely and clearly. The addition of a chapter that

provides direct quotes from parents will especially interest families that are involved in the decision-making process. Although unreferenced, the text leans toward a formal writing style. It is written in the third person, which makes the book appear to speak about parents rather than to them; the book might have benefited from addressing parents more directly.

While the authors have been involved in pediatric cochlear implants for many years, there is much evidence of a genuine attempt toward objectivity.

Cochlear Implants in Children: Ethics and Choices

by John B.
Christiansen and
Irene W. Leigh
Gallaudet
University Press
2002



This text brings the experiences of the field over the past 10 years to bear on the struggles of today's parents as they consider cochlear implantation for their children. The authors identify one of their goals as clarifying the confusion that parents face in dealing with cochlear

implants as an option for their children. A second goal is the establishment of common ground in the debate over the ethics of cochlear implants. Based to a large degree on the research of the authors, the book covers the range of pediatric cochlear implant issues in depth. For example, not only does it define what a cochlear implant team is and does, it presents the subjective experiences of parents who have gone through the process with their children.

The book covers information that is greatly needed. Issues range from the technology and its history, though pre-implantation candidacy, language development, adjustment, and education, to the deaf community and ethics. Practical discussions include insurance coverage for cochlear implants, choosing which ear to implant, and the risk of device failure.

A realistic picture of the variability of outcomes is presented, sometimes in a dramatic way, using the words of the families involved in the research that led to this book. The book is written from a psychologist's perspective: a good deal of attention is paid to the affective aspects of cochlear implantation.

The style and tone of the text are academic and professional, and the book is referenced throughout. Nevertheless, it is well

REVIEWS

written, clear, and easy to read. While many technical issues are discussed, the language is accessible to people lacking a great deal of background regarding hearing and hearing loss. Rich quotes from parents who participated in the research that underpins this book lend color and interest to the material.

One problem with the research reported in the text is a result of the rapidly changing nature of the technology. This is pointed out by the authors themselves. From the late 1980s to the late 1990s, cochlear implants changed substantially, as did the impact on the children who received them.

This text stands as the only one in this group that is written or edited by authors

who are deaf. The first author, who also has a cochlear implant, provides a clear understanding, indeed an “inside view,” of the impact of the cochlear implant on the deaf community. The criticisms that are leveled at the extreme positions are courageous, yet empathetic. The discussion of the ethics of cochlear implantation is balanced and scholarly. The book should be required reading for anyone involved in the field, including families of deaf children with and without implants.



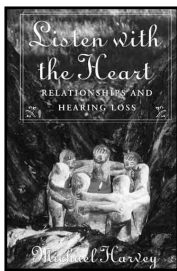
Cochlear Implants for Kids

by Warren Estabrooks, Editor
Alexander Graham Bell Association for the Deaf, Inc.
1998

This book covers some of the same material as the other texts—the technology and its history, hearing function and candidacy, surgery and programming, and ethics. However, the strength of this book, which is edited by a leading auditory-verbal therapist, is its focus on auditory therapy.

Perhaps the most valuable part of the book is Section III, “Analytical Therapy Plans.”

This section includes detailed descriptions of real lessons conducted by auditory verbal therapists or speech therapists with real children. The discussion contains clear and parent-accessible explanations of the reasons behind the various approaches taken. The major focus is naturally on auditory learning—that is, learning to use sound provided by the implant to promote speech and language development. The book includes lessons for young children whose implants have just been activated, as well as for “veteran” implant users of 7 or 8 years of age. The activities are creative and child centered, and will benefit parents and educators who work with children using this technology.



Truly inspiring...sharing thoughts, doubts, and emotions!”
— Roger D. Freeman, M.D., Director, Neuropsychiatry Clinic,
British Columbia’s Children’s Hospital

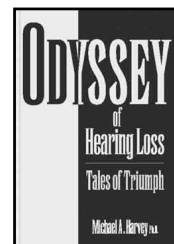
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— Marylyn Howe, research audiologist



ODYM

Perspective on Raising a Hard of Hearing Child

By Donald A. Grushkin

Donald A. Grushkin, Ph.D., is an assistant professor and coordinator for the American Sign Language Program at the California State University at Sacramento. Grushkin's article on dual identity of hard of hearing students appears in this issue on page 30.

