

Statewide Family Support Center NEWSLETTER

VOL. 1 • Issue 6

JUNE 2005



*Serving Kentucky's Families
with Children Who are Deaf
and Hard of Hearing*

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The Statewide Family Support Center NEWSLETTER is published monthly, September through June at the Kentucky School for the Deaf

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Click on "Family Education Newsletters"

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The SFSC is part of the Kentucky School for the Deaf's Outreach Services and the Statewide Educational Resource Center on Deafness, components of the Kentucky Department of Education.

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STATEWIDE FAMILY SUPPORT CENTER

The Kentucky Department of Education, through the Kentucky School for the Deaf, established the new Statewide Family Support Center (SFSC) this past Fall. Since then, the SFSC staff, Cathy Howle and Pat Bruce, have worked to provide information and resources to families across the state who have deaf and hard of hearing children.

With the summer months in front of us, this will be the last SFSC Newsletter for this school year. We want to take this opportunity to catch you up on what we have done this year and ask your help with planning for next year. Our activities have focused on:

- Setting up our **facilities** in Lee Hall on KSD's campus.
- Establishing a **database** of all families in the state with a child who is either deaf or hard of hearing.
- We have also sent out **needs assessment** surveys.
- We are especially excited to have helped the new statewide parent group, **The Support Network for Families of Deaf/Hard of Hearing Children** get established.



THE SUPPORT NETWORK for FAMILIES OF DEAF/HARD of HEARING CHILDREN

The statewide parent group, The Support Network (for short) will meet on Saturday, June 11th at 10:00 in the SFSC Training Room in Lee Hall on KSD's campus in Danville. Breakfast munchies will be served at 9:00. The group is making plans for their FAMILY LEARNING FAIR set for August 20th. If all goes well, they want to take this fun event "on the road" around the state.

The Support Network is encouraging any family in Kentucky with children who are deaf and hard of hearing to join the fun. Likewise, teachers and other professionals who want to help, are more than welcome. If you would like to get involved with this 'grassroots' group and/or find out how to have a Family

- The "SFSC Newsletter" went out each month to the families on our database, families in private and regional programs who have requested copies, and professionals who work with families.
- Our **Lending Library** books, videos, and other materials were shared with many people: families, teachers, and others.
- We have **networked with several other programs** (UNHS, First Steps, Co-ops, KSD and public school parent groups,...) to expand information and resources available to families.

Our goals for the 2005-06 school year include an Open House, more training opportunities to both families and professionals, working more directly with the Special Education Co-ops, and expanding information and resources on family literacy. If you have any suggestions on how we can better support families throughout Kentucky, please call, email, or stop by our offices.

We wish each of you a safe and happy summer! See you in August!

PARENT-TO-PARENT by Denise Ware, Versailles

Chris and I felt that after 18 years of marriage and 6 biological kids, it was the right time to do what we always had in our hearts - adopt a child. We had always felt very blessed with our children and we wanted to share that with a child who needed a family. We didn't seek out any child specifically, but knew we could handle one with a special need. Leah, from Taiwan, was born deaf. When we adopted her she had just turned 4 years old. She had no language, signed or spoken.



Therefore, sometimes, we were told, she was not a "good girl." The first sign I taught her was "potty", which we felt was a must for that 20 hour plane ride back to Kentucky. She is a very smart girl and picked up sign language quickly, just as quickly as we could learn it. Her new ability to communicate was also the key to her new good behavior, which we see all the time now.

Besides giving Leah the family she needed, we wanted her to have as many ways of communication as possible. She did not benefit from hearing aids and after much debate, we decided the cochlear implant was the best fit for her in our family situation. She had the surgery in August of '04. We video taped her first experience of hearing with the implant. In the future she will probably wonder why she cried the first time she heard. The implant is a miracle in itself. She will always be deaf, but with the implant technology she will be able to communicate with anyone. She is now very advanced for her hearing age of 9 months and of course can pronounce her therapist's name clear as a bell - "Shelby". Her teachers are amazed at her abilities and intelligence.

