

# Illinois E.A.R.S

E.A.R.S = Events And Resources Statewide

## Illinois Hands & Voices Guide By Your Side Board is On the Move!

Illinois Hands & Voices has some movement in their executive board. Andrea Marwah, who has been board President for the past 11 years has been promoted to the chapters newly formed Executive Director Position. She will continue her time with IL Hands & Voices running the organization and managing existing and new programs in the future. The new President of the Board is Andrea Stambaugh, Andrea joined us 3 years ago at our annual Mom's Night Inn, her son Axel has Congenital CMV. Andrea has taken many steps to educate families and frankly anyone who will listen about CMV, specifically how to prevent it. She was our board Vice President for 2 years, is a Parent Guide and walks the Hands & Voices walk, we are so blessed to have her. That left her Vice Presidency open, we are very excited to welcome Lydia Hernandez to the Vice President Position. Lydia has been a member of our Guide By Your Side team for 7 years. She is very involved with our IL EHDI Program, specifically working on EHDI Pals and many English to



Spanish translation projects. She will take on the Vice President position, part of which will be to develop our website 100% to Spanish, host Spanish work as a Parent Guide and gram. Our Guide By Your Side Jaclyn Urbanski who has been 2010, she is now our Guide By cialist. She will contact all gearing up to move into the Early Childhood programs to ensure they have all their questions answered. Congratulations ladies!

events and continue to support our IL EHDI pro-Program congratulates with our program since Your Side transition spe- those families who are



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Dear Mom Sending Her Baby Off to School,  
It's a big day--the day you send your baby off to preschool. You're probably feeling all the feelings--from excited for your little one to sad that your baby is growing up to nervous about how they will do with someone else in charge. And, guess what? You can feel all of these things at the same time. All of your feelings are real and important, so don't feel the need to push any of them away.  
You have prepared your little one for this day. All the therapies, all the books read, even all the time-outs and discipline have been a part of the hard work you have done to prepare them to go do amazing things. You've done the work, Mama, and they are ready for this day.  
Not only are they ready for this new day, but you have done the work to get them ready for this new door they are about to walk through. Your little one is about to start a new chapter full of experiences, relationships, and knowledge. They are going to love it!  
But, no matter what, don't forget the one they will still love most of all--Mama.  
With love,  
A Mama Who Needs this Reminder Too :)



# Virtual

## MOM'S NIGHT INN 2021

# Register Today

### MOMS, YOU DESERVE

## The Virtual Retreat-ment

Saturday March 6, 2021  
6:00 pm—9:00 pm (CST)

Join us for:



Tina Childress  
~Keynote



Relaxation,  
Networking  
& More



Cheeseboard  
Creation

Cost to Join:

\$25 per person



Fee  
includes

Entry to the Event  
Keynote Presentation  
Cheeseboard Lessons  
Goody Bag by Mail

Register Now:

<https://fs4.formsite.com/rh1RZR/1tbbaogfd6/index.html>

Registration closes February 28th

### WHAT IS MOM'S NIGHT INN?

Mom's Night Inn is an annual event held in IL for moms and female caretakers of children who are deaf/hard of hearing. Typically we spend 24 hours in the comfort of a hotel. The pandemic has made us think outside the box. This event will not disappoint, mark your calendar and prepare to put on cozy jammies, grab a drink and share the evening with moms just like you!

Follow us on Facebook, Instagram, Twitter and on our website: [ilhandsandvoices.org](http://ilhandsandvoices.org)  
Questions? Contact us at [ilhandsandvoices@gmail.com](mailto:ilhandsandvoices@gmail.com) or 630-697-3544

## Pandemic Parenting

Parents have always helped with homework and made sure their children fulfill responsibilities like chores, but the extended and often unstructured time families are spending together during the current crisis creates new challenges.

After a disaster like a hurricane or fire, establishing structure is important to keep consistency and maintain a sense of control for both parents and children. This includes creating a schedule and communicating clear expectations and guidelines on things such as screen time.

But how do parents get children to follow the schedule and fulfill responsibilities without nagging and in a way that prevents blowups and tantrums?

Wendy Grolnick, a psychologist and parenting expert who has worked with parents in disaster situations, has studied how parents can help children become more self-motivated and decrease conflict in the family. In this piece she shares some strategies to make the house run more smoothly during the coronavirus crisis.



### 1. **Involve children in setting schedules**

When children participate in creating guidelines and schedules, they are more likely to believe the guidelines are important, accept them and follow them.

To involve children, parents can set up a family meeting. At the meeting, parents can discuss the schedule and ask children for their input on decisions like what time everyone should be out of bed and dressed, when breaks from schoolwork would work best and where each family member should be during study time.

Not every idea will be feasible – children may feel being dressed by noon is fine! But when parents listen to a child's ideas, it helps them own their behavior and be more engaged in what they are doing.

There may well be differences in opinion. Parents can negotiate with their children so that at least some of the children's ideas are adopted. Resolving conflicts is an important skill for children to learn, and they learn it best from their parents.

### 2. **Allow children some choice**

Schoolwork has to be done and chores need to be completed, but having some choice about how they are accomplished can help children feel less pressured and coerced, which undermines their motivation.

Parents can present some chores around the house, and children can choose which they prefer. They can also pick when or how they complete them – do they want to do the dishes before or after watching their TV show?

