

Transitioning to Mainstream School in the Salt Lake Region

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Introduction

Transitioning to a different school can be a challenge for any child. Children with hearing loss can have a particularly difficult time moving from a specialized school to a mainstream school. School districts in the Salt Lake City region offer an abundance of resources to help children transition from the nurturing environment of the Utah School for the Deaf and Blind (USDB) to the larger classrooms of mainstream schools. This booklet was created to provide resources for parents of children who transfer from USDB to mainstream schools in the Salt Lake City region.

As children transition away from USDB, parents will be their child's advocate. Each child will be in a classroom with many hearing children. He or she will need to learn to be his or her own advocate. This booklet provides resources that can help parents advocate for their child in his or her new environment. Parents will find potential educational accommodations, tips for advocacy, handouts for classroom teachers, and other tools that will help children adjust to the potentially challenging environment of a mainstream school.

How to Use this Booklet

This booklet is a compilation of many resources intended for the use of parents who have a child who is deaf or hard-of-hearing. Not everything in this booklet is intended to be applied to every child. Parents should observe their child and decide what resources to use based on their child's needs. Some of the tools in this booklet are intended for classroom teachers to use. Parents have the choice of which tools to give to their child's classroom teachers.

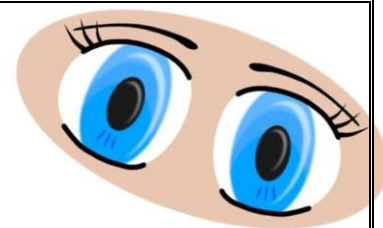
Below is a table of context that will help parents decide which tools to use for their child.

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Visions of Success



A vision is a picture of future success. A vision statement should be simple, attainable, engaging and lead toward a worthwhile goal. Vision statements can change over time as necessary. Parents should write their vision statement regarding their child's education in the space provided. Use another piece of paper if necessary.

Note to Parents:

If possible, have your child and his or her classroom teacher (or other educator) write their vision statements as well. If your child cannot write, talk with them about what they would like to accomplish. If your child cannot express his or herself adequately, place yourself in his or her shoes. What would be a vision statement from their point of view? What would qualify as "successful" for him or her? When you all have written your visions, compare them. Discuss the similarities and differences in a setting that is most appropriate. Actively listen to the vision statements of your child and your child's teacher. Use your combined vision statements as a basis to make plans in your next IEP meeting.

Your Vision of Success

Your Child's Vision of Success

Your Child's Teacher's Vision of Success

Laws and Regulations

Adapted from <http://www.agbell.org/Document.aspx?id=390#leadership>

Educational Law Definitions

It's important to understand the civil and educational rights laws that can ensure access and protect you from discrimination in school or on the job. Below is a brief overview of several major civil and educational rights laws.

The Americans with Disabilities Act (ADA) protects individuals against discrimination in many areas of their lives. The ADA outlines five areas ("titles") in which people with disabilities have legal rights: employment, public services, public accommodations, telecommunications and other miscellaneous provisions.

ADA Title I: Employment Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others.

ADA Title II: State and Local Government Activities Title II covers all activities of state and local governments regardless of the government entity's size or receipt of federal funding. Title II requires that state and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting and town meetings).

The transportation provisions of Title II cover public transportation services, such as city buses and public rail transit (e.g. subways, commuter rails, Amtrak).

ADA Title III: Public Accommodations Title III covers businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors' offices, homeless shelters, transportation depots, zoos, funeral homes, day care centers, and recreation facilities including sports stadiums and fitness clubs. Transportation services provided by private entities are also covered by Title III.

ADA Title IV: Telecommunications Relay Services Title IV addresses telephone and television access for people with hearing and speech disabilities. It requires common carriers (telephone companies) to establish interstate and intrastate telecommunications relay services (TRS) 24 hours a day, 7 days a week.

ADA Title V: Miscellaneous Provisions Title V contains multiple additional laws and acts adopted through the years to further strengthen ADA.

All summaries (except for Title V) are taken from the US Department of Justice website for A Guide to Disability Rights Laws.

To read the text of the Americans with Disabilities Act and to get more information, visit www.ada.gov.

IDEA 101

What is the IDEA? The Individuals with Disabilities Education Act (IDEA) guarantees the right to a free and appropriate public education to infants, children and teens with disabilities (ages birth to 21, or until achieving a high school diploma) in the least restrictive environment appropriate. The law specifies how schools must provide or deny services, and how parents can approach school districts, as well as challenge school district recommendations. IDEA includes three parts: Part A, which outlines general provisions, Part B, which outlines provisions for school-aged children (ages 3 to 21), including the Individualized Education Program (IEP), and Part C, which provides for early intervention services for children ages birth to 3.

The IEP provides for both special education services and accommodations, including in the classroom and on educational tests. The IEP may include provision for:

- Interpreting/captioning.
- Assistive technology (including its purchase and the training of student, family and teachers in its use).
- Classroom accommodations and related services, such as acoustical improvements, preferential seating and modifications to testing (especially standardized testing).

For those 16 and older: The IEP must include a “statement of transition service needs” designed to ensure that the student’s educational program is planned to help the student reach his/her goals for life after secondary school. This concept, transition planning, is supposed to help the student move from grade to grade, and from school to post-school activities.

The group that makes decisions (the IEP Team) must include:

- Parents
- At least one regular education teacher, if applicable
- At least one special education teacher or service provider
- School administrator who is knowledgeable about special education policies
- Professional who can interpret evaluation results and make suggestions on instruction
- Individuals (invited by family or the school) with special knowledge or expertise about the child or teen
- Representatives from any other agencies that may be responsible for paying for or providing transition services
- Any other qualified professionals (e.g., school psychologist, speech-language pathologist, physical therapist, etc.) invited by the district or family

What do you do if you don’t agree with the IEP, or the school isn’t providing the services they’ve promised?

1. Parents never have to sign the IEP.
2. Meet with the IEP team again to try to straighten things out.

3.Go through mediation, in which an impartial third person facilitates discussion and a possible resolution of the issues between the family and the school district.

4.Initiate due process, in which the family and the school district present evidence before an impartial third party (“hearing officer”) who decides the issue.

5.For procedural issues, file a complaint with the state education agency (SEA), in which the family writes directly to the SEA and describes what requirement of IDEA the school district has violated. In most cases, the SEA must resolve your complaint within 60 calendar days.