She is a very special girl. Not only is she extremely intelligent, but emotionally strong and compassionate. This is her second year at the Lexington Hearing and Speech Center. Everyone there is very dedicated and enthusiastic about progress.

We could not have foreseen the goodness and blessings that have come into our lives since

Leah arrived. For us it has not really been a life-changing, but enriching, with experiences and bringing into our lives teachers, therapists, bus drivers, doctors, and many, many new friends. The biggest change has been for Leah. She has accepted us as her family and has shown great courage in handling all the changes that have come her way these past months. Someday we hope to visit Taiwan again. When that time comes, we look forward to talking about her feelings, memories, and experiences. She has a lot of communicating to catch up on, and we know she will! Here are some notes from some of Leah's brothers:

A.J. (age 7) -When my parents went to get Leah from Taiwan, I did not know what it would be like to have another sister, and she was deaf. After awhile it was fun having Leah. What I like about Leah is she likes games and books. I like her very much and I am glad she is my sister.

Murphy (age 11) - Having Leah in the family was strange at first because that was one of the first times I had met a deaf person. When we got Leah it was strange to "speak" sign language. After the cochlear implant that enabled her to hear, it was like teaching a baby to speak. We sent her to the Lexington Hearing and Speech Center. Since then she has picked up many words such as mommy, daddy, and all of our names and much more. I love having Leah as a sister. She is very playful and silly. I love my little sister.



Raphael (age 16) - Everyone in the family was so excited when we found out we were going to adopt a child. I told all my friends and cousins and anyone else who would listen. It was a long process, but when my parents finally got the call that they had so eagerly been waiting for - it changed all of our lives.

I don't think any of us realized what a change there was going to be with Leah around. We had imagined Leah just coming into our lives and just fitting right in. It did take awhile for everyone to adjust to the change, but everything turned out to be great. Leah blossomed into a smart, cute, athletic girl with a great sense of humor. We all



THE LITERACY CORNER !

By Heidi Givens

In our last issue, we had some great tips from Rebecca Dabney on reading with your deaf/hard-of-hearing child. These are very useful because they can be used by anyone. It doesn't matter if your child is deaf or hearing, a talker or a signer.

If you are using sign language to communicate with your child, you might be thinking, "This is great, but I need more." David Schleper, from Gallaudet University, researched how deaf parents read to their deaf children. He found fifteen principles that they all use. He then developed the Shared Reading Project in order to teach hearing parents of deaf and hard-of-hearing children how to use these same techniques. Below is a list of the principles. You can get more information about this program from Cathy Howle at the SFSC.

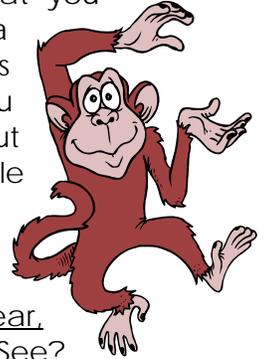
1. Deaf people translate stories using American Sign Language.
2. Deaf readers keep both languages (ASL and English) visible.
3. Deaf readers elaborate on the text.
4. Deaf readers re-read stories on a "storytelling" to "story reading" continuum.
5. Deaf readers follow the child's lead.
6. Deaf readers make what is implied explicit.
7. Deaf readers adjust sign placement to fit the story.
8. Deaf readers adjust signing style to fit the character.
9. Deaf readers connect concepts in the story to the real world.
10. Deaf readers use attention maintenance strategies.
11. Deaf readers use eye gaze to elicit participation.
12. Deaf readers engage in role play to extend concepts.
13. Deaf readers use ASL variations to sign repetitive English phrases.
14. Deaf readers provide a positive and reinforcing environment.
15. Deaf readers expect the child to become literate.

All this may seem overwhelming, but if you look closely, it is not. **The most important concept to**



remember is to be engaged with your child while reading a book. Have fun! If your body language and facial expression show that you

enjoy it, your child will, too! For a parent that cannot sign or knows very little, read the book as if you were playing charades. Act out what a monkey does while reading Five Little Monkeys Jumping on the Bed. Pretend you are looking around the room while reading Brown Bear, Brown Bear What Do You See?