Parents can also give children choice about what fun activity they would like to do at the end of the day or for a study break.

### 3. **Listen and provide empathy**

Children will be more open to hearing about what they need to do if they feel that their own perspectives are understood. Parents can let children know that they understand, for example, that it is not fun to be in the house and that they miss being with their friends.

Parents can begin requests with an empathetic statement. For example, "I know it seems like getting dressed is silly because we're in the house. But getting dressed is part of the routine we have all decided upon." Even if they might not agree with their child's perspective, when parents show that they understand, cooperation is enhanced, as is the parent-child relationship.

### 4. **Provide reasons for rules**

When parents provide reasons for why they are asking for something, children can better understand the importance

*(Continued on page 5)*





## Become a Member of Illinois Hands & Voices Guide By Your Side?

☺ Free or discounted entry to all of our events

☺ Access to a private Facebook group for members only

☺ Quarterly Nationally Published Communicator Newsletter mailed to you

☺ Your membership helps support the Guide By Your Side Program



[www.ilhandsandvoices.org/become-a-member](http://www.ilhandsandvoices.org/become-a-member)

**Annual Family Membership: Only \$25**

**Other membership types also available**

**SIGN UP TODAY!!**

## Storytime is not just for school!

When you hear the word Storytime, most people think about school. However, story time is not just for school. All kids need books read to them at home. Anyone can read a book to a child. However, to help your child understand a book, be excited about reading and engage in reading may take a few tips or tricks. Some of those tips are: making sure they see pictures, being able to see your face and lips, bringing the characters to life, adding in vocabulary and communication, dialoging your thoughts and having them think more into the book, and most importantly to have fun!

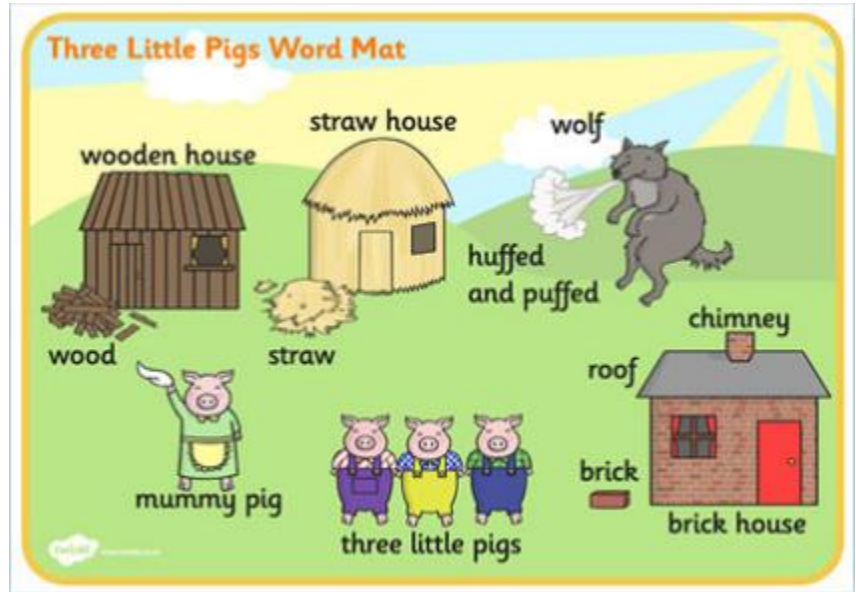
When reading to any child, it is important to make sure they can see the pictures. If that child had a hearing impairment you may also want to make sure they are able to see your face and lips. This may be sitting in front of you or to the side of you. As your reading make sure you use voices, facial expressions, sounds, tones for different characters. Bring those characters to life! Its like a performance... If they are crying use a sad expression on your face with a sad tone of voice. If they are happy show that excitement on your face. Show your expressions or feeling too. This is a crucial item when reading to a child that is deaf, hard of Hearing, or deaf plus.

Point out pictures in the book. Ask them to find something in the picture that the story talked about. In the three little pigs ask where is the wolf at on this page? As you do this use this as an opportunity to teach vocabulary or communication skills. In the story, stop after the page and sign that word while you point to the picture of your child is learning ASL, show them where that word is on their AAC device or really slow down and show them the lip posture and how to say the word. If you are doing a total communication approach do all 3. The more books we read the more words they learn. We must take the time to not just read a book but truly engage in reading and learning from the book.

While reading a story, say your thoughts or questions you have. This teaches them to learn to connect how the story leads you to those questions. Back to the pigs when the wolf blows the first house down you may say "I wonder why it fell when the wolf blew on it?" The order of questioning starts with yes/no questions. "Did the wolf blow down the house?" Then goes to 'wh' questions, "who blew down the house?" The next level of questioning is higher level thinking, "what else could the pig have done to make sure his house not get blown down?" If they need help with these its ok as they are beginning the next level to give them some examples. "I think maybe the pig could have put more straw around it to make it thicker." As they are ready, they will get use to these types of questions and be able to have great conversations about stories. These skills will carry over into the classroom and into life with them.

Whether it is the first time reading a story or the one hundredth enjoy it! Read every time like it's the first time! The most important thing when reading is to have fun with it! We want our kids to enjoy reading which means we must show them we enjoy it too! As you can see, Story time is not just for school!

