

Supporting your Family



In Wisconsin there are resources and programs to support families of children who are deaf or hard of hearing. The first place we recommend you call or visit is the FirstStep Hotline. This is the State of Wisconsin, Department of Health and Family Services funded hotline. The goal of the hotline is to assist families of children with special needs statewide in identifying appropriate resources and supports. To contact FirstStep call 1-800-FIRSTSTEP or visit <http://www.mch-hotlines.org>.

One of the main programs to assist families of young children who are deaf or hard of hearing in Wisconsin is the Birth to 3 Program. This Program serves children ages birth to three years of age in Wisconsin who have developmental delays or conditions known to result in a developmental delay. The Birth to 3 Program works with each child and family to provide individualized services and supports such as education, therapy, and other supportive services. Many children who are deaf or hard of hearing are eligible for the Birth to 3 Program; eligibility is based on a child's need and not on family income. The FirstStep Hotline can connect you with the Birth to 3 Program in your county.

The ***Supporting your Family*** section will introduce you to local, state, and national resources to support your child and family. It will also share tips and strategies for ways to support, nurture, and interact with your child who is deaf or hard of hearing and strengthen the bond within your family. It was developed because your child's hearing loss impacts everyone he or she is connected to –mothers, fathers, siblings, grandparents and extended family.

Amanda's story of her son Bailey summarizes one person's experience with the process of grief, acceptance, and seeking support:

“I think your son might have hearing problems,” the neurologist told me. I had suspected this, but the blow hit me like a ton of bricks. After audiograms and an MRI we learned his loss was very profound. And yet I was in denial.

I sat in my denial corner for about a year, doing almost nothing to help him in his language development. We were prescribed hearing aids, which Bailey hated and loved to chew on. Then the ENT told me hearing aides were useless and it was time to go total visual language. From that day forward I thanked him and hated him for the news.

I had no prior experience with deaf people. Although I was no longer in denial about Bailey being deaf, I was ignorant as to just what deaf people can do. I had little exposure to deaf people, in fact none. It wasn't until our “in home parent teacher” walked through the door that my impression of deaf people changed. She was a hearing woman married to a deaf man. I had so many questions for her: Can deaf people drive, get jobs, get married, raise children...and how can they if they can't hear? How can someone function if they can't hear?

I quickly learned that the only difference between deaf people and hearing people is language. I'll never forget the feeling of my stereotypes melting away in my heart. Deaf people were normal...they share the same world as I do, and function in it often times better than many hearing people. How about seeing the music in the sunrise or the ocean waves. How about the beautiful visual culture that is filled with eye contact, body contact, warm smiles and hugs? How about the fact that babies pick up and begin using visual language faster than the oral language? For the past year, I saw my child as deaf, now I saw him as a child who laughed and took in the world with pleasure."

Acceptance



Accepting the news that your child has a hearing loss is perhaps the most difficult challenge that you will face with your child. All kinds of questions go through your mind:

- Does my child really have a hearing loss?
- Will it go away, get better?
- Will s/he need hearing aids? How will we afford this?
- Will s/he be made fun of?
- How will the hearing loss affect my child?

When you are told your child is deaf or hard of hearing, it is normal to experience a variety of emotions. These emotions may include shock, fear, denial, sadness, grief, confusion, anger, guilt, disbelief, surprise and relief.

“I can’t remember anything they said after the word “deaf.” I was devastated and shocked. I wasn’t able to get on with my daily activity.”

“I was surprised to learn she had a hearing loss, and I felt guilty about the possible causes.”

“When my daughter’s hearing loss was finally diagnosed I felt such a sense of relief. That might sound odd, but I was so relieved because despite what her doctor and my friends and family had been telling me, I knew something was wrong. Finally getting a diagnosis meant that we had a place to start, we could begin to educate ourselves and try to figure out the next step.”

The experience of learning that your child has a hearing loss often begins a journey that includes a process of grieving. Dealing with the grief, anger, and pain of such a discovery is difficult but necessary. Grieving is important so you can take actions and make decisions that need to be made for your child. You and your family members may grieve differently. It is a very individual journey and **everyone reacts differently.**

“Make time and space for grieving. Something’s been lost, your hope that your child would have “normal” hearing, so that needs to be mourned and grieved for. Find someone (friend, family, counselor) who will let you talk, cry, shout about this loss without judging you, and telling you to move on. Allowing yourself space and permission to grieve, will allow for space to think well about the adjustment you’ll need to make, and how best to help your child. Then love your baby up!”

Acceptance as a process:

Most parents describe acceptance as an ongoing process, one that comes and goes over time. When talking about acceptance you are not just talking about accepting the hearing loss itself. You are also talking about the acceptance that life as you know it has changed. Initially it feels like everything has changed. You knew how to communicate with your child and suddenly that has changed. Now you may be wondering how to communicate, educate,

Material was adapted from the Boys Town website www.babyhearing.org and High Preface.

and interact with your deaf or hard of hearing child. You may now question what options are available to you and your child and what may be in store for the future.

With time, you will realize that the hearing loss is just one part of your child. You will shift from concentrating on the part of your child that is deaf or hard of hearing to seeing the child's hearing loss as one of the wonderful qualities that makes him or her unique. You will learn to accept your child as a whole, as illustrated by the following story:

Jumbo* is a little elephant who is ridiculed by his society because his ears are different. When his mother tries to protect him from his tormentors, she is labeled uncontrollable and then separated from him. The scene which impacts most people is when the other animals and their babies were shown in warm, secure embraces while Jumbo and his mother could only touch through prison bars. All because of his ears.

While Jumbo is fictional, we believe the experience is true to life. Many deaf and hard of hearing children are viewed in terms of their ears – ears that don't work, ears that need to be fixed, ears that need testing and amplifying and maintenance. Ears that result in low language scores. This concentration on ears that need to be made "normal" can interfere with typical, warm, secure embraces, creating a sort of prison barrier within families.

Fortunately, this story has a happy ending. Intervention is provided by a mouse named Timothy who looks at Jumbo's strengths and capitalizes on them. As a result, Jumbo finds success and a sense of self-worth and pride. Jumbo is reunited with his mother and their bond is strengthened. Early intervention can assist the development of self-confident, successful children and their families if we concentrate on the strengths of the whole unit, not just focus on the ears.

* This character is known as "Dumbo", the name of the Disney movie. But his mother named him Jumbo, so we used that term.

Coping Strategies:

The great majority of children who are identified with a hearing loss are born to hearing parents. Only 10 % of people with hearing loss are born to deaf parents. In most cases there is no history of hearing loss in the family, and most know no other families in the same situation. This often leaves parents feeling very alone, and many find themselves searching out others who understand what they are going through. During this time parents find themselves being thrust into new and unfamiliar roles. They suddenly feel the need to become experts on the subject of hearing loss in order to make right decisions for their child, as well as become advocates for the services their child needs immediately, and in the years to come. Initially, this task seems overwhelming for most parents. Some helpful coping strategies may be 1) finding out all you can, 2) connecting with other parents and 3) embracing the knowledge that you and your child can be happy and successful together.