Not Deaf Enough: Raising a Child Who Is Hard of Hearing with Hugs, Humor and Imagination

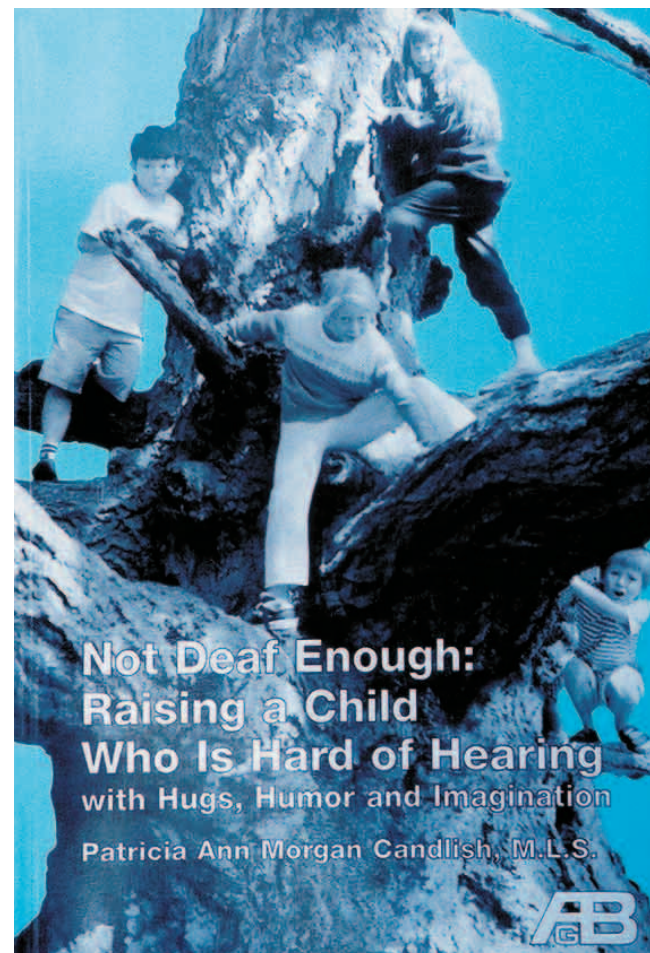
by Patricia A.M. Candlish.
Washington, DC: A.G. Bell
Association Press
1996

Not Deaf Enough is the story of Patricia Candlish's efforts to raise her son, Reid, who was born with a mild-to-moderate hearing loss. Having already had three children, she was fairly quick to notice that Reid did not react to sounds in the same way as his older siblings. She recounts what has become a familiar litany for many parents of more severely deafened children: going from doctor to doctor attempting to confirm the hearing loss, only to have fears pooh-poohed as excessive anxiety, and enduring inappropriate tests (one doctor claps in front of Reid's face and takes his reaction to the visual stimulus as "proof" that he can hear normally). It is only after 18 months of trying to get a diagnosis that Candlish, armed with her psychologist friend's informal assessment of Reid's abilities, is taken seriously and referred

to an audiology clinic. What is truly appalling about this part of the story is that it takes place at some point in the late 1980s, a time when we would expect medical professionals to be better educated about hearing loss.

Candlish offers advice and suggestions that are useful to all parents, whether their children are deaf, hard of hearing, or hearing. For example, she emphasizes parental equality and sharing of responsibilities, such as attending service provider appointments together so that both parents learn information at the same time and can make decisions jointly. When one parent—usually the mother—attends such meetings alone, he or she becomes the "gatekeeper" of information, creating an imbalance in the parental relationship.

She discusses how to promote child safety without being overprotective and addresses worrisome behavior such as tantrums, whining, and what she describes as "squirreling"—a response to frustration and tension stemming from trying to listen and function in poor acoustic conditions. She also



stresses the parental right to receive copies of reports and other information from professionals dealing with their child, and recommends discontinuing the services of a professional who refuses to provide such reports.

She offers tips on how to manage hearing aid ear molds, assistive devices, and ear drainage tubes, and how to make a home furnishing and decorations auditorily appropriate for maximal listening conditions. She discusses dinnertime and dining out, sibling rivalry and jealousy that arises because of the extra attention that the deaf or hard of hearing child receives, and taking care of hearing aids.