Written by Crystal Johnson



*(Continued from page 3)*

of acting in particular ways. Reasons will be most effective when they are meaningful to the children in terms of the children's own goals. For example, a parent can say that dividing up family chores will help everyone have more time for fun activities after dinner.

### 5. Problem-solve together

Not everything will go according to plan – there will be times of frustration, nagging and yelling. When things aren't working out, parents can try engaging in joint problem-solving with their children, which means employing empathy, identifying the issue and finding ways to resolve it.

For example, a parent might state, "You know how I've been nagging you to get up in the morning? It's probably really annoying to hear that first thing in the morning. The problem is that even though we decided we'd all get up at

*(Continued on page 20)*



# 20-21 VIRTUAL ASL CLASSES

FOR LAKE, MCHENRY, AND COOK COUNTY ILLINOIS RESIDENTS

CLASSES OFFERED IN  
ENGLISH AND SPANISH!

## ASL CLASS INFORMATION

THREE EIGHT WEEK SESSIONS OF ASL CLASSES FOR TEENS AND ADULTS WILL BE OFFERED AT MULTIPLE SKILL LEVELS. A PARENT ASL CLASS IS ALSO OFFERED FOR THOSE WHO HAVE CHILDREN THAT USE SIGN LANGUAGE. IF YOU ARE INTERESTED IN JOINING A CLASS, YOU WILL NEED TO REGISTER ONLINE.

FOR INQUIRIES, PLEASE CALL  
1-847-680-8320 OR EMAIL  
ASTOCKWELL@SEDOL.US.

ONLINE REGISTRATION LINK:  
[HTTP://BIT.LY/FALLASL2020](http://bit.ly/fallasl2020)

REGISTRATION ENDS SEPTEMBER 11, 2020



WEDNESDAY  
EVENINGS

6:00 - 7:30 PM

THREE 8 WEEK  
SESSIONS  
BEGINNING:

SEPTEMBER 16, 2020

JANUARY 20, 2021

MARCH 31, 2021

## SIGN CLASS FEE

\$50 FOR 8 WEEKS  
FREE FOR SEDOL PARENTS!

## PAYMENT

CHECK MADE OUT TO JOHN POWERS CENTER  
SENT VIA MAIL TO:  
ALYSSA STOCKWELL  
C/O JOHN POWERS CENTER  
201 W HAWTHORN PKWY  
VERNON HILLS, IL 60061

## Speech & Language activities for St. Patrick's Day

1. **Go On A Green Scavenger Hunt.** Teach/reinforce the color green by going on a scavenger hunt around your house and finding green items. Plants, blocks, crayons, bowls, cups, pillows, stuffed animals, etc. While you're walking around, gather the items together so you can show your child that they're all the same color reinforcing the concept of same/like objects. Holding the green object up to another color object you can also talk about how the colors are different.

2. **Make A Pot Of Gold and Fill It With Sounds.** Get a large bowl that you can use for the pot of gold at the end of the rainbow. You, or your child if they are old enough, can draw circles on a piece of paper to make the gold coins. Cut them out. On each coin write a "sound" (i.e. ah, ee, oo, shh, sss, mmm, ch, ck) that they're working on. Or write words on each coin (moo, baa, mat, bat, bed, cake, cat). Now, it's time to fill the pot of gold. Hand your child a coin to place into the pot. As they put each coin in, have them say the sound/word on the coin. Play again and again.

3. **St. Patrick's Day Workout.** Get moving and talk about body parts with this fun St. Patrick's Day inspired workout.

**Shamrock Squats** - Stand with your feet wide apart, toes pointing outward. Bend your knees into a horse stance trying to get your legs parallel to the ground. Hold pose for a count of 5 and repeat 5 times.

**Leprechaun Leaps** - Jump up into the air touching your heels together. Repeat 5 times.

**Rainbow Pose** - Place your hands and feet on the ground. Pushing your bottom into the air, making an upside down "V" or rainbow with your body. Keep your arms and legs straight. Hold the pose for 5 breaths.

**Green Scavenger Hunt**

Give your child the following guidelines to collect things that are green. As items are found, mark them off w/ green marker.

- Find something that grows green.
- Find something soft that is green.
- Find one snack item that is green.
- Name one animal that is green.
- Find something hard that is green.
- Name a fruit that is green.
- Find something you play with that is green.
- Find something you can color with that is green.
- Find something you can build with that is green.
- Find something on a wall that is green.
- Find something you can wear that is green.

"He makes me lie down in green pastures..." Psalm 23:2



**4-Leaf-Clover** - Place your hands and knees on the ground in a tabletop position. Reach forward with your right arm, while extending your left leg. Crunch together bringing your arm and leg in toward your belly. Repeat 3 times. Then, switch sides.

4. **Make a Leprechaun Trap.** Have some fun talking about directions up, down, behind, around, in, out, over, under while building your very own leprechaun trap. Don't forget to set it out the night before St. Patrick's Day to catch your very own leprechaun.

Written by Laura Kowalski







# Checklist: Planning to return to in person learning

for children who are Deaf and Hard of Hearing

## DAILY MONITORING/PANDEMIC EDUCATION

- ❑ Check your child every morning for signs of illness (fever, sore throat, cough, body aches, etc.) if they have any of these symptoms they should stay home.
- ❑ Review and practice proper hygiene at home. Wash hands especially before and after eating, sneezing, coughing or adjusting masks.