One key to coping for most parents is **finding out all you can** about your child's hearing loss and what it will mean in terms of learning to talk and/or communicate and how it will impact

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family dynamics, education, and social development. Often, the path to finding out all you can comes through **connecting with other parents!**

“I had no idea where to begin looking for the info I needed to understand my child’s hearing loss...Getting involved with other parents was a life saver. Being able to talk to those who really understood what we were going through helped tremendously. It helped us to relax and find the comfort that we needed as we struggled to figure out what to do for our child. Even more important was being able to see deaf and hard of hearing children older than our own child. We were able to see just how normal they were, and it helped us to realize she was going to be okay.”

Having a child with a hearing loss does not need to be something awful. You and your child can be happy and successful if you can learn to embrace your child and the hearing loss and accept your ability to parent a deaf or hard of hearing child. **You will learn and grow together.**

Impact of Hearing Loss in a Family



There is no doubt about it. Having a child with special needs changes your family. It adds stresses and blessings that can't be imagined when first hearing the words, "Your child has a hearing loss."

This is a challenge your entire family is going to face for a lifetime. You and your family will experience a continuum of emotions, which may affect how you bond with your child who has a hearing loss and how you continue to bond with others.

You as a parent will be taking on roles and establishing rights that you may have never considered before learning of your child's diagnosis. You may interact differently with your spouse. One parent may take on more responsibility or change their coping and decision making behaviors. The child's grandparents, siblings, extended family and community members will be affected. They too have to adjust to the news and determine what this will mean for them. **Grandparents** have added worries. Their concern is not just for the child who is deaf or hard of hearing, but for their son or daughter and his or her spouse, and for the other grandchildren in the family. They may worry about what their responsibilities will be to the child and their family. Help grandparents to know that the best they can do for their new grandchild is to stay connected to them and keep an open mind about the child's hearing loss. Make sure that your expectations of them are clear. This way they will not needlessly feel like they are letting you down or fail to meet your expectations do to a misunderstanding. They may want to help but may or may not know how. Help them learn what they can do to help you or your child.

The following are descriptions of feelings that any member of your family could experience:

- In the course of finding answers and services, you and your family may need to share personal and private information with professionals and parents. This may feel very uncomfortable for some people.
- You may feel like you are 'on display'.
- You may feel isolated because those close to you don't understand what you are experiencing.
- You may need to alter your communication style and learn a new language. This may be frightening but also may feel exciting.
- You may find your network of friends changing because you feel like you have different opinions, interests and/or priorities now.
- You may feel overwhelmed. This is very likely because there is so much to learn and consider and so many decisions to make.

Although the effect on **brothers and sisters** will vary, there are some similarities. You as a parent need to be aware that much time and energy will be spent dealing with the hearing loss. The siblings may not get as much attention, causing feelings of 'life isn't fair' and that they are not important. Siblings may need to learn to handle cruelty, insensitivity and/or ignorance of others. They may begin to see themselves as their sibling's unofficial guardians. These experiences may be very stressful for the other children in a family but can

have rewarding results. Siblings often learn an early empathy for others and may appear more mature and independent than other children their age. Be sure to listen to each of your children and seek support on their behalf or for yourself if you feel it is necessary.

Siblings of deaf and hard of hearing children may learn to understand more about what is happening to their brother or sister by visiting places that you go with the child who is deaf or hard of hearing (i.e., audiologist, therapy room, etc.) They may be interested in participating in some of these activities. This is an acceptable practice with many professionals if you ask permission before a session.

It is important to be open about hearing loss. Promote education of deafness for your family and community. This will lead to acceptance.

On the next set of pages there is information about the feelings and possible roles that siblings with a brother or sister with special needs may have. This information was adapted from the Sibling Support Project of the Arc of the United States and is not specific only to siblings who are deaf or hard of hearing. However, it is information that may help you keep the perspective of the sibling in mind as you watch your children develop relationships and become lifelong friends.

Parenting the Child who is Deaf or Hard of Hearing



All children need three types of inner resources if they are to become self-regulating people:

- 1. Good feelings about themselves and others.*
- 2. An understanding of right and wrong.*
- 3. A fund of alternatives for solving problems.*

Twelve Strategies for Enhancing the Parent/Child Relationship and Raising Children Who Will Be Self-Regulating and Responsible Adults:

1. Express Love.

Expressions of love can head off undesirable behavior. When a child feels loved, she wants to please her parents. A warm facial expression, a kind tone, a look of admiration and enthusiasm, a hug, all express love in an unmistakable way. Older children, who may be embarrassed by physical expressions, welcome the personal attention of a one-on-one game or special time with mom or dad.

2. Be Predictable.

Children thrive in a predictable environment. Routines and schedules carried out with consistency provide stability and security. This is also true with parenting behavior -- consistent messages and consistent, reasonable consequences result in a child who trusts his parents. And it can be especially important for some deaf or hard of hearing children who have limited communication skills.

3. Communicate Clearly.

Make sure your words and actions are sending the same message. Young children need to have things spelled out for them -- to teach an abstract concept like "sharing" use examples.

If there is a communication challenge because of deafness or hearing loss, acknowledge the need to purposefully develop strategies to close the gap. With a deaf or hard of hearing child, consider creating a 'quality control' test to make sure your message was understood as intended, including consequences. Have her repeat back what she understood you to say. Role-play to teach productive, appropriate questioning techniques that will be essential at home, at school, and everywhere.

4. Understand Problem Behavior.

By being good observers, parents can gather information that will help them understand what a child's problem behavior means. Look for a pattern. What happens before the behavior starts?

*Adapted and excerpted by Leeanne Seaver from Thelma Harms Ph.D., Univ. of North Carolina, Chapel Hill

When, where, and with whom does it occur? Is there a physical cause such as hunger or fatigue? Was the communication experience unsuccessful -- resulting in frustration, anger and lashing out? Does he feel threatened, hurried or ignored? Is the child seeking attention in an unappealing way? Is he having trouble expressing himself and projecting his negative energy in a physical way? Which is needed... punishment, or a shoulder to cry on?

5. Catch Your Child Being "Good."

It's easy to take for granted what we approve of, and hard to ignore what we don't like. This makes it easy to neglect opportunities to praise good behavior and focus on bad behavior. Let your child feel and see your approval. Turn 'no' statements into 'yes' statements, i.e. "I love how careful you're being with that antique vase."

6. Set Up a Safe Environment.

Children love to explore and thrive in tactile environments where things can be pulled on, climbed over, taken apart and put back together again (maybe). This isn't being naughty -- this is their nature. Make her environment safe. The more there are appropriate things available to explore the fewer problems with inappropriate behavior she will have. Consider how this applies to adolescents and even teenagers. A safe environment is one where the rules and limits are defined and understood. Can she have the car Friday night? Yes, if we know whom she's with, where she's going, and when she'll be back.