Her advice is sprinkled with anecdotes, often humorous, such as Reid's putting his aids in the dog bowl, dog food, fireplace, sand pile, garbage, and even down the inside of a wall—a foot of newly painted and plastered wall in the dining room had to be ripped out to retrieve it. To Candlish's credit, she placed responsibility for finding the aids—with parental support—on her child. This teaches him to be responsible and care for his aids appropriately. She also notes the conflicts inherent in acting as both a child's language teacher and parent. She stresses the importance of preserving the child's ego during the process of teaching

and correcting speech, focusing not only on the sound, but also on the content, of what the child is saying. Of high importance, in her discussion of mainstreaming, she states that it “may be desirable, whether day camp or school, but it requires adequate supports to ensure a benefit to the child” (p. 142).

The title of the book comes from an assessment session at a school for the deaf in Candlish’s Canadian homeland, where the parents were told that Reid was “not deaf enough” to receive services. As Candlish points out, a major problem for hard of hearing people and their parents is societal, parental, and governmental denigration of their needs; people assume that because they appear to hear, hard of hearing people do not have any problems or needs.

This devaluation of hard of hearing people does not come from hearing people alone; deaf people do it too. When Reid had just been diagnosed, Candlish approached a deaf friend of a friend for advice and help, only to be told that Reid is “hard of hearing and they [deaf and hard of hearing people] don’t have anything in common.” Another time, she attended a workshop on American Sign Language only to hear deaf people express hostility toward hard of hearing people. This intimidated her and made her fearful of trying to learn sign language. These types of attitudes on both sides of the fence make it difficult for hard of hearing people to develop a secure sense of identity and a place in the world.

Candlish recognizes that although Reid possesses a great deal of auditory ability, this is still his weakest sense, and using vision for supplementary cues can help him. Such aids include lipreading, gestures, and even signing at times when his aids are off or he is too far away to hear. It is interesting to note that Reid is also innately aware of his need for visual cues:

Following one of the basic principles [of the Auditory/Verbal approach]...the parents covered their mouths every time they spoke to a hard of hearing child...no one would think of doing this to a hearing child. I cover my mouth only to do the Ling 5-Sounds Test. It is the hearing aid’s function that I am interested in, not Reid’s abilities to speechread *ah, ee, ou, sh, ss*. Reid lets us know how he feels about a hand over a mouth by putting his hands over his ears. (pp. 138-139)

Candlish states that she accepts the possibility that Reid could learn to sign and join the deaf community in the future, but as Reid had not reached adolescence or adulthood at the time of writing, I wondered whether she truly meant what she said. Despite her willingness to use Reid’s vision and her recognition of signing as a viable means of communication for deaf people, she still appears orally biased:

Signing is dramatic and catches the interest of the hearing world, even

though the message is not understood. Once a hard of hearing child learns to talk, he ceases to be remarkable. He is just another child who happens to wear hearing aids. We should never lose our awareness of the drama of speech and the freedom it gives our children. (p. 137)

However, to her credit, she introduces Reid to other children and adults who are hard of hearing or deaf, and she indicates that it is important for parents to meet others in similar circumstances so that they do not feel alone. She calls for all parents of children with a hearing loss, no matter how severe the loss may be, to support each other:

There is no elitism associated with extremes of hearing loss...Parents of children with hearing problems must pull together and learn from

each other, rather than accept segregation by a label of function. (p. 128)

Reid’s story confirms my belief that the issues and needs of hard of hearing and deaf children and adults are more similar to one another than to the issues and needs of normally hearing individuals. This book would be more complete if Candlish had waited until after Reid’s adolescence to give parents an insight into the potential difficulties and issues that face hard of hearing young people. Nevertheless, as a guide to raising a preadolescent hard of hearing—or even deaf—child, this book is an excellent resource. Of course, no book alone can supplement the guidance of trained professionals and the voice of experience of interested others. The deaf and hard of hearing community itself remains a vital resource for parents of hard of hearing and deaf children.



Intermountain Special Studies Institute X

June 9-12, 2003

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Idaho State University, Pocatello

For teachers of deaf and hard of hearing students and educational interpreters from the six intermountain states: MT, WY, ID, NV, UT, AZ. Registrants from other states are welcome.