Imagine you are Goldilocks walking through the Three Bears' house. As long as you do not put so much pressure on yourself to read each word in the story, you will find that reading with your child can be a lot of fun.

If your child is a little older, have them teach you the different signs for details in the book. Between his help and your pantomime, much of the book can be read with ease.

If your signing ability is intermediate, then take a chance and "elaborate on the text." The best readers that use sign language go beyond what is in the text. Imagine that you are writing a screen play for the book you are about to read. You wouldn't just have the lines from the book. You would include a visual description of the setting and such. Incorporate that into your story reading. Describe the scene so that your child will think she is there.

Let go of your frustrations of not being able to sign everything and you will find reading to your child more enjoyable and exciting.

The Literacy Corner is written by Heidi Givens, teacher of the deaf in Daviess County. Feel free to send in literacy-related questions for her to answer.



TRANSITIONS...

Our children experience many transitions before they finally graduate from high school. The first major transition happens when they enter Preschool... then they might transition to a different program for Kindergarten or Primary School... finally, there is the "big" transition from high school to post-secondary programs and/or



The Middle School to High School Transition

Middle school (MS) students who are about to become high school (HS) freshmen should be aware of the important differences between the MS and HS procedures, as these differences have a major impact on a student's success after high school. Ideally, high school and middle school counselors should host an orientation together with the incoming freshmen to help explain new concepts and procedures. This team approach to orientation will also help the students familiarize themselves with their new counselors.



Some of the major concepts that incoming freshmen should be aware of are:

Credits: High school classes are given a value number called a 'credit'. Each class is either worth one credit or one-half credit, depending on the length of the class. In order to graduate, a student must have a specific number of credits—check with your school counselor.

Grade Point Average (GPA): The GPA is a number that indicates each student's overall performance in high school. It is calculated by assigning a value to each grade earned. Every A is equal to 4 points, B's are 3 points, C's are 2 points, and D's are 1 point. F's earn 0 points. These points are totaled and then divided by the number of classes taken so far, creating your GPA. For example, a student might earn two A's (8 pts), one B (3 pts), one C (2 pts), and two D's (two pts). This equals 15 points. 15 divided by 6 equals a GPA of 2.5. The highest GPA possible is 4.0. Why is the GPA important? Most colleges are very interested in a prospective student's GPA to give them an indication of how well that student will do at the college level. A student with a high GPA will have a better chance of being accepted by a college than students with low GPA.



Required classes: In high school, some classes are required, which means every student must do well enough in the class to pass (earn a D or above). If a student does not pass a required class, then they must re-take the same class at

another time. Examples of required classes include English, Algebra, Geometry, US History, PE/Health, and Biology.

Elective classes: All classes which are not required are called 'elective classes'. Students can actually choose which electives they want to take! Examples of elective classes may include Photography, Animal Science, Engine Repair, Spanish, and Culinary Arts. Check with your high school counselor to find out the electives which are available in your school.

Retention: In high school students who do not pass enough classes each year are not promoted to the next grade. For example, if a 10th grader fails too many classes, then they must repeat the 10th grade again the following year.

Difficulty level: High school classes are typically much more difficult than your average middle school classes. There is usually more homework, more difficult tests, and more expected of the student. Incoming freshmen should be prepared to roll up their sleeves and spend more time hitting the books!

As a final note, be cautious of the new freedoms you find in high school. There is an important connection between independence and responsibility. While high school may have classes you can choose and more activities to join, you also need to work harder if you want to succeed in high school. While you're having fun, also be aware of each class and how it impacts your GPA. Schedule time to study every day, and be prepared to tell friends that you may not be able to play as much as you did before. You are getting older now, and this is the best time to prepare for your future. Good Luck!

Stu Harper, High School and Transition Counselor at the Kentucky School for the Deaf contributed this article.



Childhood Meets Adulthood at Youthhood.org

Youthhood, the long-awaited online interactive curriculum being developed by the National Center on Secondary Education and Transition is now available! Youthhood www.youthhood.org is a dynamic, curriculum-based tool that can help young adults plan for life





Transition *(continued)*

goals, issues and plans for their future. Certain segments of the web site specifically address disability issues, but the majority of the site is focused on what every young adult needs to do to explore their life and plan for the future.