7. Set Sensible Limits.

Neither parents nor children want to live in a police-state atmosphere in which there are so many rules it's impossible to avoid breaking them. Generally, very young children can remember only a few rules and a great deal of adult supervision is required to enforce them. Make the language simple and direct, like: "Use words, No hitting."

The limits expand as the child grows older. Going outside established limits is an exercise in trust between parent and child. If your adolescent or teenager demonstrates responsible behavior, he should be rewarded with certain privileges. If he demonstrates a lack of responsibility, the limits may need to be more tightly drawn and defined until trust is built again.

8. Defuse Explosion.

Step in while your child is still calm enough to discuss a problem. Intervene before anger gets out of control. If certain situations are recipes for disaster, talk about them ahead of time and create some plans for coping and resolving. For deaf and hard of hearing kids, not being understood because of a communication mode difference or gap is a common occurrence, and one that lends itself to frustration and anger. Anticipate these kinds of circumstances. Often parents can help children avoid a meltdown with by pointing out problem-solving alternatives that can be employed before the problem rises to a crisis state.

9. Teach Good Problem Solving Skills.

There are good solutions to problems, and not-so-good solutions to problems. How do you get your child to know the difference? Start by clearly labeling unacceptable behavior and explain why. Follow up with positive suggestions for what to do next time. For children under four, it's best to simply state what you want them to do next time. For older kids who can express themselves and think abstractly, ask them what they could do next time that would be better. Suggest additional alternatives. As kids get older and more mature, they'll be able to employ these tactics more successfully if they've been practicing them since childhood.

If the problem stems from communication gaps, which is often true for children with deafness or hearing loss, use the same strategies and exploit every opportunity to expand the child's language base around conflict resolution. Knowing how to express himself and state his position will increase your child's sense of empowerment to successfully solve problems.

10. Don't Overreact.

Giving lots of attention to problem behavior can create another whole set of problems. Telling a child to go to a time-out place or removing her from the play area where she misbehaved delivers a consequence for bad behavior without creating an attention-getting incentive to do the thing again.

11. Seek Professional Help when Needed.

Most children grow out of common behavioral problems with the patient guidance of parents and other caring adults. But for a small percentage (5 to 15%) the problem behaviors persist and can become severe. Professional help is an excellent resource that can provide support and a constructive plan of action.

12. Be Patient with Your Child and Yourself.

Misbehavior happens. It's human nature to learn from our mistakes. And a key to the healthy psychological development lies in the child's ability to do just that. If you follow all 11 steps faithfully and still experience a repeat of bad behaviors, remind yourself that your child is in a learning process called *childhood*. Your consistency, patience and love will provide him or her with the support needed to emerge into mature, autonomous adulthood.

What Siblings Would Like Parents and Service Providers to Know



In the United States, there are over six million people who have special health, developmental, and mental health concerns. Most of these people have typically developing brothers and sisters. Brothers and sisters are too important to ignore, if for only these reasons:

- These brothers and sisters will be in the lives of family members with special needs longer than anyone. Brothers and sisters will be there after parents are gone and special education services are a distant memory. If they are provided with support and information, they can help their sibs live dignified lives from childhood to their senior years.
- Throughout their lives, brothers and sisters share many of the concerns that parents of children with special needs experience, including isolation, a need for information, guilt, concerns about the future, and caregiving demands. Brothers and sisters also face issues that are uniquely theirs including resentment, peer issues, embarrassment, and pressure to achieve.

Despite the important and life-long roles they will play in the lives of their siblings who have special needs, even the most family-friendly agencies often overlook brothers and sisters. Brothers and sisters, often left in the literal and figurative waiting rooms of service delivery systems, deserve better. True “family-centered” care and services will arrive when siblings are actively included in agencies’ functional definition of “family.”

The Sibling Support Project facilitated a discussion on SibNet, its listserv for adult siblings of people with special needs, regarding the considerations that siblings want from parents, other family members, and service providers. Below is a discussion of themes discussed by SibNet members and recommendations from the Sibling Support Project:

1. The Right to One’s Own Life.

Throughout their lives, brothers and sisters may play many different roles in the lives of their siblings who have special needs. Regardless of the contributions they may make, the basic right of siblings to their *own* lives must always be remembered. Parents and service providers should not make assumptions about responsibilities typically developing siblings may assume without a frank and open discussion. “Nothing about us without us”— a phrase popular with self-advocates with special needs — applies to siblings as well. Self-determination, after all, is for everyone — including brothers and sisters.

2. Acknowledging Siblings’ Concerns.

Like parents, brothers and sisters will experience a wide array of often-ambivalent emotions regarding the impact of their siblings’ special needs. These feelings should be both expected and acknowledged by parents and other family members and service providers. Because most siblings will have the longest-lasting relationship with the family member who has a disability, these concerns will change over time. Parents and providers would be wise to learn more about siblings’ life-long and ever-changing concerns.

3. Expectations for Typically Developing Siblings.

Families need to set high expectations for all their children. However, some typically-developing brothers and sisters react to their siblings' special needs by setting unrealistically high expectations for themselves — and some feel they must somehow compensate for their siblings' special needs. Parents can help their typically-developing children by conveying clear expectations and unconditional support.

4. Expect Typical Behavior From Typically Developing Siblings.

Although difficult for parents to watch, teasing, name-calling, arguing and other forms of conflict are common among most brothers and sisters -- even when one has special needs. While parents may be appalled at siblings' harshness toward one another, much of this conflict can be a beneficial part of normal social development. A child with Down syndrome who grows up with siblings with whom he sometimes fights will likely be better prepared to face life in the community as an adult than a child with Down syndrome who grows up as an only child. Regardless of how adaptive or developmentally appropriate it might be, typical sibling conflict is more likely to result in feelings of guilt when one sibling has special health or developmental needs. When conflict arises, the message sent to many brothers and sisters is, "Leave your sibling alone. You are bigger, you are stronger, you should know better. It is your job to compromise." Typically developing siblings deserve a life where they, like other children, sometimes misbehave, get angry, and fight with their siblings.

5. Expectations for the Family Member with Special Needs.

When families have high expectations for their children who have special needs, everyone will benefit. As adults, typically developing brothers and sisters will likely play important roles in the lives of their siblings who have special needs. Parents can help siblings now by helping their children who have special needs acquire skills that will allow them to be as independent as possible as adults. To the extent possible, parents should have the same expectations for the child with special needs regarding chores and personal responsibility as they do for their typically developing children. Not only will similar expectations foster independence, it will also minimize the resentment expressed by siblings when there are two sets of rules — one for them, and another for their sibs who have special needs.

6. The Right to a Safe Environment.

Some siblings live with brothers and sisters who have challenging behaviors. Other siblings assume responsibilities for themselves and their siblings that go beyond their age level and place all parties in vulnerable situations. Siblings deserve to have their own personal safety given as much importance as the family member who has special needs.