## SCHOOL DAY



- ❑ Consider packing water bottles for your child, fountains are off limits during the pandemic.
- ❑ Develop daily routines for packing backpacks and what to do when returning home:
  - \* Pack a second/third mask
  - \* Pack water and snacks
  - \* Pack hand sanitizer
- ❑ Teach your child what 6ft apart looks like and why that is important.
- ❑ Make sure your child has plenty of supplies, such as pens, pencils, etc. these items should not be shared.
- ❑ Remove mask for cleaning and sanitize hands upon entering your vehicle or upon returning home from the bus or carpool.

## TRANSPORTATION

- ❑ Plan for transportation to and from school
  - \* If your child is riding the bus, ensure they know they have to wear their mask at all times.
  - \* If your child will be in a carpool, make sure they are wearing masks
- ❑ Talk to your child about how school will look different.



## MASK 101



- ❑ Teach your child that the germs are on the mask, touching the mask requires hand sanitizing.
- ❑ Label your child's masks clearly in a permanent marker so that they are not confused with those of other children.
- ❑ Practice putting the mask on and taking it off. If your child hasn't worn a mask for an extended period of time, practice while watching a TV show or while playing.
- ❑ Practice effective removal of the mask, taking it off, placing it in a bin for washing and wash or sanitize your hands. (remember the germs are on the outside of the mask)

## SPECIAL SITUATIONS

- ❑ Ask your school how accommodations in your IEP or 504 plan may look different.
- ❑ If you child received SLP or DHH services, ask how these will continue.
- ❑ If your child has mental health services, ask how they will continue.

For more information contact your local health department and be on the lookout for communication and procedures from your local school district. **Stay safe.**



HANDS &  
VOICES  
ILLINOIS

This list was adapted from the CDC's guidelines:

<https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Back-to-School-Planning-for-In-Person-Classes.pdf>

**Illinois Hands & Voices Guide By Your Side is here to help!**  
**Questions? Contact us at [ilhandsandvoices@gmail.com](mailto:ilhandsandvoices@gmail.com) or 630-697-3544**



# Extended School Year (ESY)

## What is ESY?

ESY or Extended School Year services are services provided to a child with an IEP outside of the 180 regular school days. The IDEA (Individuals with Disabilities Education Act) states that the students school district must determine if a student requires ESY to receive FAPE (Free Appropriate Public Education). It needs to be determined by the IEP team if a disruption of services will result in the student losing basic skills. It is important to understand that ESY is not summer school, daycare or respite services. ESY is not only offered in summer, if the team finds it necessary it can occur during winter and spring breaks as well.

## How is ESY eligibility determined?

Every student that is eligible for services under IDEA, meaning they have qualified for an IEP must be considered for ESY to ensure FAPE. This does not mean every child with an IEP gets ESY, it means that each year during the child's IEP meeting, ESY should be discussed to determine if the child requires ESY services as part of the child's special education program.

## What does the law say?

Part B Regulations:

300.106 Extended school year services.

- 1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.
- 2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with §§300.320 through 300.324, that the services are necessary for the provision of FAPE to the child.
- 3) In implementing the requirements of this section, a public agency may not—
  - i) Limit extended school year services to particular categories of disability; or
  - ii) Unilaterally limit the type, amount, or duration of those services.

## Factors that could guide the IEP Team:

There have been many impactful court cases supporting ESY and what factors should be considered. You should check with your IEP team to determine what factors your district considers. It is important to note that there are no hard fast rules in Illinois requiring specific methods in determining ESY. Recommended Considerations: (Johnson v. Independent School District No. 4 of Bixby):

- Degree and Regression Suffered in the Past
- Exact time of past regression
- Ability of the child's parents to provide educational structure at home
- Child's rate of progress
- Child's behavioral and physical needs
- Availability of alternate resources
- Ability of the child to interact with non-disabled peers.
- Areas of the child's curriculum which need continuous attention

## What is the next step?

It is important to have an open dialogue with your IEP team, if you feel that your child has regressed, is working on mastering a particular skill or any of the above bulleted items you should let your IEP team know. Just because your child didn't qualify for ESY during their annual IEP, doesn't mean that your concerns are not valid. Contact your IEP coordinator (the person who initiates the meetings) and voice your concerns, state that you want to get a current snapshot of your child's skills and determine if he/she would benefit from ESY.

If your child does not qualify for ESY, it is encouraged that you continue their education over the summer by enrolling them in park district activities or your school districts summer programs. Before summer, re-read your child's IEP, ask the individuals working on goals to give you some summer work for those goals. Real world learning can help in progression toward goals.

<http://www.whittedakifflaw.com/for-parents/memorandum/extended-school-year-court-opinions/>

<https://sites.ed.gov/idea/regs/b/b/300.106>

<https://www.parentcenterhub.org/esy-services-beyond-the-school-year-for-students-with-ieps/>



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VOICES**  
ILLINOIS

*"What works for your child is what makes the choice right."™*





# In the Spotlight

Learn **who is** Hands & Voices Guide By Your Side



Interviews conducted by:  
IL Hands & Voices Guide By Your Side  
Executive Director  
Andrea Marwah

## Meet: Jeanne Carlisle Board Treasurer



### Q: What brought you to IL Hands & Voices?

A. My daughter was a preemie and part of the protocol was to assess her frequently, I found CHOICES for Parents who directed me to Guide By Your Side. I stepped way out of my comfort zone and registered for a Mom's Night Inn event, I didn't know anyone and I didn't know what to do or expect. That was my first experience with ILHV.