Topics include: The High School, The Job Center, The Community Center, The Health Clinic, The Apartments, and more.

Youthhood www.youthhood.org is funded by the Office of Special Education Programs at the U.S. Department of Education through a grant awarded to NCSET. As part of NCSET's sponsored grant activities, Youthhood is provided at no charge as a resource and transition planning tool for teachers, community service providers, parents, guardians, youth with and without disabilities, and anyone else who may benefit from utilizing this site to plan for the transition from high school to adult life.



AFTER GRADUATION... WHAT???

Successful Transition

Why is transition planning critical for students who are deaf or hard of hearing? Research in the past decade has portrayed a discouraging picture of the post school experiences of young deaf and hard of hearing adults including

- (a) high unemployment/underemployment rates,
- (b) low rates of full-time employment among those employed, and
- (c) low rates of participation in postsecondary education.

Currently, large numbers of deaf and hard of hearing youth are receiving Supplemental Security Income (SSI) and are uninvolved in any productive activity. (Bullis, Bull, Johnson, & Peters, 1995; Bullis, Davis, Bull, & Johnson, 1997; Lam, 1994).

Unemployment of young deaf adults appears to be increasing... With 24% of deaf youth in one study unemployed 3-4 years after high school and ... An astonishing 40% of deaf youth with additional disabilities in the same study unemployed (Bullis, Bull, Johnson, Johnson, & Kitrell, 1991).

Preparation for Successful Transition for Students Who Are Deaf or Hard of Hearing involves what??? Do EXACTLY what you would do for any other student of equal ability... PLUS

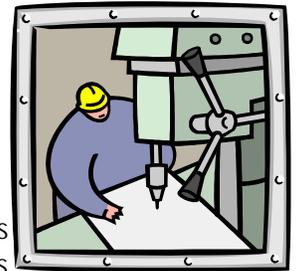
1. Provide instruction on the proper use of interpreter
2. Provide effective communication strategies
3. Demonstrate the use of relay and teach proper telephone etiquette
4. Allow students to experiment with assistive technology
5. Utilize transition tools specifically designed for D/HH students such as Gateway to Adventure and DecisionMaker.

The information in this section was provided by Artie Grassmann, Director of the West Kentucky/KSD Regional Program. You can get more information about the programs mentioned, and others, at www.wkec.org/specialed/DHH/transition.htm.



VOCATIONAL REHABILITATION SERVICES

The Office of Vocational Rehabilitation's goal is to assist eligible individuals who have disabilities enter into employment and productivity in the workplace and community. Eligible individuals receive services to get a job, return to a job, keep a job or get a better job. Rehabilitation Counselors for the Deaf (RCD) serve individuals who use sign language. There are RCDs statewide to provide services.



Services can include:

- ✓ Information and counseling about jobs
- ✓ Information & referral for other services
- ✓ Assessment about job skills
- ✓ Training programs with support services to learn job skills
- ✓ Technology (including training) for work related technology
- ✓ Job Placement assistance
- ✓ Interpreting services.

Also, Vocational Rehabilitation has another group of counselors, Communication Specialists (CS). CS serve individuals who are hard of hearing and late deafened who use amplification,

speech, lip reading, large visual display and/or real time captioning for communication.

VR's goal for eligible students is to train them to successfully compete in an integrated work

setting. VR provides a variety of services that are based on a student's specific vocational goal and

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Vocational Rehab. *(continued)*

determines what is needed in order to reach that goal.

Another VR service is called "person-centered planning". This approach focuses all aspects of service planning, funding and delivery on the person with the disability. It emphasizes and focuses on that person's needs and preferences rather than trying to fit the consumer into programs. The "person centered planning"



approach gives consumer and their family the opportunity to use the resources allocated to them in ways that make sense in their lives.

Both Kentucky School for the Deaf and Vocational Rehabilitation provide to assistance to eligible individuals with their transition and rehabilitation plans through the Community Based Work Transition Program (CBWTP). CBWTP gives students an orientation to the world of work for special education students during the last two years of high school. Enclosed is the CBWTP website to learn more about the goal & procedures of the CBWTP:

<http://www.ihdi.uky.edu/cbwtp/> Click on "Quick Facts".