To learn more about IDEA visit the U.S. Department of Education website at
<https://www2.ed.gov/policy/landing.jhtml?src=image>

Adapted from Alexander Graham Bell Association for the Deaf and Hard of Hearing. Retrieved from
<https://www.agbell.org/Document.aspx?id=390>

Advocacy

The following pages contain tools that parents and teachers can use to assess and/or strengthen their child's self-advocacy. Self-advocacy is critical for children to develop to participate fully in school and in life outside of school. The following tools are included:

The Informal Inventory of Independence and Self-Advocacy Skills for Deaf/Hard-of-Hearing Students - Developed by George Clark and Laura Scheele, this tool provides an excellent list of skills children should obtain to demonstrate responsibility for fulfilling their needs. Parents and teachers can use this tool to periodically evaluate their children's self-advocacy skills. The listed skills can also be used as goals for children to develop greater self-advocacy and independence. Retrieved from <http://www.handsandvoices.org/resources/docs.htm>.

IDA Institute's Transition Management Tool - The IDA Institute recently developed transition management tools to help children with hearing loss and their families navigate potentially challenging transitions, like moving from one school to another. They have developed videos and simple suggestions to help children of all ages. Below are practical suggestions from the IDA Institute, divided into age groups, for how to develop self-advocacy. See their videos and other materials at http://idainstitute.com/toolbox/transitions_management/.

Potential Advocacy Situations – The Alexander Graham Bell Association for the Deaf and Hard of Hearing (AGBell) has written multiple scenarios that may or may not be in violation of a child's IEP. Reviewing these situations with a deaf or hard-of-hearing child will help him or her learn how to apply their rights and develop greater self-advocacy. Received from <http://www.agbell.org/advocate/self-advocacy-resources/potential-self-advocacy-situations.aspx>.

Useful Leadership Qualities - AGBell has created a list of leadership qualities that will be useful for parents and students when talking with school administrators, teachers, etc. about needed adjustments to the student's educational setting. Retrieved from <http://www.agbell.org/Document.aspx?id=390#leadership>.

INFORMAL INVENTORY OF INDEPENDENCE AND SELF-ADVOCACY SKILLS FOR DEAF/HARD OF HEARING STUDENTS (©2005)

Developed by: George Clark, MS.Ed, CI, NAD-IV & Laura Scheele, MS Ed, NIC-Advanced
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Inventory reformatted by: Karen Anderson, PhD, 2010. The authors grant permission for use in K-12 educational settings.

This inventory is intended to aid collaboration among students, parents, and educational team members in order to determine educational services and appropriate goals for the student's Individual Education Plan. It is very important to include the student's input and to recognize that even very young children should be building skills related to independence and self-advocacy. Discussion should include what would be considered appropriate for the child's age, cognitive abilities, and mode of communication when determining the items that may or may not be applicable. Place an X to show (1) having lack of skill/dependence to (5) having mastery of skill/independence.

STUDENT _____ GR _____ DATE _____ COMPLETED BY _____

Student Independence							
1. Takes responsibility for own amplification needs (uses consistently; indicates when it is not working; charges equipment or changes batteries independently).	NA	1	2	3	4	5	
2. Takes responsibility for completing daily assignments and projects.	NA	1	2	3	4	5	
3. Keeps track of assignments and materials and completes assignments on time.	NA	1	2	3	4	5	
4. Follows schedule and manages time independently.	NA	1	2	3	4	5	
5. Attempts to follow directions without assistance.	NA	1	2	3	4	5	
Services and Accommodations							
1. Understands technology (cochlear implants, hearing aids, FM) and can explain its benefit.	NA	1	2	3	4	5	
2. Expresses personal opinions concerning current educational program / services.	NA	1	2	3	4	5	
3. Notifies the appropriate person to request additional explanation or tutoring.	NA	1	2	3	4	5	
4. Assists with training staff in relation to communication access and needed support services.	NA	1	2	3	4	5	
5. Advocates for communication accessibility and accommodations. (i.e. captioning, preferential seating, lighting, note-taker, FM use)	NA	1	2	3	4	5	
6. Explain his/her needs to a new teacher, interpreter or staff member.	NA	1	2	3	4	5	
7. Explain type and degree of hearing loss and implication to the educational setting.	NA	1	2	3	4	5	
8. Attends and participates in IEP meetings and transition planning.	NA	1	2	3	4	5	
Independence: Peer Interaction							
1. Participates in class discussions, making comments relevant to topic.	NA	1	2	3	4	5	
2. Takes a role in cooperative learning activities and self-advocates for communication needs.	NA	1	2	3	4	5	
3. Uses communication strategies to interact with peers (requests interpreter, writes notes, gestures)	NA	1	2	3	4	5	
Independence: Community							
1. Makes telephone calls using technology (amplification, CapTel, Videophone), following expected procedures and etiquette.	NA	1	2	3	4	5	
2. Accesses community services for the deaf and knows how to request specific services (i.e., interpreter, CART).	NA	1	2	3	4	5	
3. Aware of community events for the deaf and hard of hearing.	NA	1	2	3	4	5	
4. Knows rights related to communication access (IDEA, ADA, etc).	NA	1	2	3	4	5	
5. Uses assistive technology in non-school settings (flashing/vibrating alarms, captioned media).	NA	1	2	3	4	5	
6. Independently communicates in community. (orders in restaurants, makes purchases).	NA	1	2	3	4	5	
7. Aware of deaf culture/community and self-identification options (D/deaf, hard of hearing).	NA	1	2	3	4	5	
TOTAL POINTS EARNED							
There are a total of 23 items. Subtract the number of NA responses from 23 then average the student's responses. Compare to the continuum below to monitor growth over time.							Average response
0-1.5 Lacks independence and self advocacy skills	1.5-3.0 Some independence and self advocacy skills	3.0-4.0 Growing advocacy and independence	4.0-5.0 Substantial advocacy and independence				

INFORMAL INVENTORY OF INDEPENDENCE AND SELF-ADVOCACY SKILLS FOR DEAF/HARD OF HEARING STUDENTS (©2005)

Developed by: George Clark, MS.Ed, CI, NAD-IV & Laura Scheele, MS Ed, NIC-Advanced
The authors grant permission for use in K-12 educational settings.