### Q: What advice would you give a new parent?

A: Take a deep breath, know that you are not alone, there are tons of supports and resources, join ILHV and get a Parent Guide through GBYS. Whatever choice you make for your family is the right choice and if things change, be willing to change with it.

### Q: Give me one interesting thing about you?

A. I made over 3000 masks since March 2020 to help combat the spread of Covid-19.

### Q: What is something you want us to know?

A. my husband and I really wrestled with the decisions we made for Olivia, we had to learn to realize that it was right at the time and as she gets older we had to allow her to have a voice too, and in the end it's ok. We dealt with parent guilt, expect it and be willing to let it go.

### Q: What is your favorite Hands & Voices memory?

A. Mom's Night Inn, either the 1st or 2nd. Sitting around during some down time, I remember talking to some moms who told me in more detail about parent infant institute and that I had to go, it was informative but we had tons of fun. They told me about events from a parents perspective. Just what I needed.



Olivia, 5th grade

ILHV—Illinois Hands & Voices  
GBYS—Guide By Your Side

## Meet: Jaclyn Urbanski GBYS Transition Specialist ILHV Board Member



### Q: What brought you to IL Hands & Voices?

A. I was introduced to ILHV many years ago when my son Ethan was at hockey camp, the founder of ILHV Karen Putz told me about it, I wasn't ready then to be involved. Through my relationship with Carrie Balian, I learned about the GBYS program and became a Parent Guide, I became more aware of Hands & Voices after that. With encouragement from Carrie Balian who I have known for many years I started volunteering with ILHV and now I'm a board member.

### Q: What advice would you give a new parent?

A: Educate yourself and reach out to find resources and get connected with other parents, that's what gave us the most comfort. We started with Center on Deafness in a parent group with Karen Aguilar. Today there are so many available connections. Take advantage of them all.

### Q: What is something you want us to know?

A. I grew up horseback riding, bareback free range riding... I also rode motorcycles when I was younger.

### Q: What is something on your bucket list?

A. I want to travel, to do things that take me out of my comfort zone, like doing things high in the sky to overcome that small fear of heights.

### Q: What is something you want us to know?

A. I am trustworthy, hard working and I do my best at everything I do. I prioritize and get things done well. To go along with that getting out of my comfort zone—I got a tattoo on my birthday, my daughter and I share a birthday and we got matching tattoos of our birthdate..

### Q: What is your favorite ILHV memory?

A. I really liked ILHV's first silent auction with the Art Beat Live painter, it was so exciting. It was amazing how a small group of people pulled off such a big event.







<http://heartolearn.org>

This user friendly learning resource is for parents and professionals to support spoken language learning for young children who are deaf or hard of hearing.

This website includes:

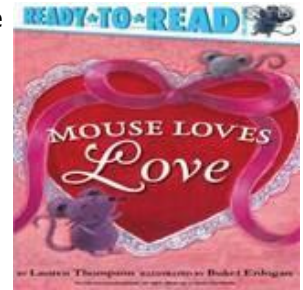
- Video tutorials
- Downloadable intervention materials
- Current research
- Communities

The website will continue to offer new learning resources, materials, and research - visit often!

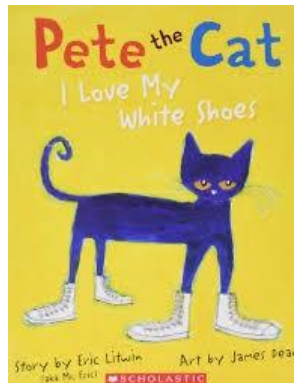


## Crafting Love

We had so much fun planning the Virtual Family Fun Event on Feb. 12 to celebrate Valentine's Day. We had 18 families join the call with a total of 23 kids. Each family received the book and supplies as part of registration. We got to read the book 'Mouse Loves Love' by Lauren Thompson. This book led us into our craft time where we got to create our own valentine cards!



Many of which were forwarded to enter the Valentine Card Art Contest by IL Hands & Voice! We took a dance break before reading our second book 'Pete the Cat: I Love my White Shoes' by Eric Litwin. We want to thank each family that registered and attended the event along with Patti Shore Kaden for her time interpreting for us! We look forward to planning another great event!!



## Overcoming Barriers

Illinois Hands & Voices has taken on a new role in partnership with Illinois Department of Public Health called Lost to Follow-Up (LTF). The LTF babies are those who do not pass their newborn hearing screening, and then do not schedule a follow-up appointment for a diagnostic hearing test to confirm whether or not they are deaf or hard of hearing.

This project started in mid-February with a list of approximately 100 babies. The LTF consultant reaches out to these families via text and phone call to provide assistance with overcoming any barriers that may have prevented follow-up appointments from being scheduled.

Preliminary feedback from LTF families indicates that COVID is a major obstacle in scheduling and attending these follow-up appointments. Some parents have indicated that they are scared to take their baby out in public more than they have to since the baby cannot wear a mask. One parent mentioned that she wanted to wait a few more months until the virus was more under control before taking her baby to an appointment.