You can contact the RCD closest to your home by either finding the phone number in your local phone book under "Kentucky - Workforce Development Cabinet." You can also call either Patty Conway at 888-420-9874 (tty) or Lori Bishop at 800-372-7172 (v/tty).

This article was written by Julie Beth Hayden, VR Counselor for the Deaf in Danville.



Community Based Work Transition Program

This program is a cooperative effort between Kentucky School for the Deaf (KSD) and the Office of Vocational Rehabilitation (VR). The goal of Community Based Work Transition Program (CBWTP) is to provide a positive beginning in the world of work for special education students in

their last two years of high school. Upon graduation, transitional services are provided to assist the student in obtaining employment in their hometown.

If you have further questions regarding this program, please feel free to contact Heather Lewis at (859) 239-7017x2302 TTY or hlewis@ksd.k12.ky.us.

This article was written by Heather Lewis. Heather runs the CBWTP in Danville. She is a KSD graduate.



TEACHING YOUR CHILD RESPONSIBILITY

Information for this article was taken from "About Teaching Your Child Responsibility" - Channing L. Bete Co, Inc; South Deerfield, MA; 1996

Responsibility means always trying to do the right thing, and being accountable for your decision and actions. For a child, responsibility involves: doing things on his own; making good decisions based on values such as honesty, kindness, and fairness; and accepting the consequences for decisions and actions. As a child grows, so do his responsibilities.

A responsible person is more self-confident, easier to get along with and better prepared for the future.... All of which can help can child succeed in life. It is important for the family to help this child learn to handle more and more responsibility as they grow.

- following rules - Children of all ages need to listen to, and obey, rules set by parents, teacher and other adults.
- helping out at home - Children can be responsible for household chores, such as cleaning their rooms, doing the dishes, etc. Even very young children can learn to help.
- doing schoolwork - A school-age child must complete homework assignments, prepare reports and study for exams.



- taking care of belongings – As children grow, they need to learn to value and care for toys, books, clothes, etc.
- treating others with kindness and respect – To develop healthy friendships, a child must learn to respect people and their differences.

- being part of the community – Everyone has responsibilities to the world around them, including children. Their responsibilities may involve participating in clubs, sports, or

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Teaching Responsibility *continued*

religious activities and caring for the environment.

- making healthy choices – Beginning at a young age, children face pressure from peers to use alcohol or other drugs, or to take part in other harmful activities. They must learn to make healthy decisions and have the courage to act on them.

Every day, you teach your child through your words and actions: act on your values, talk with your child about your responsibilities, ask questions, take responsibility for your mistakes, and praise your child when they act responsibly!

Thanks to Evie Smith, KSD Middle School counselor, for sharing this booklet. If you want to read the entire booklet, contact Pat Bruce at the SFSC in Danville.



AROUND THE STATE

June 3 – West Kentucky; Student Social with Andy Lange, the President of NAD. Andy is coming to Ky Dam Village to meet with students who are deaf or hard of hearing, ages 12 and older! We will begin at 10 am and go until 3 pm. Parents are welcome! It is our end of the end-of-the-year event. What an opportunity to have the president of NAD! To register, contact Artie Grassman at 270.293.8193 or email artierod@bellsouth.net

June 3-4 – The Kentucky Association of the Deaf will have its 40th Biennial Convention, "Hope, Opportunity, Courage to Make Change." Contact David Wylie at dwyllie@adelphia.net or visit the KAD website, www.kydeaf.org, for more information. Friday evening, "Magic Morgan" and the Miss Deaf Kentucky contestants will perform. This is open to the public and only costs \$5. for children and \$8. for adults.

June 11 – The Support Network for Families of Deaf and Hard of Hearing Children will meet in Danville at the Statewide Family Support Center in Lee Hall on KSD's campus. Breakfast foods will be served at 9:00 and the meeting starts at 10:00. Childcare provided.