For Students who use an Interpreter						
1. Recognizes the need for interpreting services and respects their role as professionals.	NA	1	2	3	4	5
2. Explains the role of the interpreter versus the role of the teacher.	NA	1	2	3	4	5
2. Attends to the interpreter according to age expectations and student needs.	NA	1	2	3	4	5
3. Asks interpreter for clarification when interpretation is unclear and notifies interpreter of unclear signs/concepts.	NA	1	2	3	4	5
4. Uses interpreter effectively during testing situations.	NA	1	2	3	4	5
5. Gives appropriate feedback during interpretation to indicate comprehension of interpreted message.	NA	1	2	3	4	5
6. Articulates specific needs regarding interpretation (transliterating versus interpreting).	NA	1	2	3	4	5
7. Requests interpreting services, as needed, for printed English materials.	NA	1	2	3	4	5
8. Works with interpreter to prepare for presentations.	NA	1	2	3	4	5
9. Limits personal conversations with interpreter during instruction times.	NA	1	2	3	4	5
10. Generally understands RID/NAD Code of Professional Conduct in relation to educational and community interpreting.	NA	1	2	3	4	5
11. Knows grievance procedures for solving problems/conflicts with interpreter.	NA	1	2	3	4	5
12. Requests interpreting services for extra-curricular activities.	NA	1	2	3	4	5
TOTAL POINTS EARNED FOR INTERPRETER USE						
There are a total of 12 items. Subtract the number of NA responses from 12 then average the student's responses. Compare to the continuum below to monitor growth over time.		Average response				
0-1.5 Lacks independence and self advocacy skills	1.5-3.0 Some independence and self advocacy skills	3.0-4.0 Growing advocacy and independence	4.5-5.0 Substantial advocacy and independence			

Based on the findings of the inventory, the identified skill and knowledge deficits need to be addressed collaboratively. List the action steps that the following people will make to ensure progress on goals.

Student:

Classroom teacher(s):

Teacher of the Deaf/Hard of Hearing:

Interpreter(s):

Other special education or related services providers:

Family Member(s):

Other comments:

IDA Institute's Transition Management Tool

TRANSITIONS MANAGEMENT

FOR PARENTS

PRACTICAL SUGGESTIONS FOR HOW TO LEARN AND GROW: AGE 3-6

Many families have indicated a desire to help their children develop the ability to steer their own lives in directions that are meaningful and satisfying to them. As with all growth, reaching this goal involves continuously building and refining their skills in areas which will help them become independent and feel in charge of their own lives.

These skills develop over time as your child interacts with others and participates in social and educational activities, but you can also help your child develop the skills through practice. Below are some of the key skills your child should develop over time to learn to cope effectively.

Key skills:

- **Make choices:** Being able to choose a preference when two or more options are available.
- **Make decisions:** Being able to consider possible solutions and select the one that best meets your own needs while also considering how it affects others.
- **Solve problems:** Being able to find solutions for challenging situations.
- **Set and attain goals:** Deciding on a goal and developing a plan to reach it.
- **Advocate for themselves:** Knowing and standing up for one's rights and communicating assertively.
- **Manage and assess own behavior:** Being able to evaluate your own actions and drive your own learning.
- **Recognize own strengths, limitations and abilities:** Identifying your own preferences, interests and abilities and using this to experience success.

In this section, we list some activities you can do with your child to begin practicing these skills. When you have done them, you can make up other exercises yourself to help your child develop the skills.

TRANSITIONS MANAGEMENT FOR CHILDREN

Here are some fun activities you can try out with your family at home or with your friends at school. They can teach you about things like how to choose the things you like or what to do when you have a problem. If you do the activities with an adult, you can ask them to help you write down your thoughts.

Choose what you like:

Choose who you want to sit next to at dinner tonight.

Choose what you will do first tomorrow – get dressed or have breakfast.

Ask yourself: Do I like my choice?

Make a decision:

- Decide who you will ask to play with tomorrow at school.
- Decide if you will eat more fruit or more candy next weekend.
- Ask yourself: Was that a good decision?

Solve a problem:

- Next time your friend is crying, think of a way to help them.
- Think of a problem you had or saw in the playground and make a drawing that shows an answer.
- Ask yourself: Did my answer work?

Make a plan:

Think of something you would really like to do.

Make a plan for how you can do it.

Ask yourself: What does it take for my plan to work?

Speak up for yourself:

- Think of a time when you or a friend were being teased.
- What did you or your friend do to stop it?
- Ask yourself: What else could I, or my friend, have done?

How are you behaving?

- Think about last time you made someone really happy.
- What was it you did to make them feel that way?
- Ask yourself: What can I do to make people happy more of the time?

What are you good at?

- Make a list of things you are good at.
- When do you feel that you are good at these things?
- Ask yourself: What other things would I like to be good at?

TRANSITIONS
MANAGEMENT

FOR PARENTS

PRACTICAL SUGGESTIONS FOR HOW TO LEARN
AND GROW: AGE 6-9

Our aim for every child is to help them develop the ability to steer their own life in a direction that is meaningful and satisfying to them. This involves continuously building and refining skills that will help them become independent and feel in charge of their own lives.

These skills develop over time as your child interacts with others and participates in social and educational activities, but you can also help your child develop the skills through practice. Below are some of the key skills your child should develop to become increasingly independent:

Key skills:

- **Make choices:** Being able to choose a preference when two or more options are available.
- **Make decisions:** Being able to consider possible solutions and select the one that best meets your own needs while also considering how it affects others.
- **Solve problems:** Being able to find solutions for challenging situations.
- **Set and reach goals:** Deciding on a goal and developing a plan to reach it.
- **Advocate for themselves:** Knowing and standing up for one's rights and communicating assertively.
- **Manage and assess own behavior:** Being able to evaluate your own actions and drive your own learning.
- **Recognize own strengths, limitations and abilities:** Identifying your own preferences, interests and abilities and using this to experience success.

In this section, we list some activities you can do with your child to begin practicing these skills. When you have done them, you can make up other exercises yourself to help your child develop the skills.

TRANSITIONS MANAGEMENT FOR CHILDREN

Here are some fun activities you can try out with your family at home or with your friends at school. These activities can teach you about things like how to choose to do what you like most or what to do when you have a problem. If you do the activities with an adult, you can ask them to help you write down your thoughts.