7. Opportunities to Meet Peers.

For most parents, the thought of "going it alone," raising a child with special needs without the benefit of knowing another parent in a similar situation would be unthinkable. Yet, this routinely happens to brothers and sisters. Sibshops, listservs such as SibNet and SibKids, and similar efforts offer siblings the common-sense support and validation that parents get from Parent-to-Parent programs and similar programs. Brothers and sisters — like parents — like to know that they are not alone with their unique joys and concerns.

8. Opportunities to Obtain Information.

Throughout their lives, brothers and sisters have an ever-changing need for information about their sibling's special need, and its treatment and implications. Parents and service providers have an obligation to proactively provide siblings with helpful information. Any agency that represents a specific special need or illness and prepares materials for parents and other adults should prepare materials for siblings and young readers as well.

9. Sibs' Concerns about the Future.

Early in life, many brothers and sisters worry about what obligations they will have toward their sibling in the days to come. Ways parents can reassure their typically-developing children are to make plans for the future of their children with special needs, involve and listen to their typically-developing children as they make these plans, consider backup plans, and know that siblings' attitude toward the extent of their involvement as adults may change over time. When brothers and sisters are "brought into the loop" and given the message early that they have their parents' blessing to pursue their dreams, their future involvement with their sibling will be a choice instead of an obligation. For their own good and for the good of their siblings who have special needs, brothers and sisters should be afforded the right to their own lives. This includes having a say in whether and how they will be involved in the lives of their siblings who have special needs as adults, and the level, type, and duration of involvement.

10. Including Both Sons and Daughters.

Just as daughters are usually the family members who care for aging parents, adult sisters are usually the family members who look after the family member with special needs when parents no longer can. Serious exploration of sharing responsibilities among siblings — including brothers — should be considered.

11. Communication.

While good communication between parents and children is always important, it is especially important in families where there is a child who has special needs. An evening course in active listening can help improve communication among all family members, and books, such as *How to Talk So Kid Will Listen and Listen So Kids Will Talk* and *Siblings Without Rivalry* (both by Adele Faber and Elaine Mazlich) provide helpful tips on communicating with children.

12. One-on-One Time with Parents.

Children need to know from their parents' deeds and words that their parents care about them as individuals. When parents carve time out of a busy schedule to grab a bite at a local burger joint or window shop at the mall with their typically-developing children, it conveys a message that parents "are there" for them as well and provides an excellent opportunity to talk about a wide range of topics.

13. Celebrate Every Child's Achievements and Milestones.

Over the years, we've met siblings whose parents did not attend their high school graduation — even when their children were valedictorians — because the parents were unable to leave their child with special needs. We've also met siblings whose wedding plans were dictated by the needs of their sibling who had a special need. One child's special needs should not overshadow another's achievements and milestones. Families who seek respite resources, strive for flexibility, and seek creative solutions can help assure that the accomplishments of all family members are celebrated.

14. Parents' Perspective is More Important than the Actual Special Need.

Parents would be wise to remember that the parents' interpretation of their child's special needs will be a greater influence on the adaptation of their typically developing sibling than the actual disability itself. When parents seek support, information, and respite for themselves, they model resilience and healthy attitudes and behaviors for their typically-developing children.

15. Include Siblings in the Definition of "Family."

Many educational, health care, and social service agencies profess a desire to offer family-centered services but continue to overlook the family members who will have the longest-lasting relationship with the person who has the special needs — the sisters and brothers. When brothers and sisters receive the considerations and services they deserve, agencies can claim to offer "family-centered" instead of "parent-centered" services.

16. Actively Reach Out to Brothers and Sisters.

Parents and agency personnel should consider inviting (but not requiring) brothers and sisters to attend informational, IEP, IFSP, and transition planning meetings, and clinic visits. Siblings frequently have legitimate questions that can be answered by service providers. Brothers and sisters also have informed opinions and perspectives and can make positive contributions to the child's team.

17. Learn More about Life as a Sibling.

Anyone interested in families ought to be interested in siblings and their concerns. Parents and providers can learn more about "life as a sib" by facilitating a Sibshop, hosting a sibling panel, or reading books by and about brothers and sisters. Guidelines for conducting a sibling panel are available from the Sibling Support Project and in the Sibshop curriculum. Visit the Sibling Support Project's website for a bibliography of sibling-related books.

18. Create Local Programs Specifically for Brothers and Sisters.

If your community has a Parent-to-Parent Program or similar parent support effort, a fair question to ask is: why isn't there a similar effort for the brothers and sisters? Like their parents, brothers and sisters benefit from talking with others who "get it." Sibshops and other programs for preschool, school-age, teen, and adult siblings are growing in number. The Sibling Support Project, which maintains a database of over 200 Sibshops and other sibling programs, provides training and technical assistance on how to create local programs for siblings.

19. Include Brothers and Sisters on Advisory Boards and in Policies Regarding Families.

Reserving board seats for siblings will give the board a unique, important perspective and reflect the agency's concern for the well-being of brothers and sisters. Developing policies based on the important roles played by brothers and sisters will help assure that their concerns and contributions are a part of the agency's commitment to families.

20. Fund Services for Brothers and Sisters.

No classmate in an inclusive classroom will have a greater impact on the social development of a child with a disability than brothers and sisters will. They will be their siblings' life-long "typically developing role models." As noted earlier, brothers and sisters will likely be in the lives of their siblings longer than anyone — longer than their parents and certainly longer

than any service provider. For most brothers and sisters, their future and the future of their siblings with special needs are inexorably entwined. Despite this, there is no federal funding to support projects that will help brothers and sisters get the information, skills and support they will need throughout their lives. Governmental agencies would be wise to invest in the family members who will take a personal interest in the wellbeing of people with disabilities and advocate for them when their parents no longer can. As one sister wrote: "We will become caregivers for our siblings when our parents no longer can. Anyone interested in the welfare of people with disabilities ought to be interested in us."

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About the Sibling Support Project

The Sibling Support Project, believing that disabilities, illness, and mental health issues affect the lives of *all* family members, seeks to increase the peer support and information opportunities for brothers and sisters of people with special needs and to increase parents' and providers' understanding of sibling issues.

Our mission is accomplished by training local service providers on how to create Sibshops (lively community-based for school-age brothers and sisters); hosting workshops, listservs, and websites for young and adult siblings; and increasing parents' and providers' awareness of siblings' unique, life-long, and ever-changing concerns through workshops, websites, and written materials.

Based in Seattle since 1990, the Sibling Support Project is the only national effort dedicated to the interests of over six million brothers and sisters of people with special health, mental health and developmental needs.

For more information about Sibshops, sibling issues, and our workshops, listservs and publications, contact:

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Bonding Through Early Communication



“When I discovered that Tess was indeed deaf, it impacted how I interacted with her. I stopped talking and singing to her. I was very sad for a few months. I love music. I thought that was an area she could never appreciate and share with me. But after becoming more educated about deafness, I realized that Tess could still benefit from these things. She may not be able to hear it, but she could see my facial expressions that come with talking and singing. She could see my lips move and feel my chest rise and fall with my songs and laughter. She could still enjoy music by dancing with me and feeling the vibrations on the floor and on balloons and drums. I have learned to enjoy her more than I ever thought possible.” --Quote from a mother of a daughter who is deaf.