July – Louisville area; The Kentucky Shakespeare Festival will present "A Comedy of Errors" (July 13-14) and "Macbeth" (July 15-17) with shadow sign interpreting. All performances are free in Louisville's Central Park at Fourth Street and Magnolia. For directions and more information, check out their website: www.kyshakes.org.

SUMMER CAMPS

Summer camp for Deaf Kids at Camp Ernst. Camp Ernst is in Burlington, Ky. This session will be from June 19-25, for kids who are 9-14 years old. There will be a lot of activities: wall-climbing, water slides, archery, arts/crafts, rappelling, horseback riding, swimming, and leadership activities. It is a lot of FUN!

There is financial assistance available but space is limited, so please hurry! Contact Jeff Carroll at Community Service for the Deaf, 2825 Burnet Ave., Cincinnati, Ohio 45219. Email Jeff at jcarroll@hsrc.cc or call him at 513-587-6082 (TTY).



SUMMER ENRICHMENT OPPORTUNITIES

For High School Students

The Statewide Comprehensive Resource Center for the Education of Deaf and Hard of Hearing Students will offer its 1st Summer Enrichment Program for high school students this summer. It will be held the same two weeks as the regular summer school program, on KSD's campus in Danville June 5th-17th, 2005.

The following enrichment opportunities will be offered during that time:



- 1) A Walk Through the Kentucky Drivers' Manual which is designed to assist students who will be taking their driver's permit (written) test in the near future and will offer them with the vocabulary, reading and test-taking skills that will enable them to pass the written permit test.
- 2) Transportation Choices/Careers - is designed to explore various forms of transportation as well as career opportunities available.
- 3) Practical Living Skills/Independent Choices - will include such living skills as maintaining an

- apartment, money planning and management, food planning and preparation, etc.
- 4) Basics of Construction/Careers – will address safety on job sites, use of basic hand tools and the design and/or construction of a special project.

All courses will be held in either morning or afternoon classes for the two weeks of summer school so students will have two choices of what they would like to do.

For additional information, please contact Ruth Sigler rsigler@ksd.k12.ky.us or call Ruth at (859) 239-7017, ext. 2158



MOMMY and ME!

The SFSC is excited to share this information with you! There are few summer events for the preschool-age child and family. Recently, we have learned that Sharon Williamson, Danville, plans to host a "Mommy and Me" playgroup for the 2-5 year olds. Tentative plans are for the group to meet weekly, for 2-3 hours



and would include both structured and unstructured play and activities. A parent or guardian stays with the child. This is a GREAT opportunity for both families and young children to learn/play together!

If you are interested, please fill out the insert and mail it to Sharon ASAP or call her at 859-236-9481 (voice or TTY).



THOUGHTS ON AUTISM

The following thoughts are from Temple Grandin's book: Thinking in pictures and other Reports from My Life with Autism. She has her PhD in animal science. As the title implies, she is Autistic herself. In this book she speaks to the way she and other autistic people perceive their world. There is another book, entitled, Emergence: Labeled Autistic that she has written. It talks more about the educational experiences she has had thru her "travel" up the spectrum from severely autistic to Asperger's. The book is published by "Vintage Books--A Division of Random House, Inc. New York It was copyrighted in 1995.

"Being autistic, I don't naturally assimilate information that most people take for granted. Instead, I store information on my brain as if it were a CD-Rom disk. When I recall something I have learned, I replay the video in my imagination. I can run these images over and over. If I let my mind wander, the video jumps in kind of a free association. Each memory triggers another. This process of association is a good example of how my mind can wander off a topic, the video jumps

from image to image in a free association process that a normal person's mind does only in their dreams. People with more severe autism have difficulty stopping endless free associations. One "video" leads to another and to another and may completely block the true sense of vision."

"Like most autistics, I don't experience the feelings attached to personal relationships. My visual world is a literal one, though I have made progress by finding visual symbols to carry me beyond the fixed and rigid worlds of other people with the classic Kanner Autism." (the label given to the most intense end of the Autistic spectrum)

"When I read, I translate words into colored movies or I simply store a photo of the written page to be read later. When I retrieve the material, I see a photocopy of the entire page in my imagination. To pull information out of memory, I have to replay the video. Pulling facts up quickly is difficult because I have to play bits of different videos until I find the right tape. This takes time. Teachers who work with autistic children need to understand associative thought patterns. An autistic child will use a word in an inappropriate manner. Sometimes they have a logical associative meaning. The word "dog" might mean "go outside" to the autistic child because "going outside" is where he sees the dog."