Choose what you like:

Choose the clothes you will wear to school tomorrow.

Choose a piece of fruit that you would like to eat after school.

Ask yourself: Do I like my choice?

Make a decision:

- Decide who you will ask to play with tomorrow at school.
- Decide when you will work on your homework for school.
- Ask yourself:
 - Why did I make that decision?
 - Was it a good decision?
 - Why was it good/not so good?

Solve a problem:

- Think of a problem you sometimes have at school. What could you do to solve it?
 - Think of a problem you have experienced with your friends. Did you solve it? What did you do to solve it?
- Ask yourself:
- Why did I choose the answer I did?
 - Did my answer work?

Make a plan:

- Think of something you really like to do.
- Then make a plan for how you can do it.
- Ask yourself:
 - What does it take for my plan to work?
 - Who else can help me?
 - How will I know if my plan was good?

Speak up for yourself:

- Think of a time when you didn't understand what a friend was saying.
- What did you do?
- Ask yourself:
 - Did I ask my friend to speak up in a good way?
 - What did my friend say?
 - Will I handle it the same way next time?

TRANSITIONS
MANAGEMENT
FOR CHILDREN

Being with others:

The last time you got upset about something, what did you do?

The next time, write down, or draw, what upset you.

Ask yourself:

What can I do to feel better?

Who can help me?

What happened when I asked for help?

What are you good at?

- Make a list of things you are good at.
- When do you feel that you are good at these things?
- Ask yourself:
 - Why am I good at these things?
 - What other things would I like to become good at?

PRACTICAL SUGGESTIONS FOR HOW TO LEARN AND GROW: AGE 9-12

Every day in school and when you play with your friends, you learn something about yourself. You learn about what you like and dislike and what happens when you make decisions. You also learn to speak up for yourself and explain who you are to others. And you discover what you are particularly good at, and what new skills you would like to learn.

Key skills:

- **Make choices:** How to choose the option you like best when you have more than one choice.

Make decisions: When you make a decision, how does it help you do what you want to do, and how does it affect others?

- **Solve problems:** When you have a problem, do you know how to solve it?
- **Set goals:** Decide on something you really want to do and plan how you will do it.

Speak up for yourself: When you need help, explain what you need to those who can help you.

Understand your own actions: How do your actions affect yourself and others and how can you change your behavior?

Know what you are good at: Discover your interests and special talents.

Below are some things you can do to practice these skills. When you have done them, you can make up other exercises yourself to keep developing the skills further.

Choose what you like:

Choose a small dish you will prepare for your family on the weekend.

Choose a different way home from school tomorrow.

Ask yourself: Was it a good choice?

Make a decision:

- Decide how you will respond if some one asks you about your hearing device.
- Decide when you will work on your next assignment for school.
- Ask yourself:
 - Why did I make that decision?
 - Was it a good decision?
 - Why was it good/less good?

TRANSITIONS MANAGEMENT

Solve a problem:

Think of a problem you experience sometimes and that is related to your hearing loss. What can you do to solve it?

Think of a problem you experience with others at school from time to time. What can you do to solve it?

Ask yourself:

Why did I choose the solution I did?

Did my solution work?

Make a plan:

- Think of something you really like to do.
- Then make a plan for how you can do it.
- Ask yourself:
 - What does it take for my plan to work?
 - Who else can help me?
 - How will I know if my plan was good?

Speak up for yourself:

- Plan what you will do next time you cannot hear well in a situation.
Think about who can help you and how you will ask them for help.
- Ask yourself:
 - Did I ask for the right kind of help?
 - Did I ask the best person for help?
 - What else could I do?

Be a good friend:

- Think of a good friend of yours: Why is he or she your good friend?
- List 2-3 things that you admire about them.
- Ask yourself:
 - Why do admire them?
 - Do you share some of the same traits?

What are you good at?

- Write down or create a poster with pictures of things you are good at.
- How do you know you are good at these things?
- Ask yourself:
 - Why am I good at these things?
 - What other things would I like to become good at?

PRACTICAL SUGGESTIONS FOR HOW TO LEARN AND GROW: AGE 13-18

Every day in school, when you spend time with your friends, or when you pursue personal interests such as hobbies or sports, you learn something about yourself. You learn about what you like and dislike and what happens when you make decisions. You also learn to speak up for yourself, including how to explain to others how they can help you hear better. And you discover what you are particularly good at, and what new skills you would like to learn. When you know and understand yourself, it is easier to:

Key skills:

- **Make choices:** Know what you prefer when more than one option is available.
- **Make decisions:** Consider your possibilities and select the one that best suits your needs.
- **Solve problems:** Find solutions for challenging situations.

Set goals: Decide on a goal and how you will achieve it.

Speak up for yourself: Know and stand up for your rights.

Monitor and evaluate your own behavior: Be in charge of your own learning and development.

Understand your own strengths and limitations: What are your preferences, interests and abilities?

Below are some things you can do to practice these skills. When you have done them, you can make up other exercises yourself to keep developing the skills further.

Make good choices:

Choose somebody you would like to do your next school assignment with and ask them to join you.

Choose where to sit in the classroom. Find out where you hear best in each classroom. Some classes may be different than others depending on how they are taught.

Choose who to tell about your hearing loss. Find out who you feel comfortable talking with about your hearing.

- **Choose how to instruct your teacher on how to use the FM system.** You may want to email your teachers, talk to each teacher privately, arrange a meeting to show all your teachers at one time or have your itinerant teacher of the deaf and hard of hearing help you to show your teachers how to use the system.
- **Think about a choice you have recently made and write down why you made that choice.**
- **Ask yourself:**
 - Were they good choices? If not, why? What would you do differently next time?
 - How did my choice affect me?
 - How did my choice affect others?

TRANSITIONS MANAGEMENT

Make good decisions:

Decide how you will respond if someone asks you about your hearing device. We have options when we respond to others (openness, annoyance, embarrassment, courtesy). Discuss several "response options" with someone, and the possible outcomes of each one. For example, "If I respond with a negative attitude, how will the other person feel/think/act?"

If you are having difficulty following the topic in the classroom, decide what would be the best way to get help in the moment. You might want to ask the teacher directly, ask a classmate close by directly, write your question down to talk with the teacher or a classmate later, etc. Depending on the activity, one option may work better than another at the time.

Decide which future careers you are interested in and explore what they entail. Talk to others who enjoy their career and ask them how they knew their choice was a good fit.