One question you may be asking yourself is “How am I going to bond with my child when they can’t even hear my voice?” It is not only possible but it is essential!

Bonding means to form a connection with another. This happens at any age but is especially important early on in your child’s life. A strong attachment during early childhood can form the foundation for trust and self-esteem later in life. Although your child may be deaf or hard of hearing, you can connect in many different ways using all of the senses that are available to your child. Communication is an important part of bonding but communication does not need to rely solely on speaking and hearing.

Communication means sending a message and having the other person receive it. For instance, when your baby cries, you will be able to decipher if this is a hunger cry or one associated with pain. Besides crying your baby is attempting all forms of communication with you by using his/her eyes, smiles, kicks, etc. You will instinctively learn to use touch, sight and movement to communicate, thus building their language and the bond between you. You can do all the things you normally do with a child; you will just need to do them a little differently.

“Our first daughter was born in 1986. My husband began to suspect that she couldn’t hear around the time she was six months old. She was finally diagnosed with profound hearing impairment at 14 months of age. I remember thinking how much I loved my daughter but hated the hearing loss. I remember wondering if I still knew my child and feeling very guilty about those thoughts. By the time she was diagnosed, I was pregnant with my second daughter. Because of her sister’s hearing loss, she was screened for hearing loss at birth and had normal hearing. In 1994, my third daughter was born. The hospital had much more sophisticated equipment to do the hearing screening. I was devastated by the news of yet another child with hearing loss. I just hated that news and I was worried. Knowing what I had gone through with my first daughter, I was very worried about bonding with her. With this baby, I knew that I had to do something greater. I knew that she couldn’t hear my voice, so what was I going to do to let her know that I was her mother? I started to sign to her right away but I knew that a newborn’s visual acuity was not very good. I knew that I had to use all of her other senses. So every time I went to pick her up I would blow gently on her cheek so she would always know it was me picking her up.”

-- Quote from a mother of three daughters, two are hard of hearing

The following are some suggestions on how you can gain your child's attention without using cues that require them to use their hearing.

- Get on the same eye level as your child. If they are lying on the bed or floor get down there with them.
- Tap your child gently on the arm.
- Wave your hand within his/her field of vision.
- Lightly shake his/her bed or chair.
- Stamp on the floor.
- Turn the lights on and off quickly.
- If your child is able to perceive sound, make a noise. If they can perceive speech, teach the child to recognize his/her name.

The following are some ways that you can keep your child's attention.

- Face your child and maintain eye contact.
- Create a visual world - use gestures, facial expressions (to convey happiness, sadness, sleepiness, questions, etc.), body movements, and sign language to explain the world to your child.
- Make a scrapbook of your child's favorite people and things and talk about them.
- Point things of interest out to your child.
- Talk to your child - although your child may or may not be able to hear you, he/she learn to read your facial expressions and learn to recognize words on your lips when you talk. It may seem odd to talk to your deaf child but it will get easier as you realize they are so much like other children.
- Move the child's legs and engage in a variety of touching behaviors such as tapping, stroking and tickling. Keep the hands free for possible communication efforts.
- Play, play, play. Anything that engages the child. Copy facial expressions, teach him or her to blow raspberries, play peek-a-boo.
- Offer them books (more about this will be discussed in a section titled, "literacy").

The following are some ways you can make the interaction easier on your child.

- Clear the visual path between you and the child - keep your hands away from your face so the child can see your eyes and lips
- Be aware of light sources and the impact of shade - do not stand in front of an un-shaded window or in front of a lamp that is on. The light from these sources makes it difficult for the child to see you.
- Be aware of competing background noise. When you are talking to your child you may want to turn off the radio or television.

Building conversations builds the child's language base.

Conversation is a lot like a game of volleyball. The rules are simple -- you pass the ball back and forth, taking turns. Everybody gets a chance to serve the ball, and players try to keep the ball in the air. When a child cries or points, she is serving the ball to you. You respond by turning to her and maybe raising your eyebrows as if to say "What do you want?" She then

communicates again. Turn taking is an important part of communication. You want the child to learn that when she gestures, you will respond. By being a responder, you are shaping the child's gestures into true language. When you respond to the child's signals, it is important that you use effective communication, not simply giving the child what he or she wants.

Use the following tools in developing turn taking and conversation.

- Be a good observer. Watch the child and become aware of the ways she is trying to communicate. Look for gestures, reaching, tugging, pointing or other body movements which can communicate meaning. Pay close attention to your child's facial expressions, smiling, fussing or crying, furrowing eyebrows, and eye gaze. Remember that there are many ways for your child to communicate his needs. It is up to you to watch, listen and respond to his/her cues.

Also, tune into situational or contextual clues to figure out what the child is trying to communicate. Does the child go to the kitchen? Maybe she is hungry. Follow the child's lead and comment on your child's world. It is much easier to communicate with someone if they are interested in what is taking place. As your child explores and plays, comment on what is taking place or attach labels for objects that are being played with. For instance, sign or say 'sticky' if your child is exploring something sticky or 'cat, black' if your family pet walks by. You will probably find that your child will be interested in looking at what you have to say and your signs will make more sense if you match his interests. And be patient. You and your child will continue to strengthen your bond as you learn to communicate together.

Encourage your child to keep the conversation going.

- Smile, clap, nod your head up and down.
- Use encouraging words, signs and/or gestures: yes, right, good, thank you.
- Rephrase what your child is communicating; for instance, if they point at the bear, you could sign 'The bear is big.'
- Act as if the child's signal has meaning and sign back.
- Imitation is a good way to respond. If you can't understand the child's sign or gesture, imitate it and sign 'yes.'

Keep interactions fun and simple.

This is what we normally do when interacting with young children who are not deaf or hard of hearing. The same happens when you sign with a deaf child. This makes the child's job of language learning easier because we use words and signs appropriate for a child. Remember, children love repetition. If you are teaching your child a new word or sign use it as often as possible.

Be expressive; use your face and body to support your words. For instance, if you are sleepy you could sign "sleepy" or you could yawn and lay your head on your pretend pillow. When signing "no," you should not be smiling. This might confuse your child.

Draw your child's attention up to your face when you are talking to him/her. If your child is looking at an interesting toy that is lying in front of him, pick it up and put it close to your face before you begin talking about it.

Sometimes, exaggerated facial expressions help make meaning clearer for your child. It may feel very awkward, silly or unnatural to exaggerate your facial expressions for your child. The exercises listed below may help you feel more comfortable.

