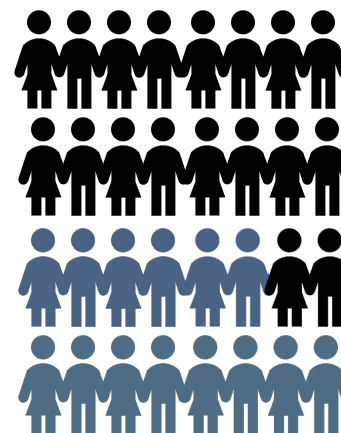




# HOW MANY CHILDREN ARE WE TALKING ABOUT?

*Counting is difficult but it is estimating that **40% to 50%** of students who are deaf or hard of hearing have another impacting disability.*





# SYNDROMES

*There are over **400** multiple anomaly syndromes in which hearing loss is listed as a significant feature.*

# COMMON SYNDROMIC HEARING LOSS

- Waardenburg Syndrome
- Usher Syndrome
- Pendred Syndrome
- Stickler Syndrome
- CHARGE Syndrome
- Branchio-Oto-Renal (BOR) Syndrome
- Treacher-Collins Syndrome
- Neurofibromatosis Type II (NFII)
- Alport Syndrome

# 3 MOST COMMON COMORBID DISORDERS

**SPD** (**S**ensory **P**rocessing **D**isorder)

**ADHD** (**A**ttention **D**eficit  
**H**yperactivity **D**isorder)

**LD** (**L**earning **D**isabilities)





- 
- Profoundly deaf
    - Bilateral CI user
    - Fully mainstreamed 1-12
  - ADHD Combined Type
    - Depression
    - Anxiety
    - Isolation
    - Chronic complaining
    - Difficulty finding the silver lining
    - Feels no one likes her
    - Friends are a high position
    - Loyal (comfort)



Three wooden blocks are arranged in a row on a light-colored surface. The first block on the left is partially obscured by a white circular graphic and shows the letter 'A'. The second block shows the letter 'D'. The third block shows the letter 'H'. The fourth block on the right shows the letter 'D'.

ATTENTION DEFICIT  
HYPERACTIVITY  
DISORDER

ADHD is a very complex  
neurobiochemical  
disorder..

Parents and teachers do  
**NOT** cause ADHD.

# SO... WHAT CAN YOU DO?

- Remember, it's not a matter of deliberate choice on the part of the child.
- Provide external incentives to follow the rules.
- Give extra praise and encouragement, it can be few and far between for these kids.
- Follow a step-by-step approach.
- Let the student earn special privileges.
- Alternate action with requests for attending.
- Consider adding spontaneous exercise into their learning.







## ...AND

- Minimize visual distraction where attention is required.
- Provide good listening environment for children with usable hearing.
- Agree on a small signal to help child remember to remain calm.
- Have child near you for ease of attention getting.
- Enlist parent help.
- Don't sweat the small stuff.
- Capitalize on their sense of humor
- Listen to what they are saying

# DON'T TAKE THE EASY WAY OUT!!!

- Make them get it/say it/do it if they want it
- Make them write daily, weekly, monthly to-do lists
- Give them a planner as soon as they can write, provide picture planner before.
- LOVE THEM!





# CONGENITAL CMV

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Congenital CMV (CMV) is the most common viral infection and the leading cause of non genetic hearing loss that infants are born with in the United States.





- Congenital CMV
- Bilateral profound sensorineural hearing loss
- Bilateral cochlear implants
- G-tube
- NPO
- Optic nerve hypoplasia
- Hyperekplexia
- Deviated septum
- Spastic quadraplegic cerebral palsy
- Brain malformation due to congenital cmv
- GERD
- Microcephaly
- Global developmental delay
- Seizures

- Currently Axel is 5 years old and in Kindergarten. He attends a life skills/Deaf and Hard of Hearing Program
- We did 3 years of Early Intervention where he received PT, OT, Speech, DHT, and aqua therapy
- Attended a total communication Deaf and Hard of Hearing Preschool for two years
- In kindergarten he utilizes an interpreter, AAC device, and oral communication.
- Currently receives PT, OT, Speech both in school and outpatient.