Ask yourself:

- Why do some careers interest me more than others?
- What should I do if many careers seem interesting?
- What steps do I need to take now to be prepared for a preferred career?

Solve problems:

- Think of a problem you have had, for example: If someone teased you at school about your hearing loss, if you were feeling lonely, if you weren't hearing the coach's instructions to the team. How did you solve it? What did you do to change the situation?
- Visit a place you will soon be at, e.g. a new school, theatre or sports facility, and think about possible communication difficulties. How will you address them? Who might provide additional support if needed?
- Ask yourself:
 - Why did I choose the solution I did?
 - Did I need others to help me?
 - Did my solution work?

Set goals and meet them:

- Set a goal for yourself – something you really want to learn or do. Now write down one or two activities that you can engage in, or people you can meet with, to bring you closer to your goal.
- Write down goals you would like to include in regular planning meetings with your teachers. What can help you achieve these goals?
- Ask yourself:
 - Are my goals realistic?
 - Who else can help me?
 - How will I know when I have achieved my goal(s)?

TRANSITIONS MANAGEMENT

Speak up for yourself:

Prepare for and participate in your next planning meeting with your teachers to set goals for the next year and make sure that your wishes and concerns are addressed. Practice beforehand with a parent or teacher.

Involve yourself in extracurricular clubs, organizations and projects inside and outside school and practice explaining your communication challenges and needs to others.

Ask yourself:

What is it like to join new social activities? Would I describe myself as an extrovert, someone who is outgoing, or an introvert, someone less outgoing? Am I shy or outgoing?

How will I do it next time?

Who can I ask for support and advice when needed?

Monitor and evaluate your own behavior:

- Think of a new skill you want or need to learn. Create a small sheet with the following information and use it to monitor your progress:

Skill to be learned:

Steps I will take to learn the skill:

What will happen when I have learned the skill:

When I will begin to learn the new skill:

How will I know when I have learned the skill?

Who might support me in the development of that skill?

Why is the skill important to me?

- Think of new methods for hearing better in situations that are important to you. Think of new ways to express your hearing needs to others. Think of new ways to communicate how you feel to your friends. Use the above sheet to monitor your progress.
- Ask yourself:
 - Am I making the progress that I want?
 - What else can I do to improve my progress?
 - Who can help me?

Understand your own strengths and limitations:

- Create two lists for yourself - one with the things you do well and one with the things you need help with. Now share it with a good friend. Ask them if they agree. Do they have any suggestions to add to your list?
- Create a "Hearing Journal" for yourself in which you describe the milestones or important events of your hearing journey to date. What skills did you use to overcome obstacles on the way?
- Ask yourself:
 - What can I do to learn these things?
 - Where could I look (people, others' stories, information) to help me to enhance my limitations?
 - What other things do I want to become good at?

Advocacy Situations

You're told that you do not qualify for extra time during the SAT/ACT/GRE. If this accommodation is in your IEP, denying you extra time to complete the test may be a violation of ADA.

You're told your high school can't afford a Cued Speech interpreter so you cannot have this form of accommodation. This may be a violation of IDEA. Cost is not sufficient reason to deny services.

Your high school has asked you to learn sign language because they can't find an oral interpreter. This is a violation of IDEA. School districts must respect a student's preferred mode of communication.

You're told that you cannot attend your IEP meeting your senior year of high school. This is a violation of IDEA, unless the school district can identify a valid reason why it would be inappropriate for you to attend the meeting.

A note taker's support is in your IEP. Your note taker is not taking notes. You've told your teacher and he's said to give her another chance. Nothing has changed. You tell your teacher again. Nothing happens. If note taker support is in your IEP, the failure to implement the IEP is a violation of IDEA.

Your substitute doesn't want to wear a microphone for your FM system. If an FM system is in your IEP, the failure to implement the IEP is a violation of the IDEA.

You're told your college can't afford an FM system so you cannot request this technology. Unless the cost of an accommodation is exorbitant when compared to the entire college budget, this is a violation of ADA.

You're told that you cannot waive a foreign language requirement in your first year of college/university. This is legal, although many schools make it optional for students with hearing loss. The ADA can require reasonable accommodation, but cannot require modification of a fundamental part of a program.

Your neighborhood movie theatre doesn't have any ALDs. The manager has never heard of the ADA. This is a violation of ADA.

You are in a job interview for an awesome summer internship when, shortly after the interviewer asks about your hearing aids, the interview is abruptly concluded. When you call to see why you didn't get the job, you're told that the job requires a lot of telephone contact and that you wouldn't be a good fit. This is a violation of ADA unless the company can show that accommodation would cause undue hardship or fundamentally alter the nature of the position.

When you go to test drive a car, the salesman asks if deaf people can drive. Not a violation of ADA, simply a violation of your dignity. This would be a violation if the salesman's prejudice negatively impacted your ability to secure a loan, etc.

Useful Leadership Qualities

Learn to be strong but not rude. It is an extra step you must take to become a powerful, capable leader with a wide range of reach. Some people mistake rudeness for strength.

Learn to be kind but not weak. We must not mistake kindness for weakness. Kindness isn't weak. Kindness is a certain type of strength. We must be kind enough to tell somebody the truth. We must be kind enough and considerate enough to lay it on the line.

Learn to be bold but not a bully. It takes boldness to win the day. To build your influence, you've got to walk in front of your group. You've got to be willing to take the first arrow, tackle the first problem or discover the first sign of trouble.

You've got to learn to be humble, but not timid. You can't get to the high life by being timid. Some people mistake timidity for humility.

Be proud but not arrogant. It takes pride to win the day. It takes pride to build your ambition, but arrogance never has to be part of that equation.

Develop humor without folly. That's important for a leader. In leadership, we learn that it's okay to be witty, but not silly. It's okay to be fun, but not foolish.

Deal in realities. Deal in truth. Save yourself the agony. Just accept life like it is. Life is unique. The fundamental skills of leadership can be adapted to work well for just about everyone: at school, work, in the community and at home.

Adapted from Alexander Graham Bell Association for the Deaf and Hard of Hearing. Retrieved from <https://www.agbell.org/Document.aspx?id=390>

Who to Contact with Questions or Concerns

On occasion, parents may have concerns regarding their child's hearing and/or education. Below are guidelines for who to contact with concerns. Start with #1 first and move down the list as necessary. Resist involving people who do not need to be involved. Do NOT use Facebook, Twitter, and other social media to express your concerns. Social media will only exaggerate problems.