- During a meal or some other time when family members are together, do all of your communication with facial expression and gestures (no voice or sign).
- Play charades. Act out people or events that have particular emotions attached like a surprise birthday party or Eeyore the mopey donkey from Winnie the Pooh.
- Play follow the leader – everyone must copy the leader's expression. A large mirror makes it more fun so you can see each other and yourself all at once.
- Produce the facial expression that shows each emotion: fear, sadness, surprise, delight, anger, terror, shock, smelling something awful, doubt, excitement.

Remember that your child has four other senses that may be more acute because of their hearing loss. Take advantage of these other senses.

- Offer toys that light up and vibrate.
- Provide different fabrics and textures - let your child develop the sense of touch by allowing them to explore all types of fabric, foods, paint, play-dough, water, etc.
- Make drums out of empty oatmeal containers, coffee cans, pots and pans. They may not hear the noise but they will feel the vibrations.
- Balloons will pick up vibrations - offer these to your child under close supervision since broken balloon pieces can be swallowed.
- Place mirrors around the house at your child's eye level. There are some on the market that are not breakable.

Are we communicating? - Keep a written log.

You may find it helpful to keep a written log of your child's efforts to communicate with you or the other members of your family. You can use the "Are We Communicating?" chart on the following page. Remember to include your child's use of facial expressions, gestures, mime and pointing as well as vocalizations. Next, add your interpretation of what these acts mean and finally how you responded. For instance, your child leads you by the hand to the kitchen. Your translation would be "I'm hungry". The response would be to offer food. In completing this activity you may grow to recognize your child's actions as well as their words as communication. You will also be able to keep track of how your child's communication skills are growing and developing over time. Keeping track of how you and your child communicate may also be helpful as an example to others that will be caring for your child. It will give babysitters, therapists and teachers a better understanding of the ways your child communicates.

You are communicating with your child in many different ways and teaching them important lessons about themselves, your family and about the world.

SUMMARY

Communication is an important way to the bond with your child. It allows your child to express ideas and feelings. It allows you to teach your child about the environment and world he/she lives in. Communication attaches meaning to things. By communicating with your child you are helping him/her build a foundation for language and is the beginning of the road to reading.

Any place can be a good place for you and your child to communicate. Talk, smile, sign, sing, play, and love your child as much as possible. Most all of, have fun discovering together.



Are We Communicating?

Date	What is your child telling you and how?	What does this mean to you?	How did you respond?



Are We Communicating?

Date	What is your child telling you and how?	What does this mean to you?	How did you respond?



Are We Communicating?

Date	What is your child telling you and how?	What does this mean to you?	How did you respond?

Early Literacy



What is literacy and why are we discussing it in relation to children who are deaf and hard of hearing? Being literate involves knowing how to read and write. Children who are deaf and hard of hearing may be dependent on the written word to learn much about the world. First children learn to read and then they read to learn. In addition, like all people, they will need to write in order to communicate their thoughts.

Strong communication with your child can provide the foundation for literacy. Through your daily contact with your child he or she is learning words, thus language. Attaching words and descriptions of activities during your everyday routines (eating, diaper changing, baths, play, shopping) gives your child the building blocks they will need to become literate. Language, whether it is spoken or signed, whether it is English, French or American Sign Language, is learned through interaction with other people. Deaf and hard of hearing children have the same aptitude for language development as hearing children do. However they may interact with their world visually instead of auditorally, depending on their level of hearing loss and the choices you and your family make. In addition to listening and speaking, they watch and often gesture to make their intentions known. So language, reading and writing skills develop at the same time and are closely linked. Early literacy development is a continuous process that begins in the first years of life. The skills develop in real life settings through positive interactions with written materials, language and other people.

Examples of early literacy behaviors follow.

- Book handling – letting children physically manipulate and handle books are some of the earliest stages. They will learn how the pages feel and how to turn them. They will learn to hold the book right side up.
- Looking and recognizing – behaviors related to how children pay attention to and interact with pictures in books such as gazing at pictures or laughing at a favorite picture. Behaviors that show recognition of and a beginning understanding of pictures in books, such as pointing to pictures of familiar objects.
- Picture and story comprehension – behaviors that show a child's understanding of pictures and event in a book, such as imitating an action seen in a picture or talking about the events in a story.
- Story reading behaviors – behaviors that include children's verbal and signed interactions with books and their increasing understanding of print in books, such as babbling in imitation of reading, page turning, or running their finger along printed words.

A summary of strategies to use to promote early literacy follows.

- Emphasize real world activities with associated language
- Talk with your child and let him/her see conversations with others
- Provide positive encounters with reading and reading material

- Expose your child to a variety of print formats
- Turn on the close captioning on your TV
- Read to yourself – if your child sees you reading they will want to model it
- Give access to books and writing utensils

Reading to Deaf and Hard of Hearing Children - Developing Literacy Skills

Additional tips for you to use with your child when reading together follows.

- Let the child choose what book they want to read. If they are still too young to choose themselves, pick age appropriate books. For infants and toddlers, board books are wonderful. They contain bright, simple pictures, are sturdy and easy to hold so they can withstand toddlers' hands and stiff enough to prop up.
- Prop a book up anywhere the infant is located: crib, floor, bouncy seat.
- For infants and toddlers, stick to the main idea. Do not sign or read every word. The child's attention span will only allow you to focus on the main concept.
- Let the child decide how they want to read the book. Let them turn the pages, skip pages, go back and forth. As they get older, they will grow to understand that there is a story in between the covers. The important thing initially is to foster their love of reading. Use big books and flannel boards. Flannel boards use their tactile skills too.
- Don't be limited by the words. Expand on the book's ideas. Talk about what you see in the book and apply it to the child's life. "See that doggie? We have a doggie. Your doggie's name is Max."
- Be dramatic. Make reading fun and interesting. You may even want to act out the story after you have read it. If your child is old enough, involve him/her in the story. Give them a part to play.
- Read it again and again and again. Babies and toddlers love repetition. They may begin to memorize the words to the story and eventually associate their memorized words to the ones written on the page.

Tips for you to use when signing the story with your child follows.

- If you are signing the book to your child, you may want to use a mirror. Some children prefer to sit in an adult's lap, therefore signing can be difficult. Using a mirror allows the child to see your facial expressions, a very important element in sign language.
- Sign on the baby's body and in their space and on the book. They will be focused on the book and may not want to look at the reader/adult.
- Bring the book up to your face to see expression in relation to the story. This helps keep your young child's attention.
- Sign even if the child is not looking at you. Most deaf/hh children are visual and have good peripheral vision. They will catch some of the signing even when not looking at you.

- Use props when reading a book. For instance, let them see that the bear they see in the book and the stuffed bear they play with use the same basic sign.
- If you don't know some signs, don't panic. Use gestures, point to pictures, and act out that part of the story.
- You may want to keep a sign language dictionary close by when reading to look up signs you don't yet know. It may be a good way for you and your child to expand your sign vocabulary. But be careful. If it takes too long to find the word you may lose your child's interest in the book.
- Fingerspell - deaf/hh kids need to know the alphabet and see the connection between letters and words/signs. They are also interested in forming the letters on their little hands.