OPENING DOORS: Technology and Communication Options for Children with Hearing Loss

We are pleased to let you know about the U.S. Department of Education's brand-new publication called Opening Doors: Technology and Communication Options for Children With Hearing Loss. It's designed to connect children and their families with assistance as early as possible. It also describes current technologies and communication options for children with hearing loss, including deafness. The



publication is available in PDF, Word, and text-only formats on the Department of Education's Web site, at:

http://www.ed.gov/about/offices/list/osers/products/opening_doors/index.html

At the website, you can download the complete publication or read it online. Some of the topics include: Your Beautiful Child, Windows of Opportunity, Where Do I Turn?, Breaking the Sound Barrier, and more.



GOOD WEB SITES

Give Your Child the Edge The Parent-Institute offers this book, with the subtitle, "Teachers' Top 10 Learning Secrets Parents Can Use." The website says that parents can help their children excel by using these tried and true learning ideas from education experts. Go to www.parent-institute.com to see the entire website. They have this book and MANY other inexpensive and free materials for both teachers and families.

Parent Involvement in Education This is one of the pages from the "Connect for Kids" website located at www.connectforkids.org. This site offers links to a variety of articles, organizations and tips about parent leadership and activism. Also included on the website is a link to Parent Leader, an online blog. It is updated frequently to give news, opinions, and resources for and about parent leaders.



BETTER HEARING and SPEECH MONTH

In recognition of May as "Better Hearing and Speech" month, the Kentucky Commission on the Deaf and Hard of Hearing (KCDHH), put up a billboard near their office. The picture is below. *(if you can't see it well, you can find it on US 60, in Frankfort)*. Also, the American Speech and Hearing Association has several items related to this month. You can look at and/or order them from <http://www.asha.org/BHSM-05.htm>.



SUPPORTING LITERACY FOR DEAF STUDENTS

You can learn new techniques for supporting literacy for deaf students at the Summer Literacy Institute to be held at MSSD in Washington, DC, from June 27-July 1, 2005. The Laurent Clerc National Deaf Education Center has put together the best of its literacy workshops and combined 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 Summer Literacy Institute provides instruction in the following content areas and much more:

Literacy—It All Connects (Overview of the Nine Areas of Literacy—everyone should include these for supporting literacy)

Reading to Deaf Children: Learning from Deaf Adults (Tips from expert deaf readers on how to communicate with a child throughout a story reading)

Read It Again and Again (Share the enjoyment of multiple readings as a way to build comprehension and extend story ideas)

Leading from Behind: Language Experience in Action (Learn to help students change stories and experiences from the visual medium of American Sign Language into a written account)

This weeklong institute will be held at the Model Secondary School for the Deaf (MSSD) on

the Gallaudet University campus. Each participant will have opportunities for group work as well as individual time to plan his or her professional growth and action plan. Different techniques of how to read to deaf and hard of hearing children will be modeled each day and participants have opportunities to hone their own skills of reading to students.

For more information regarding individual workshops and registration costs, see our web page at

<http://clerccenter.gallaudet.edu/TPD/summer-literacy.html> or contact

Patricia.Dabney@gallaudet.edu

SFSC Newsletter

June 2005

STATEWIDE FAMILY SUPPORT CENTER NEWSLETTER JUNE 2005



*Serving Kentucky's Families with
Children who are Deaf and Hard of
Hearing*

**PO Box 27
Danville, KY 40423**

The Statewide Family Support Center is located in Lee Hall on the campus of the Kentucky School for the Deaf in Danville. Families from across the state are welcome to call, visit, or email us with questions.

Cathy Howle
502-897-1583 ext. 108 (v)
800-540-3323 (v/tty)
chowle@ksd.k12.ky.us

Pat Bruce
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