1. If your concerns are specifically related to hearing loss (amplification, speech, language or educational goals, etc) contact the Hearing Resource Teacher and your classroom teacher.
2. If the issue cannot be resolved with the teachers, contact the principal next.
3. If there is no resolution at the school level, contact the Special Education Coordinator (sometimes called the District Principal or Assistant Superintendent)
4. The next person to contact is the Superintendent of the school district
5. If you are still not satisfied, you could make an appeal to the School Board (an elected body) or ask to make a presentation at a Board Meeting
7. Remember to make and keep copies of all communications.

*Most concerns can be resolved through ongoing communication so it is important to establish a relationship with the teachers who have the most contact with your child – the classroom and hearing resource teachers. It is better to approach concerns with a positive attitude that encourages co-operation rather than one which creates adversaries: “How can we resolve this problem?” works better than “You are doing this wrong”. In essence, all the people who work with your child, parents included, should work together as a team. This is the most effective way to support your child's learning!

Adapted from BC Family Hearing Resource Society “Kindergarten Transition Packet” Retrieved from:
<http://www.bcfamilyhearing.com/my-child-has-a-hearing-loss/advocating1/transitions/kindergarten-transition-package>

Financial Resources

Occasionally, children lose funding for hearing aids/cochlear implants because family income levels change, or they age out of previously used programs. USDB provides loaner hearing aids for children who do not have their own; however, those aids should only be used while the child is enrolled at USDB. Mainstream schools don't have loaner hearing aids. Below are financial resources for purchasing hearing aids/cochlear implants if families are struggling to finance hearing aids or cochlear implants for their child. Many of these resources have application processes that must be completed several weeks prior to services. Whenever possible, families should finance their child's hearing devices.

Audient – Helps low income people nationwide have access to hearing aids and related care.

Phone: 1-866-956-5400 x2 and ask for AUDIENT

<http://www.audientalliance.org/>

Better Hearing Institute – Provides a list of financial aid sources

<http://www.betterhearing.org/hearingpedia/hearing-loss-resources/financial-assistance>

Children's Hearing Aid Program (CHAP) – Program through the Utah Department of Health for children less than 6 years old who do not qualify for Medicaid and have a sufficient financial need. Applications should be given to the child's audiologist, and the audiologist will submit it to the Utah Department of Health.

Phone: (801) 584-8215

Email: chap@utah.gov

<http://health.utah.gov/cshcn/programs/chap.html>

Foundation for Sight and Sound – Provides high quality hearing aids to low-income men, women, and children

Phone: 888-580-8886

https://www.foundationforsightandsound.org/help_america_hear.php

The Gift of Hearing Foundation – Offer financial assistance for cochlear implant users only. Ask you surgeon's office or audiologist to contact The Gift of Hearing Foundation directly to apply.

Phone: 617.661.HEAR

Email: info@giftofhearingfoundation.org

The HIKE Fund, Inc. – Provides financial assistance for hearing aids for children with a financial need.

Applicants must fill out application online and mail it to The HIKE Fund.

Phone: (712)-325-0812

Email: cbclaud@aol.com

<https://thehikefund.org/>

List adapted from Hearing Loss Association of America. Retrieved from: <http://hearingloss.org/content/financial-assistance-programs-foundations>

Handouts for teachers

Quick Cards to Give to Teachers

We've found many of the daily obstacles in the classroom stem from a lack of clear understanding about how to best interact with children with hearing loss. Many teachers in the mainstream setting may not have had a child with hearing loss in their classroom, and while their intentions are always in the best interest of the children, they may benefit from some background information.

AG Bell has developed some templates that outline key information that provides teachers with a better understanding of a child's hearing loss, and some easy ways to avoid some traditional obstacles. We have also found this is a great way to open dialog between the teacher and the student.

In the example templates below, variable information to be personalized has been italicized or left blank. Additional space has been left for additional information, and any items should be changed to meet your child's needs.

These templates are geared toward elementary school-aged children, and are intended to be written from the parents about their child.

Adapted from Alexander Graham Bell Association for the Deaf and Hard of Hearing. Original text and templates available at:
https://www.agbell.org/Quick_Cards_to_Give_to_Teachers/

Example Template

Insert photo of
your child

Jane Smith

2nd Grade, Washington Elementary School

Parents: Tim & Sarah Smith

Parent's Contact: T-S_Smith@gmail.com

555.555.5555

As you may know, our daughter Jane has an Individualized Education Program (IEP) due to her hearing loss. If you have not received a copy of Jane's IEP, please see (insert school administrators name here) for a copy, and discuss with (administrator) how to best ensure the agreed upon goals are met. While the IEP outlines Jane's formal educational goals, we wanted to share suggestions that will help us succeed together from day one. Please keep in mind that (hearing aids/cochlear implants) do not "fix" hearing, like glasses fix poor vision. Jane's (hearing aids/cochlear implants) help enhance her hearing, but additional assistance is still needed. We've listed some strategies below that help Jane to better understand conversations and classroom lessons. We are looking forward to a successful year working with you.

Thank you,
Tim and Sarah Smith

It helps Jane when:

- ☐ Classroom directions are repeated. It's easy for Jane to miss things that are said quickly and it is important that she not fall behind or appear to be misbehaving by not following directions.
- ☐ People speak clearly and she's able to see their faces. Please try not to cover your mouth with paper or books, or talk with your back towards the class.
- ☐ She doesn't stand out amongst her classmates. If you are concerned she missed something you have said, please check with her in a subtle way. For example, she could signal you by waving a pencil.
- ☐ She is able to sit close to the point of instruction whenever possible, whether it is you, videos or other activities.
- ☐ The whole class understands that it's important to speak clearly and one at a time. Directions and assignments are available in writing.
- ☐ She is able to share or compare notes with a classmate or you, as appropriate.
- ☐ Insert additional items as needed

Technology Tips

- ☐ Jane's (hearing aids/cochlear implants) help her hear much better, but she doesn't always understand what she hears especially if the room is noisy or if people talk too fast and on top of each other.
- ☐ We are happy to talk with you about Jane's (hearing aids/FM System/cochlear implants). We will feel better knowing that you understand how her hearing technology works.
- ☐ Please remember to turn on captions for all videos. Jane may be happy to help access the captions—she does it all the time at home.
- ☐ Every now and then, Jane may need to leave the class to get new batteries for her (hearing aids/cochlear implants.) She will do her best to be back in her seat quickly, but she can't hear without working batteries so this is not something that can wait until recess or lunch.
- ☐ Insert additional items as needed

This template is a quick reference card, and is geared towards substitute teachers. This is a quick list of information to alert the substitute that your child has a hearing loss, and hopefully avoid any potential confusion or misunderstandings.