Families have also indicated that they have had difficulty finding an audiologist who will conduct the diagnostic hearing test on a baby, or insurance will not cover the test. The LTF consultant provides these families with a list of clinical audiologists in their area, and reminds them that prior to their appointment, they need to verify that these audiologists are covered by their insurance. Information about University of Chicago's Division of Specialized Care for Children (DSCC) is also provided as DSCC may be able to cover the cost of the hearing test if insurance does not.

Another barrier that families have encountered is the belief that since their baby responds to their voice, the baby can hear and doesn't need the additional testing. The LTF consultant shared her family story of her daughter's late diagnosis, and how the hearing loss was missed by so many professionals since she had learned to compensate in other ways. In response to this story, one parent who had previously said her baby could hear and he didn't need follow-up testing thanked the LTF consultant and said she would schedule an appointment for the test because she would be mad at herself for not doing so if later they learned he does have a hearing loss.



IL Hands & Voices Guide By Your Side  
"What works for your child is what makes the choice right"

# GUIDE BY YOUR SIDE

*Providing unbiased emotional support and resources by trained Parent Guides to families with children who are deaf and hard of hearing.*

To receive more information or to request a Parent Guide:

Call/Text: 224-343-1873

Fax: 866-695-3880

E-mail: [ilhvgbys@gmail.com](mailto:ilhvgbys@gmail.com)

WEB: [www.ilhandsandvoices.org](http://www.ilhandsandvoices.org)



GUIDE BY  
YOUR SIDE™  
ILLINOIS

## We Provide:

- > Unbiased support
- > Firsthand personal experience
- > Compassion
- > Resources
- > Notice of upcoming events
- > Someone to listen and talk to
- > Opportunities to meet other families

## For Whom?

- > Illinois families who have a child that is deaf or hard of hearing or hearing loss is suspected.

## Cost:

- > Free!

Please fill in the information below and fax, text or email to us:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Child's Birthdate: \_\_\_\_\_

How did you hear about us? \_\_\_\_\_

\_\_\_\_\_ I would like to be matched with a Parent Guide

\_\_\_\_\_ I would like more information about IL Hands & Voices, Guide By Your Side and resources

Please fax to 866-695-3880 or email to [ilhvgbys@gmail.com](mailto:ilhvgbys@gmail.com)



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**HANDS & VOICES™**  
ILLINOIS

# ONLINE LEARNING GUIDELINES

*for students who are deaf/hard of hearing*



**GUIDE BY YOUR SIDE™**  
ILLINOIS

## ALWAYS BE PREPARED

Remember to charge your batteries every night and plug in your laptop/microphones so you are ready to learn every morning.



## LIMIT YOUR BACKGROUND NOISE

- If you have something to say, raise your hand and wait until your teacher calls on you.
- Always keep your microphone muted until you need to talk.
- Always face the camera when you are talking.
- Use a big voice or make sure your hands can be seen to communicate.



## USE YOUR ADVOCACY KNOW HOW

- Let your teacher know **IMMEDIATELY** if you cannot hear well or if your captioning or interpreter is not there or hard to view.
- Ask your teacher for slides and notes before each session, that way you can come prepared.
- Ask the teacher to wait after sharing their screen, this allows you time to get everything set to follow along.



## ACCESSING YOUR SCHOOLWORK

- If possible have 2 screens available, this allows you to see the teacher and captions or interpreters at the same time.
- If you only have one screen, make sure you know how to view captions or interpreters and class at the same time.
- Link your computer to the TV so you can see everything on a larger screen.
- for a strong video connection plug directly in the router. Your parents can help with this.



## KEEP YOUR DEVICE STILL



Keep your computer on a flat surface. Moving it around can make others dizzy and be hard for you to see what's going on.

## HAVE GOOD LIGHTING

Make sure there is a light on your face so everyone can see you. Having a light behind you makes you look like a shadow to others in your class.



Illinois Hands & Voices Guide By Your Side  
Questions? Email us at [ilhandsandvoices@gmail.com](mailto:ilhandsandvoices@gmail.com)





# Online, Hybrid or In-Person Accommodation Guidelines

for children who are Deaf and Hard of Hearing

## Face Masks

Face masks can create access barriers for students who are deaf/hard of hearing. When allowed consider using clear masks and or face shields whenever possible. This can be tailored to the needs of the child in each education setting. The IEP Team/504 Administrator will determine this.



## Virtual Access

Make sure students have live accurate captioning or sign language interpreters while participating in live online activities. Communication Access stated in the students IEP or 504 should be provided during e-learning. Closed Captions should be provided on all pre-recorded webinars/videos and similar platforms when a student is required to watch pre-recorded videos.

## Assistive Technology Needs

With remote learning, additional technology may be required for meaningful access to sound, captioning, and/or interpreting. These may include secondary laptops for displaying captions or interpreters and/or devices for sending sounds directly to their hearing technology.



## IT Troubleshooting

Students should have readily available access to IT troubleshooting when technological supports such as captioning, interpreting, and Hearing Assistive Technology are not displaying or functioning properly. Back-up plans for when supports cannot be quickly fixed should also be in place. Keep in mind Education Audiologists should be the first point of contact for troubleshooting Hearing Assistive Technology.