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Contact: Dr. David Mercado at (208) 282-3809 or mercadavi@isu.edu.



PHOTO BY MICHAEL KARCHNER

Summer Literacy Institute at Gallaudet University

July 7-11, 2003

The Clerc Center puts together the best of its literacy workshops and combines them into one high impact week! Designed especially for parents and caregivers, educators, and other professionals who work with deaf and hard of hearing students, the Literacy Institute provides instruction in the following content areas:

- **Literacy — It All Connects**
(Overview of the Nine Areas of Literacy)
- **Reading to Deaf Children: Learning from Deaf Adults**
- **Read It Again and Again**
- **Leading from Behind: Language Experience in Action**

For further information, contact:
Patricia.Dabney@gallaudet.edu.

WORKSHOP

Leading from Behind: Language Experience in Action

This workshop provides an introduction to using language experience in a student-centered classroom for classroom teachers and other educators. Parents and dorm staff will also find it of interest.

- April 1** Honolulu, Hawaii, Pacific Region
- April 5** Detroit, Michigan, Midwest Region
- April 12** Honolulu, Hawaii, Pacific Region

TRAINING PROGRAM

Integrating Technology

This training provides teachers of the deaf with project based, hands-on training and practice with a variety of technologies for classroom instruction. The course includes: using a digital camera and basic graphics manipulation, making a Web page, using a graphic organizer for brainstorming and planning, searching the Internet for classroom links, and other exciting skills.

Prerequisite: basic computer literacy skills and knowledge of the Internet, word processing, and presentation software.

- June 16 - 20** St. Augustine, Florida, Southeast Region
- August 4 - 8** Fremont, California, Western Region
- August 18 - 22** . . . Haverhill, Massachusetts
Northeast Region

GLOBE (Global Learning and Observations to Benefit the Environment)

GLOBE is a worldwide science and education program that coordinates investigations by students, teachers, and scientists involved in studying and understanding the global environment. This five-day workshop qualifies teachers and their schools for full participation in the GLOBE program.

- July 14 - 18** Washington, D.C., Mid-Atlantic Region

The Shared Reading Project: Keys to Success

This five-day training program is designed to prepare site coordinators to establish a Shared Reading Project in their own schools or programs. For educators, administrators, and parent leaders, this workshop is based on the highly acclaimed program where deaf tutors teach parents and caregivers effective strategies for reading books with their children during home visits.

- April 7 - 11** Washington, D.C., Mid-Atlantic Region
- June 23 - 27** Atlanta, Georgia, Southeast Region
- November 17 - 21** . White Plains, Northeast Region

TRAINING

WORKSHOPS

Literacy—It All Connects

This workshop provides information about reading to students, dialogue journals, shared reading and writing, writer's workshop, independent reading, journals and logs, guided reading and writing, language experience, and research reading and writing.

June 3 Houston, Texas , Midwest Region

August 19 Staunton, Virginia
Mid-Atlantic Region

Reading to Deaf Children: Learning from Deaf Adults

This effective workshop teaches techniques known as "the 15 Principles for Reading to Deaf and Hard of Hearing Children." Highly interactive, this workshop is available in a three-hour or six-hour format, and is for parents, caregivers, and educators.

May 3 Rochester, New York
Northeast Region

May 16 Seattle, Washington, Western Region

June 3 Houston, Texas, Midwest Region

July 21 Knoxville, Tennessee
Southeast Region

Read It Again and Again

This workshop teaches participants to incorporate a wide array of learning activities in reading the same book to children over successive days. This workshop is of special interest to classroom teachers and administrators.

March 22 Detroit, Michigan, Midwest Region

May 2 Rochester, New York
Northeast Region

May 17 Seattle, Washington, Western Region

June 4 Houston, Texas, Midwest Region

July 22 Knoxville, Tennessee
Southeast Region

Regional workshops are offered around the country. In addition, if you are interested in hosting a workshop at your location, please contact the Clerc Center Office of Training and Professional Development or the Gallaudet University Regional Center in your respective region.

For more information

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WEB SITE: <http://clerccenter.gallaudet.edu>



Upcoming Conferences and Exhibits

March 13-15, 2003
American Auditory Society Meeting,
 Scottsdale, Ariz. To be held at the Holiday Inn SunSpree Resort. Contact: (435) 574-0062; (435) 574-0063 (FAX); <http://www.amauditorysoc.org/pages/reginfo.htm>.