IEP Quick Reference Card

Student Name _____

Hello! I have an Individualized Education Program (IEP) due to my hearing loss. Here are a couple of things that may be helpful:

- ☐ Seating in the front of class is very helpful for me.
- ☐ If we watch any videos, it is important that captions be turned on.
- ☐ Don't be upset if I ask you to repeat something—I want to ensure I heard you correctly.
- ☐ It is important that people speak clearly and I'm able to see their faces. Please try not to cover your mouth when speaking, or talk with your back towards the class.
- ☐ If you have any questions, the school audiologist is available to discuss anything with you.

School Audiologist: _____

Audiologist Contact Information: _____

Troubleshooting Guide for Hearing Aids for Teachers

1. Examine the aid for damage

Visually inspect the outside of the hearing aid for cracked casing, missing microphone covers, cracked or very stiff tubing, or a cracked earmold. Open the battery door and look for corrosion inside the hearing aid. If you find any of these signs of damage, or if any part of the hearing aid comes off or is missing, notify the child's parent and/or the school audiologist.

2. Check the battery



Use a battery tester to see if the battery is fully charged. Most battery testers indicate a full charge with a display of solid black bars when the battery is pressed into the metal contacts on the battery tester. The child's parents should have received a battery tester with they purchased the hearing aids. If they do not have a battery tester they can leave in the classroom, contact your school audiologist.

3. Use a stethoscope to listen to the aids

A hearing aid stethoscope is a plastic tube with a small cup at one end and (an) earpiece(s) on the other end. Place the earpiece in your own ear(s) and place the earmold or the small dome in the small cup. With the hearing aid on (closed battery door), hold the hearing aid 4-6 inches from your mouth and talk into it. You should hear your own speech clearly and somewhat louder. Your speech should not sound distorted or muffled. Over the course of several days, you will get used to how the hearing aid should sound before class starts. If it ever sounds different than you expect it to, contact the child's parents and/or school audiologist.



4. Test HAT and/or remote microphones



Hearing Assistive Technology (HAT) is any device that pairs with a child's hearing aids. The microphone you may wear is part of the HAT system. Check the HAT by turning on the microphone, connect any needed intermediary device to the child's hearing aid (streamer, hearing aid boot, etc.), and speak into the hearing aid while listening to it with the stethoscope. You should hear your voice clearly. If you don't hear your voice at all, there may be something wrong with the HAT system.

5. Check for feedback

Feedback is that awful whistling you probably hear from older hearing aids 10 years ago. Today's hearing aids should not whistle when they are properly inserted in the child's ears. To check for feedback, have the child put the aids in his or her ears. If you hear feedback when they are putting the aids in their ears, that is OK. Once the child has the aids in his or her ears, cup your hands around the child's ears and hold them there for 1-2 seconds. You should not hear any constant whistling when your hands are close to the child's ears. If you do hear feedback, check the fit of the earmolds. There should be no gaps between the earmold and the child's ear. Adjust the earmold as needed by gently pulling back on the child's ear and pressing on the earmold. If the feedback is present and the hearing aids look like they fit, contact the child's parents and/or the school audiologist.

Adapted from the Texas School for the Deaf and the Visually Impaired website. See <http://www.tsbvi.edu/deafblindness/203-resources/2996-checking-hearing-aids>

Cochlear Implants

What is a Cochlear Implant (CI)?

“A cochlear implant is a small, complex electronic device that can help to provide a sense of sound to a person who is profoundly deaf or severely hard-of-hearing. The implant consists of an external portion that sits behind the ear and a second portion that is surgically placed under the skin”

Retrieved from: <https://www.nidcd.nih.gov/health/cochlear-implants>

Troubleshooting Guide for Cochlear Implants for Teachers

Cochlear implants come in many different styles, but here are a few general guidelines to troubleshoot cochlear implants for the child(ren) in your classroom.

First, to confirm that the CI is working, perform a daily listening check at the beginning of the day. Have the child stand a few feet in front of you, cover your mouth with a piece of paper, and say the Ling 6 sounds in a random order. The Ling 6 sounds are /i/ as in “see”, /a/ as in “car”, /u/ as in “boo”, /s/ as in “sip”, /sh/ as in “she”, and /m/ as in “moose”. Have the child repeat what they hear after you say each sound. He or she should repeat what you say correctly. If the child incorrectly says a sound or two, try again. If the child consistently misses the same sound(s), she or he may need to see his or her audiologist.

Second, check the CI itself for any damage. The weakest part of a cochlear implant is the wire that connects the headpiece to the speech processor on the child’s ear. Check for a fraying wire or cracked casing. Confirm that the wire is completely attached to both the head piece and the speech processor. If you find any damage, contact the child’s parents. They should have spare parts and/or backup equipment.



Third, make sure the batteries are fully charged. Some cochlear implants have disposable batteries that you can replace, and some have rechargeable batteries. Have a parent or audiologist show you how to remove the battery pack off a child’s speech processor before you try it yourself. Battery packs of different cochlear implants are removed in different ways, so be sure you know how your child’s specific device should be handled before accidentally breaking it. To replace disposable batteries, remove the battery pack from the speech processor, take out the batteries (should be 3 or 4) and check them with a battery tester provided by the child’s parent or school audiologist. Replace all weak or dead batteries and reattach the battery pack to the speech processor.

Fourth, listen to the CI yourself. The child’s parent or audiologist should have a device that couples to the CI and allows normal hearing people to listen through the implant. These devices usually have an audio jack you can plug headphones into. Using the device, listen to your own speech through the implant. Your speech will not be amplified, but it should be clear. If your speech is muffled or distorted, notify the child’s parents and/or audiologist.