## Temperature Checks

Children with earmolds or in the ear hearing aids may show false elevated temperature readings when using ear thermometers. Consider using alternative thermometers or re-screen after earmold or hearing aid is removed from the ear for 10 minutes.



IEP Teams should work together to determine the accommodations and modification alterations due to Covid-19. Covid-19 should not limit the students access. Work with the IEP team or 504 administrator to make needed changes to the child's school plan.

**Illinois Hands & Voices Guide By Your Side is here to help!**

**Questions? Contact us at [ilhandsandvoices@gmail.com](mailto:ilhandsandvoices@gmail.com) or 630-697-3544**



## You are invited to participate in research study to assess effectiveness of FIRME program (Families Included in Receiving better Special Education)



The University of Illinois at Chicago is conducting a research study to assess the effectiveness of FIRME training in educating Latino and Hispanic families/parents in advocating for their children with disabilities. Individuals will be eligible to participate if: (1) the participant is over 18 years of age, (2) the participant is the parent of a child with a disability and has an IEP, (3) the parent self-identifies as either Latino or Hispanic, (4) the participant agrees to complete the pre, post, and follow-up surveys, and (5) the parent can participate if they are the legal guardian of a child that is 18 years of age who is on an IEP program.

You will be randomly assigned to either FIRME Intervention group or Control group. If you are assigned to the FIRME intervention group you will be asked to:

- (1) Participate in 4 FIRME training sessions, one time a week, for four weeks, each session lasting 3 hours; and to write a written testimonial at the end of the fourth session.
- (2) Complete 3 online surveys (pre- and post- and follow up to intervention) lasting 25-30 minutes each to provide some demographic information and evaluate effectiveness of FIRME training program.
- (3) Participate in a 30 minutes audio recorded telephone interview after the completion of the FIRME training sessions followed by a 5 minutes follow up phone call to check the accuracy of your interview transcriptions.
- (4) Participate in one 1-hour FIRME booster training session at the end of 3 months to review what you did in the program and complete the above follow-up online survey.

If you are assigned to “Control” group you will be asked to: (1) complete the same three online pre-and-post-and-follow up surveys which last 25-30 minutes; but (2) you will be asked to complete the FIRME training program six weeks after the intervention group participants complete their training. At the completion of the FIRME training sessions, you will participate in a 30 minutes audio recorded telephone interview followed by a 5 minutes follow up phone call to check the accuracy of your interview transcriptions. You will not receive the FIRME Booster session.

All FIRME training sessions will be audio and video recorded and conducted via UIC Zoom video conference platform.”

Notably, you are the legal guardian of your child that is between the ages of 3-18 and you advocate for your child during IEP meetings. If your child is 18 and you are his/her legal

FIRME Program Study for Latino Families Flyer, Version #5, [1/20/2021], page 1 of 2.

guardian, you are able to participate in the training. However, if your child is his own legal guardian at his/her IEP meeting, they will not be able to participate in the training as this training solely focuses on parents/guardians to advocate for their children. To compensate for your time, you will be emailed \$10 gift certificate after each FIRME training session (not including the Booster session) for up to \$40 in gift cards and \$10 gift certificate after you complete the interview. The training will be offered in Spring 2021 and Summer 2021.

**Training dates: Thursdays or Saturdays starting either February 25<sup>th</sup>/27<sup>th</sup> \***

**OR**

**Thursdays or Saturdays starting either April 29<sup>th</sup>/May 1<sup>st</sup> \***

**\* The research team will notify you with your training date upon completion of the pre-survey**

**Location:** UIC Zoom

**Time:** 9am-12pm both days

If you came to this flyer via social media site and you are interested to participate, please contact the investigator directly at the email and phone number indicated below and outside of the social media site. If you “like, share, or comment” or contact investigator via social media, then the social media can track you as per usage agreement you accepted and may share your information with advertisers.”

If you are interested in participating in the study or if you would like more information, please contact: Kristina Rios, [kr6@uic.edu](mailto:kr6@uic.edu), 661-586-7698







## SPECIALIZED CARE FOR CHILDREN

### HOW WE HELP

The University of Illinois at Chicago's Division of Specialized Care for Children (DSCC) partners with Illinois families and communities to help children and youth with special health-care needs connect to services and resources. We guide families through their child's journey with a medical condition and work with doctors, schools and community groups to create a seamless support system. We assess a child's medical, social, behavioral, educational and financial needs and develop a personalized plan of care. This process is called care coordination and is **FREE**, regardless of a family's income level.

Our care coordination is tailored to each family and focused on their specific goals. It can include:

- Accessing diagnostic testing
- Finding specialized medical care
- Helping families maximize their insurance and understand their coverage/benefits
- Communicating with doctors and specialists
- Attending school meetings and assisting with the IEP or 504 Plan process
- Coordinating transportation for appointments
- Applying for grants to fund therapies, equipment or other needs
- Linking families with local charities, programs and resources
- Facilitating equipment orders
- Assisting with the application for federal and state benefit programs, such as SSI, Illinois Link Card and WIC
- Connecting families for parent-to-parent support
- Preparing for the transition to adulthood

**Financial Assistance Available** - We can also help pay for eligible medical expenses, such as equipment, therapies, supplies and medical services, when families meet income guidelines.