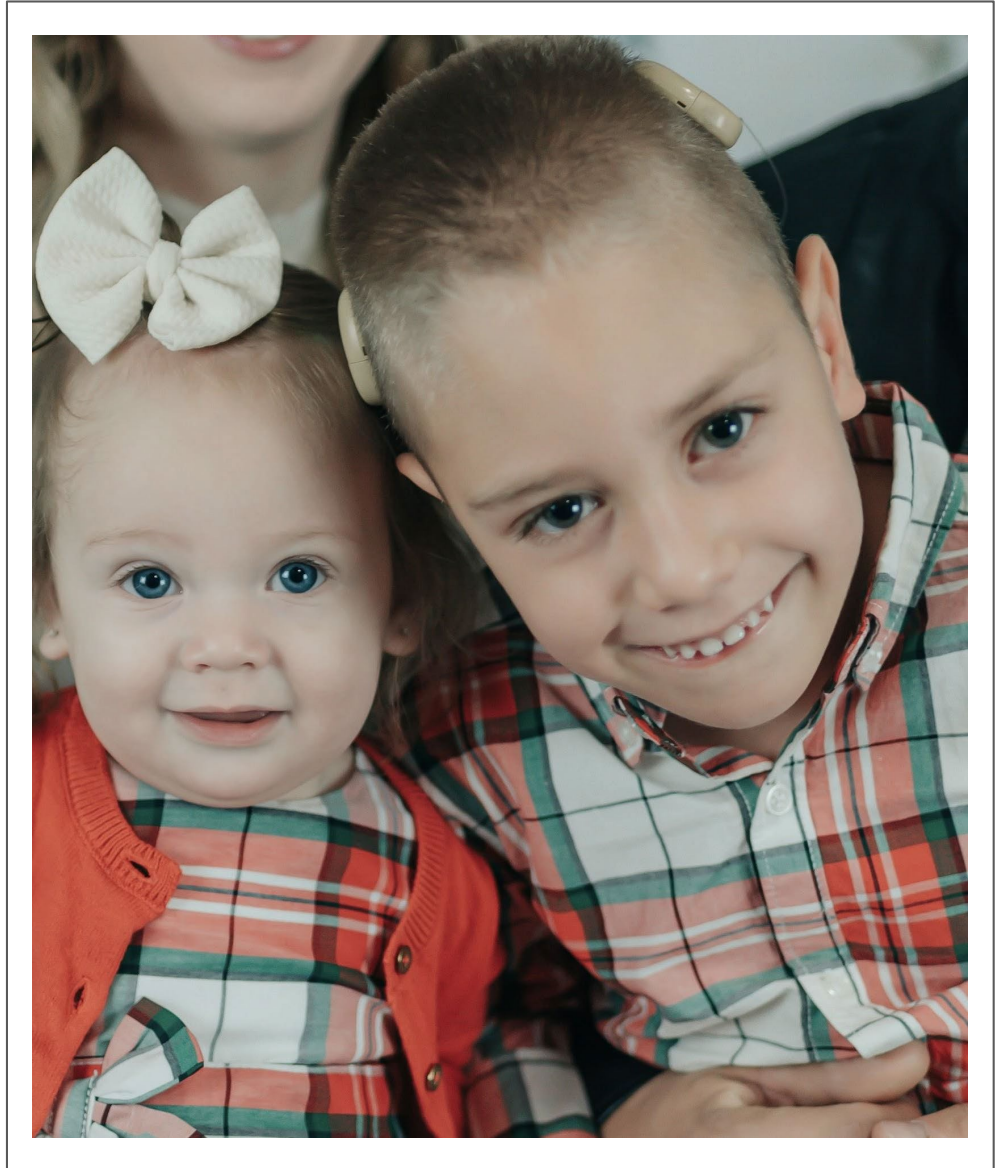


# STRUGGLES

- Severely affected motor skills
- Non-verbal
- Several different professional opinions
- Judgment due to being a young mom
- Cognitive ability and physical ability on different levels
- Extended family language barriers
- Long term vision concerns
- Virtual learning

# WHAT WORKED FOR US

- Using more than one type of communication option simultaneously.
- Accepting change
- Taking one step at a time
- Allow processing time
- Child leads the way
- Consistency
- Picture aides







# HOW CAN YOU HELP?

- Allow processing time
- Accept sign approximations if fine motor skills are impacted
- Gain attention prior to speaking
- Use more than one mode of communication when needed (ie voice paired with photos, signs paired with pictures, etc)

# DIFFERENTIATED INSTRUCTION





# WHAT IT IS

- Lessons designed around the needs of the students
- student focused
- Teaching up
- Flexibility Grouping
- Whole-group, small-group and individual tasks based on students needs





# CHARACTERISTICS OF A SUCCESSFUL PROGRAM:

- A “can do” attitude
- Highly structured
- Specific, clearly stated objectives
- Focus on individual needs
- Step-by-step instruction
- Individualized objectives and instructional procedures



- Consistent routines
- Age-appropriate materials
- Provision for successful experiences
- Repetition to the point of over-learning
- Transfer of in natural environments



# PARENTS ARE KEY!!!

Parents can:

- Maintain consistency in the student's life.
- Help the student maintain self-discipline.
- Help with homework...consistency in learning.
- Encourage good nutrition and a good night's sleep.
- Give positive reinforcement and encouragement.
- Maintain home/school communication.
- Provide outside activities that build self-esteem.
- Provide love and acceptance.

# QUESTIONS?

*We are . . . .*

IL Hands & Voices Guide By Your Side

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