Tips for Success in the Classroom

Children with hearing loss need extra support in school to have access to all of the information their normal-hearing peers have access to. Below are some practical tips for enhancing the learning environment for children with hearing loss. Discuss with the child's parents/caregivers and the student about which suggestions would be most beneficial.

Reduce background noise

- ❑ Keep the classroom door closed to minimize noise in the hallway from interfering with learning.
- ❑ Maintain quiet during lecture times and classroom discussion when students will be expected to understand information
- ❑ Assign children to classrooms that have acceptable acoustics.
- ❑ Encourage the student to close the classroom door if it is open to interfering noise.

Teacher/Student Location

- ❑ The teacher should avoid standing in front of a window to enhance lipreading
- ❑ All new directions, concepts and information should be presented from the front of the room
- ❑ Seat the student in the second row and a little off to one side of the classroom. If he or she has a better hearing ear, that ear should be facing the teacher. Recognize that the student may need to turn to watch other students as they speak or to gather visual cues if they miss directions.
- ❑ Allow the child to move to another seat, chair or place in the room that allows him or her to see better as classroom activities change.
- ❑ During group activities, encourage the student to watch the faces of the other children when they speak.
- ❑ Seat the child near a peer “buddy” to assist in keeping the student on track.



Good Teaching Habits

- ❑ Adhere to a classroom routine
- ❑ During classroom discussions ask students to speak one at a time.
- ❑ Summarize key points made by students
- ❑ Speak naturally at normal volume
- ❑ Get the attention of the student before addressing him/her
- ❑ Repeat any announcements given over the PA system
- ❑ Identify who is speaking and repeat peer comments during class discussions.
- ❑ Restate rather than simply repeat information
- ❑ Check for understanding.

- Provide the student with a written copy of the daily bulletin.
- Use transition phrases such as, “Does anyone have any more questions?,” “To summarize what’s been discussed . . . ,” and “Let’s move on”
- Make sure to review safety and emergency procedures directly with the D/HH student.

Visual Assistance

- Write all assignments down
- Allow children to describe what they see
- Keep mouth clear
- Use notetakers
- Use captions
- Utilize voice-to-text adaptations
- Interpreters
- Reduce visual distractions



Hearing Assistance Technology (HAT) a.k.a FM systems

- Students who are unable to repeat 90% or more of words in background noise should be considered for personal FM devices that work with their own hearing aids or cochlear implants.
- Pass-around microphone
- Use FM devices to allow the child to be able to hear school assemblies and daily announcements.



Workshop Material

Transitioning to Mainstream School

Change is inevitable, progress is not. Lead the Change.

Reactions to Change

1. Fear and Resistance
2. Acceptance and “Make the best of it” attitude
3. Steer the change in a positive direction - Lead the Change

See the big picture

Penny Activity

What is your vision of Success?

What is the teacher’s vision of Success?

What is your child’s vision of Success?

Are they the same?

Share the vision

Communication!

Listen!

Talk with school teacher

Advocacy

What is an advocate?

“a person who speaks or write in support of defense of a person [or] cause”

www.dictionary.com

Who is your child’s best advocate?

YOU!

Tips for Success

Reduce background noise

- Keep the classroom door closed to minimize noise in the hallway from interfering with learning.
- Maintain quiet during lecture times and classroom discussion when students will be expected to understand information
- Assign children to classrooms that have acceptable acoustics.
- Encourage the student to close the classroom door if it is open to interfering noise.

Teacher/Student Location

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- ❑ All new directions, concepts and information should be presented from the front of the room
- ❑ Seat the student in the second row and a little off to one side of the classroom. If he or she has a better hearing ear, that ear should be facing the teacher. Recognize that the student may need to turn to watch other students as they speak or to gather visual cues if they miss directions.
- ❑ Allow the child to move to another seat, chair or place in the room that allows him or her to see better as classroom activities change.
- ❑ During group activities, encourage the student to watch the faces of the other children when they speak.
- ❑ Seat the child near a peer “buddy” to assist in keeping the student on track.

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- ❑ Repeat any announcements given over the PA system.
- ❑ Identify who is speaking and repeat peer comments during class discussions.
- ❑ Restate rather than simply repeat information
- ❑ Check for understanding.
- ❑ Provide the student with a written copy of the daily bulletin.
- ❑ Use transition phrases such as, “Does anyone have any more questions?,” “To summarize what’s been discussed . . .,” and “Let’s move on”
- ❑ Make sure to review safety and emergency procedures directly with the D/HH student.

Visual Assistance

- ❑ Write all assignments down
- ❑ Allow children to describe what they see
- ❑ Keep mouth clear
- ❑ Use notetakers
- ❑ Use captions
- ❑ Utilize voice-to-text adaptations
- ❑ Interpreters
- ❑ Reduce visual distractions

Hearing Assistance Technology (HAT) a.k.a FM systems

- Students who are unable to repeat 90% or more of words in background noise should be considered for personal FM devices that work with their own hearing aids or cochlear implants.
- Pass-around microphone
- Use FM devices to allow the child to be able to hear school assemblies and daily announcements.
- Students should remind adults to use FM devices and let them know when noise is interfering with learning.
- Connect to all audio devices

Child's In-Class Communication

- Student-to-teacher signals
- "Buddy system
- No Bluffing

Child's Device

- Daily Device Checks
- Student Responsibility
- Sports Equipment

Teacher/Peer Education

Class Presentation

- How hearing works
- What hearing loss is
- What a cochlear implant or hearings is
- Leverage diversity

Meet with teacher

- Troubleshooting device
- FM system importance
- Classroom acoustics
- Sitting arrangement
- Distractions

Social Life

The more opportunities for initiating conversation there are, the more social a child is

Problem Solving

Managing Conflict

Thunderstorm or Hurricane?

Do you need to learn from each other or take more drastic measures?

Handling Hurricanes

If you have a problem with a teacher or administrator, talk with them about it and NO ONE ELSE!

No Facebook

No Twitter

No venting with other parents

If problem is not resolved, talk with the next higher level

Move to the highest level of administration ONLY IF NECESSARY
and ONE STEP AT A TIME

Don't let emotion control your actions when solving problems

Um, I have a question!

Who can answer my question?

School teacher?

Principal?

SLP?

What kind of question do you have?

Different people can answer different questions

What part of the vision are you missing?

Who can see that part of the vision the best?

Who knows who can see what?

[illegible]

Notes

[illegible]