### OUR IMPACT

Our care coordination makes it possible for families to:

- Feel more confident and organized in the care of their child.
- Understand and stay at the center of decisions about their child's care.
- Develop a stronger partnership with their child's doctors and specialists.
- Express their worries and concerns and address them productively.
- Effectively navigate the maze of resources and insurance coverage/benefits.
- Support and achieve their child's educational and vocational goals.

**See Other Side for More Information**

## WHO WE SERVE

DSCC serves Illinois families with children up to age 21 who have or are suspected of having an eligible medical condition. Eligible conditions include, but are not limited to:

- Blood Disorders
- Cardiovascular Impairments
- Craniofacial & External Body Impairments
- Eye Impairments
- Gastrointestinal Impairments
- Hearing Impairments
- Inborn Errors of Metabolism
- Nervous System Impairments
- Orthopedic Impairments
- Pulmonary Impairments
- Urogenital Impairments

We also serve families who care for children and youth who require in-home shift nursing through the Home Care Program. DSCC operates the Home Care Program on behalf of the Illinois Department of Healthcare and Family Services (HFS). This program helps youth remain in their family home rather than a hospital or skilled nursing facility. Many eligible youth are also medically fragile and dependent on technology - such as on ventilators, tracheostomies and gastrostomy tubes - for their well-being.

Contact us at:  
**(800) 322-3722**  
**dsccl.uic.edu**



## WHO WE ARE

The University of Illinois at Chicago's Division of Specialized Care for Children (DSCC) is a statewide program that serves children and youth with special healthcare needs and their families. Each state receives federal funds to improve the health of children and youth with special healthcare needs. DSCC has been the designated program for Illinois since 1937.

We have 11 regional offices throughout the state that help Illinois families in their local communities. Our staff includes social workers, nurses, speech pathologists, audiologists and other team members who are trained to partner with families to help them identify needs and connect them to the specialty care and resources they need for their child to reach their full potential.



*"Any time I have a problem, I contact DSCC. If I can't figure it out, they help me figure out a solution, so I'm thankful I have somebody to turn to."*



# CHS

**For 104 years, CHS has served the Deaf, DeafBlind and Hard of Hearing community with a wide variety of services & programs.**

Interpreter Referral Services  
VRI & Captioning  
Youth Program  
Domestic Violence Counseling  
Victim Assistance Program  
Audiology Clinic  
Children's Hearing Aid Bank  
Social Services and Advocacy

Parent Support  
Free Amplified Phone Demonstrations  
ARMED Mentoring Program  
Deaf Mentor Program  
Tax Program  
DeafBlind Program  
Sign Language Classes & Tutoring  
ASL Tutoring

Interpreter services available 24 hours a day, 7 days a week.  
[CHSInterp@Anixter.org](mailto:CHSInterp@Anixter.org)

[www.ChicagoHearingSociety.org](http://www.ChicagoHearingSociety.org)  
1444 W. Willow St., Chicago, IL 60642  
Voice: 773.248.9121    VP: 773.904.0154  
Fax: 773.409.1544



Illinois Hands & Voices, Guide By Your Side does not support or endorse any specific organization, communication or amplification choice. The information in this newsletter is to simply share with families and professionals the resources and events available to them.

8 a.m., you are not getting out of bed. Let's put our heads together to see what we can do to make morning time go more smoothly. What are your ideas?" I have seen this take the stress out of mornings for working parents who need to take their children to school before going to work, and I believe it could help during the pandemic, too.

All of these practices can help children to feel more ownership of their behavior. That will make them more likely to cooperate.

However, these strategies require time and patience – something that is hard to come by at times of stress. Research studies show that parents are more likely to yell, demand and threaten when time is limited, they are stressed or they feel worried about how their children are performing. That's why it's important for parents to find time for their own self-care and rejuvenation – whether it be by taking a walk, exercising, meditating or writing in a journal. A pandemic or other disaster presents challenges for parents, but using motivational strategies can help parents provide a calmer and more effective environment that also facilitates a positive parent-child relationship.

Article reshared from the conversation.com website

## Do you have a child who is deaf or hard of hearing age 36 months or younger?



You are eligible to get a **free** online class to learn American Sign Language!

**SIGN IT!**  
LEARN AMERICAN SIGN LANGUAGE ONLINE

Go beyond single signs!  
Learn conversational ASL with Rachel Coleman from Signing Time.

To apply, visit [www.infanthearing.org/signit](http://www.infanthearing.org/signit)



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3. SHOP



*Do you or your child have something to share? A new adventure or an accomplishment? They can be a part of our next newsletter! Stories can be submitted to [ilhvgbys@gmail.com](mailto:ilhvgbys@gmail.com)*



Stay up to date by following Illinois Hands & Voices on Facebook and Instagram



Guide By Your Side is the result of a collaborative effort between the following: IL Hands & Voices and the IL Early Hearing Detection & Intervention (EHDI) Program.



Experience why

# acs

Is the alternative

## Experience our Services

Communication Access Realtime Translation (CART)  
Remote CART Services  
Realtime Captioning  
Text Interpreting (TypeWell & C-Print)  
Sign Language

## Experience our Differences

Experience  
Consistent Quality  
Competitive Rates  
Personalized Support  
Client Respect  
Employee Respect  
Redundancy



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