March 29, 2003
Family, Fun & Facts,
 Olathe, Kan. To be held at the Deaf Cultural Center. Contact: Mandy Whittaker, (913) 469-3872 (V/TTY); (913) 469-4416 (FAX); mwhittaker1@jccc.net.

April 4-7, 2003
C.E.A.S.D. Conference,
 Sioux Falls, S.D. Sponsored by the Communication Service for the Deaf (<http://www.c-s-d.org/>). Contact: Tom D'Angelo, (800) 642-6410 (TTY/V); tdangelo@c-s-d.org.

April 9-11, 2003
Biennial Western Symposium on Rehabilitation and Deafness, Seattle, Wash. To be held at the Seattle Center. Contact: <http://www.wou.edu/wrocc>.

May 22-24, 2003
Canadian Hard of Hearing Association Conference, Calgary, Canada. To be held at the Coast Hotel. Contact: chbanational@chba.ca.

May 27-31, 2003
ADARA 2003 Conference, "Integration of Disciplines: All Roads Lead to Excellence," East Rutherford, N.J. To be held at the Sheraton Meadowlands. Contact: Cindi Sternfeld, cindi727@aol.com; <http://www.adara.org>.

June 9, 2003
Intermountain Special Studies Institute (ISSI), Pocatello, Idaho. To be held at the University of Idaho. Contact: Pam Snedigar, (510) 659-6268 (V/TTY); (510) 659-6033 (FAX); psnedigar@oblone.cc.ca.us.

June 12-14, 2003
Florida Association of the Deaf 2003 Convention, Tampa, Fla. To be held at the Hilton Tampa Airport Westshore. Hosted by the St. Petersburg Association of the Deaf. For hotel reservations: (813) 877-6688. Contact for workshops/exhibits: Kim Smith, kimguate@earthlink.net. Contact: Chris Wagner, Co-Chairman, cwagner@dsoph.org; (727) 816-1318 (FAX).

June 23-27, 2003
Instructional Technology and Education of the Deaf, an International Symposium, Rochester,

N.Y. Contact: E. William Clymer, Symposium Coordinator, techsym@rit.edu; <http://rit.edu/~techsym/overview.html>.

June 24-29, 2003
4th National Asian Deaf Congress Conference, "Asian-Pacific Islander Deaf and Hard of Hearing Perspectives in the 21st Century," Honolulu, Hawaii. Contact: (808) 625-5700; dpr2k3@aloha.net.

June 30-July 4, 2003
5th Deaf History International Conference, Paris, France. Contact: Patrick Liger, Chairman, +33 (1) 40 12 57 97 (phone); contacts@dhi2003.org; <http://www.dhi2003.org/en/index.php3>.

July 18-26, 2003
14th World Congress of the World Federation of the Deaf, Montreal, Quebec, Canada. To be held at the Montreal Convention Center. Contact: Chantal Giroux, +1 514-287-9107 (phone); +1 514-287-1248 (FAX); cms2003wcd@jpdll.com; <http://www.wfd2003.org/english-index.htm>.

July 23-26, 2003
National Fraternal Society of the Deaf Convention, Bloomington, Minn. To be held at the Thunderbird Hotel and Convention Center. Contact: Ralph Fuechtman, Chairperson, (763) 574-9465; fuechtalpb@aol.com; <http://www.nfsd.com>.

July 26-30, 2003
American Society for Deaf Children 18th Biennial Convention, "Family Reunion: Nurturing a Lineage of Support," Austin, Tex. To be held at the Texas School for the Deaf. Contact: Texas School for the Deaf's Educational Resource Center on Deafness, (512) 462-5329; (512) 462-5661 (FAX); ercod@tsd.state.tx.us. Contact for workshop/presentation proposals: Diana Poeppelmeyer, (512) 462-5330; diana.poeppelmeyer@tsd.state.tx.us; <http://www.deafchildren.org>.

COMING UP!

The next issue of *Odyssey* will focus on:

Phonics and Deaf Children

Jane K. Fernandes, provost of Gallaudet University, will be the guest editor in an issue that focuses on the role of phonics in the literacy development of deaf and hard of hearing children. Does phonics, a method of teaching children to read by learning the sound and pronunciation of letters and letter groups, have a role in promoting the literacy of deaf children? What about Cued Speech? What about fingerspelling? In the next issue, authors address these questions and more.