Resources for Families of Children who are Deaf and Hard of Hearing



There are thousands of resources for parents of children who are deaf and hard of hearing. It's easy to feel overwhelmed by it all! We have tried to help sort through them to compile a listing of major national and statewide organizations for deaf and hard of hearing topics. These organizations provide information about books to read, materials to try, parents to meet, information to learn, and much more. We have not listed any specific materials in this section, as we strongly feel that the age of your child, the mode of communication chosen, the level of your child's hearing loss, and the child's other siblings are all factors that will affect which materials are helpful and relevant to you.

National Resources

Alexander Graham Bell Association for the Deaf and Hard of Hearing (A.G. Bell)

3417 Volta Place NW
Washington, D.C. 20007
(202) 337-5220 Voice
(202) 337-5221 TTY
(202) 337-8314 Fax
<http://www.agbell.org>

A membership organization and information center focusing specifically on children with hearing loss and the auditory approach. Provides newsletters, journals, and information relating to oral education and the use of technology. Financial aid programs available for children with hearing loss.

American Academy of Audiology (AAA)

8300 Greensboro Dr. Suite 750
McLean, VA 22102
(800) AAA-2336 Toll-Free
(703) 790-8466 Voice
(703) 790-8631 Fax
<http://www.audiology.org>

A professional organization dedicated to providing quality-hearing care to the public. Offers professional development, education, research, and increased public awareness of hearing disorders and audiologic services.

American Society for Deaf Children

P.O. Box 3355
Gettysburg, PA 17325
(717) 334-7922 Business V/TTY
(717) 334-8808 Fax
(800) 942-ASDC Parent Hotline
<http://www.deafchildren.org>
E-mail: asdc@deafchildren.org

A nonprofit, parent organization that provides a positive attitude toward signing and deaf culture. It also provides current information, support and encouragement to parents and families with children who are deaf or hard of hearing. Publishes "Endeavor", a publication free to families for one year.

American Speech-Language-Hearing Association (ASHA)

10801 Rockville Pike
Rockville, MD 20852
Helpline: (800) 638-8255 V/TTY
(301) 897-5700 TTY
(240) 333-4705 Fax
<http://www.asha.org>
E-mail: actioncenter@asha.org

ASHA is a national professional association for speech-language pathologists and audiologists. Provides information for professionals and consumers on topics of current interest.

Boys Town

Boystown National Research Hosp
Center for Childhood Deafness
555 North 30th Street
Omaha, NE 68131
(402) 498-6521
<http://www.babyhearing.org>

Boys Town is a research center on hearing loss and related disorders. Provides educational materials for hard of hearing kids and their parents in an easy to access way.

Cochlear Implant Association, Inc.

5335 Wisconsin Ave. NW, Ste
440
Washington, D.C. 20015-2052
(202) 895-2781
(202) 895-2782 Fax
<http://www.cici.org>

Provides information and support to cochlear implant users and their families, and professionals.

Families for Hands and Voices

P.O. Box 371926
Denver, CO 80237
(303) 300-9763
(866) 422-0422 Toll Free
<http://www.handsandvoices.org>

Hands & Voices is a parent driven, non-profit organization dedicated to providing unbiased support to families with children who are deaf or hard of hearing. We provide support activities and information concerning deaf and hard of hearing issues to parents and professionals that may include outreach events, educational seminars, advocacy, lobbying efforts, parent to parent networking, and a newsletter. We strive to connect families with resources and information to make informed decisions around the issues of deafness or hearing loss.

Family Support Connection at Lifetrack Resources.

Lifetrack Resources
709 University Avenue West
St. Paul, MN 55104-4804
(866) DHOHKID (ie, 1-866-346-4543) Toll-free
(651) 265-2379 TTY

Contact Persons:

Candace Lindow-Davies (651) 265-2435

CandaceD@lifetrackresources.org

Laura Iversen (651) 265-2372

Laural@lifetrackresources.org

The Family Support Connection provides unbiased information, referral, and support to families of deaf or hard of hearing children living in Minnesota. Parents contacting the Family Support Connection can obtain information about a wide variety of topics such as American Sign Language, educational options, cued speech, parent deaf and hard of hearing children, cochlear implants, auditory training and assistive listening devices. Parents can obtain much information about these topics as well as an online copy of our resource directory by visiting

<http://www.familysupportconnection.com>

Family Village

Deaf and Hard of Hearing Resources
UW-Madison Waisman Center
1500 Highland Avenue
Madison, WI 53705-2280

http://www.familyvillage.wisc.edu/lib_deaf.htm

E-mail: familyvillage@waisman.wisc.edu

A global community for disability related issues with a section on deaf and hard of hearing information.

Gallaudet University –Laurent Clerc National Deaf Education Center

National Deaf Education Network and
Clearinghouse

800 Florida Avenue, NE

Washington, D.C. 20002-3695

<http://clerccenter.gallaudet.edu/InfoToGo/501.html>

Call for a free Odessey newsletter:

1-800-526-9105. Galludet is the only four-year liberal arts university for students who are deaf or hard of hearing. Centralized source of information on topics dealing with deafness and hearing loss. Has helpful books and resources for parents of children who are deaf or hard of hearing.

John Tracy Clinic

806 West Adams Blvd.

Los Angeles, CA 90007

(213) 748-5481 Voice

(213) 749-1651 Fax

(213) 747-2924 TTY

(800) 522-4582 Toll Free

<http://www.jtc.org/index.htm>

Provides parent-centered services to families of children birth through five years who have diagnosed hearing losses. Offers free correspondence course helping you relate to your child who is deaf or hard of hearing.

National Association of the Deaf (NAD)

814 Thayer Avenue #302
Silver Spring, MD 20910-4500
(301) 587-1788 Voice
(301) 587-1789 TTY
(301) 587-1791 Fax

<http://www.nad.org>

E-mail: NADinfo@nad.org

Provides consumer advocacy information and support for the Deaf. Public information center, research library and bookstore are available.

National Information Center for Children and Youth with Disabilities (NICHCY)

P.O. Box 1492
Washington, D.C. 20013
(800) 695-0285 V/TTY
(202) 884-8200 V/TTY
(202) 884-8441 Fax

<http://www.nichcy.org>

Email: nichcy@aed.org

NICHCY is the national information and referral center that provides information on disabilities and disability-related issues for families, educators and other professionals. Special focus is on children and youth up to age 22.

National Institute on Deafness and Other Communication Disorders

National Institutes of Health
31 Center Drive, MSC 2320
Bethesda, MD 20892-2320
<http://www.nidcd.nih.gov>

NIDCD is mandated to conduct and support biomedical and behavioral research and research training in the normal and disordered processes of hearing, balance, smell, taste, voice, speech, and language. The Institute also conducts and supports research and research training related to disease prevention and health promotion; addresses special biomedical and behavioral problems associated with people who have communication impairments or disorders; and supports efforts to create devices which substitute for lost and impaired sensory and communication function.