Help high school students take charge of making decisions for their own future with this new transition program!

Here's what teachers and students from the pilot test sites said about DecisionMaker:

"I was pleasantly surprised over and over again at how the students responded so positively and enthusiastically to the lessons and the ideas, the classroom activities, the culmination project, the video, and me as their facilitator...Everything is enjoyable about the program because the kids are so responsive and the lessons are well-thought out and easy to follow."

—Teacher Lynda Drake from the Illinois School for the Deaf

"DecisionMaker helped me learn about myself and make a plan for what to do with my whole life in a real world."

"I like talking about my interests, skills, talents, dreams, and hopes. It was fun and interesting. I liked the homework."

—Students from the South Hills High School Deaf and Hard of Hearing Program

"DecisionMaker...gives me the advantage of thinking for myself."

—Student from the Model Secondary School for the Deaf

"Both the students and I enjoyed how this program expanded our thinking skills. We all got a chance to start thinking about things we were never aware of."

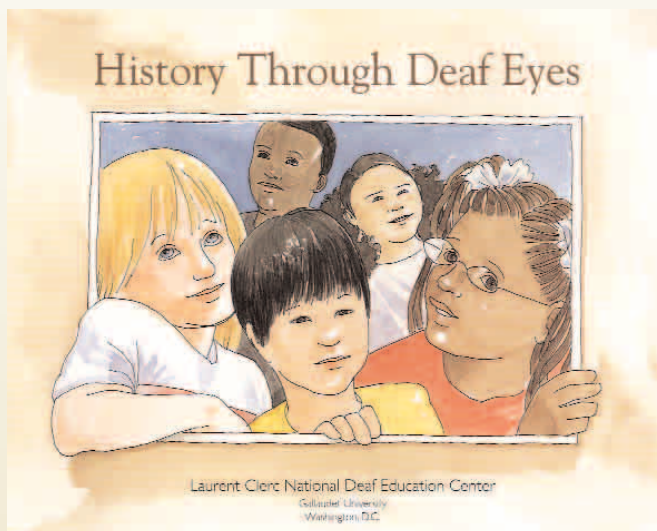
—Teacher Lia Vannerson from South Hills High School

To order, call toll-free: 800-526-9105 (V/TTY).

History Through Deaf Eyes

Explore deaf history in a
fun and accessible format
for students!

Based on the *History Through Deaf Eyes* exhibition, these new materials are exciting classroom materials for middle school students. Ideas are also given for how to modify the materials for use at elementary and high school levels.



THE POSTER SET

—10 posters for only \$14.95!

Handsomely illustrated posters printed on high quality paper feature highlights from the traveling exhibition.

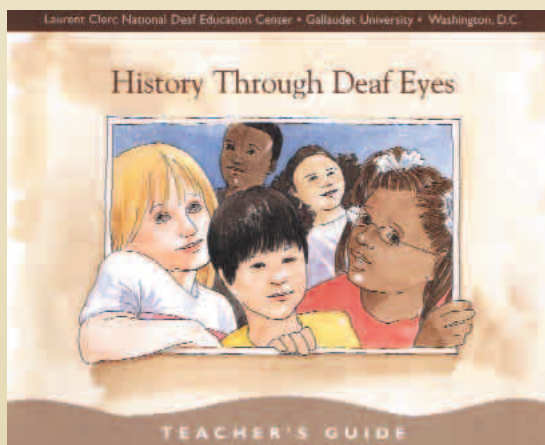


A STORYBOOK—only \$14.95!

During a visit to an imaginary exhibition, statues of deaf people from the past share the highlights of deaf history from ancient times to today!

A TEACHER'S GUIDE—only \$10.95!

Designed to be used in conjunction with a visit to the exhibition, with the storybook, or independently, this guide focuses on deaf culture and offers engaging classroom activities for students and teachers.



COMPLETE SET OF POSTERS, STORYBOOK, AND GUIDE—Only \$29.95!

To order, call toll-free, 800-526-9105 (VITTY). For more information on the exhibition, visit the Clerc Center Web site at: <http://clerccenter.gallaudet.edu>.

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