Self Help for Hard of Hearing People, Inc. (SHHH)

National Chapter
7910 Woodmont Ave. Suite 1200
Bethesda, MD 20814
(301) 657-2248 Voice
(301) 657-2249 TTY
(301) 913-9413 Fax

<http://www.shhh.org>

E-mail: National@shhh.org

Links to education/ children with hearing loss, organizations and other resources on the web. Listserv for parents of heard of hearing kids

Listen Up Web Page

There are a number of different pieces of information, including a parent listserv, materials and programs to purchase about children exercising residual and speech skills, information resources, a special collection of books related to hearing impairment and fun places for kids. It can be found at <http://www.listen-up.org/>

Internet Guide on Deaf and Hard of Hearing and Related Topics

Links to education/children with hearing loss, organizations and other resources on the web maintained by Mississippi State University. It can be found at

<http://www2.msstate.edu/~jat/ig.html>

State of Wisconsin Resources

Statewide Information and Referral Services

The organizations listed below may be helpful in identifying and locating appropriate resources, programs, supports or services in Wisconsin.

Wisconsin First Step – First Call for Help

c/o Gunderson Lutheran Medical Center
1910 South Avenue
LaCrosse, WI 54601-9980
1-800-642-7837

A 24-hour information and referral service to assist families who have children with special needs available seven days a week.

<http://www.mch-hotlines.org>

Regional Centers for Children with Special Health Care Needs

- ◆ Northern Regional Center - Rhinelander
Center Name: "Family Resource Connection"
Phone: (715) 365-8030 or (888) 266-0028
- ◆ Northeastern Regional Center - Green Bay
Center Name: "Children with Special Health Care Needs"
Phone: (800) 236-3030 Ext. 8296
Web site: www.northeasternCSHCN.org
- ◆ Western Regional Center - Chippewa Falls
Center Name: "We'Re FOR U"
Phone: (715) 726-7900 or (800) 400-3678
- ◆ Southern Regional Center - Madison
Center Name: "Waisman Resource Center"
Phone: (800) 532-3321 or (608) 263-5890
- ◆ Southeastern Regional Center - Milwaukee
Center Name: "The Special Needs Family Center"
Phone: (414) 266-6333 or (800) 234-5437
Web site: www.specialneedsfamilycenter.org

Statewide Government Agencies

Wisconsin Birth to 3 Program

Department of Health and Family Services

1 West Wilson Street

Madison, WI 53702

(608) 266-8276

<http://www.dhfs.state.wi.us/bdds/b3.htm>

Wisconsin Bureau for the Deaf and Hard of Hearing

The Bureau for the Deaf and Hard of Hearing (BDHH) provides community and informational resources in regions, and technical assistance and training in communication assistive technology, Deaf Culture, and hard of hearing issues. BDHH provides information on and can assist with application to the Telecommunications Equipment Purchase Program (TEPP) and Telecommunications Assistance Program (TAP).

Department of Health & Family Services

1 West Wilson Street

Madison, WI 53702

(608) 266-3118

(608) 266-3118 TTY

<http://www.dhfs.state.wi.us/sensory/>

Northeastern Region

200 North Jefferson Street Suite 311

Green Bay, WI 54301-5191

(920) 448-5295 Voice Interpreted/TTY

(Counties covered: Brown, Calumet, Door, Fond du Lac, Green Lake, Kewaunee, Manitowoc, Marinette, Marquette, Menomonie, Oconto, Outagamie, Shawano, Sheboygan, Waupaca, Waushara, and Winnebago)

Southeastern Region I

141 NW Barstow Street Room 157

Waukesha, WI 53188-3789

(262) 521-5128 Voice/TTY

(Counties covered: Jefferson, Kenosha, Ozaukee, Racine, Walworth, Washington, and Waukesha)

Southern Region

2917 International Lane Suite 230

Madison, WI 53704-3135

(608) 243-5730 Voice/TTY

(Counties covered: Adams, Columbia, Crawford, Dane, Dodge, Grant, Green, Iowa, Juneau, LaFayette, Richland, Rock, and Sauk)

Northern Region

2801 North 7th Street Suite 300

Wausau, WI 54403-3281

(715) 842-7693 Voice/TTY

(Counties covered: Ashland, Bayfield, Florence, Forest, Iron, Langlade, Lincoln, Marathon, Oneida, Portage, Price, Sawyer, Taylor, Vilas, and Wood)

Southeastern Region II

912 North Hawley Road Room 215

Milwaukee, WI 53218

(414) 302-2765 Voice/TTY

(County covered: Milwaukee)

Western Region

610 Gibson Street Suite 1

Eau Claire, WI 54701

(715) 836-2107 Voice/TTY

(Counties covered: Barron, Buffalo, Burnett, Chippewa, Clark, Douglas, Dunn, Eau Claire, Jackson, LaCrosse, Monroe, Pepin, Pierce, Polk, Rusk, St. Croix, Tempeleau, Vernon, and Washburn)

Wisconsin Council on Deaf and Hard of Hearing

(608) 266-3154

<http://www.dhdcouncil.state.wi.us>

E-mail: sykoram@dhfs.state.wi.us

Wisconsin Department of Public Instruction

125 South Webster Street

P.O. Box 7841

Madison, WI 53707-7841 USA

(800) 441-4563 (U.S. Only) / (608) 266-3390

<http://www.dpi.state.wi.us>

**Wisconsin Educational Services Program for the Deaf & Hard of Hearing
(Formerly the Wisconsin School for the Deaf)**

309 West Walworth Avenue

Delavan, WI 53115

(877) 973-3323 Voice

(877) 973-3324 TTY

<http://www.wsd.k12.wi.us/wsdcontact.html>

Statewide General Resources**Deaf Wisconsin Directory**

<http://www.deafworldweb.org/int/us/wi/org.html>

HI-PREFACE Manual

CESA 6

P.O. Box 2568

Oshkosh, WI 54903

(800) 596-7690

Wisconsin developed manuals that serve as a resource guide for parents and providers on comprehensive deaf and hard of hearing topics by section with content information and additional resource information. A small cost is involved.

Parents as Leaders Parent Training Program

UW-Madison Waisman Center

1500 Highland Avenue

Madison, WI 53705

For parents of children under 6:

(800) 532-3321/(608) 263-6745 (Beth)

For parents of children ages 6-14:

(800) 862-3725/(608) 742-8811 (Martha ex 255)

<http://www.waisman.wisc.edu>

This initiative brings together parents of children with special needs to learn about their parental rights and gain advocacy skills.

Wisconsin Association for the Deaf

P.O. Box 397
Darien, WI 53114
(262) 724-4244 Voice
<http://www.wi-deaf.org/>
E-mail:
WADPresidentWIS@aol.com

The mission of WAD is to ensure that a comprehensive and coordinated system of resources is accessible to Wisconsin people who are Deaf and hard of hearing, enabling them to achieve their maximum potential, through independence, productivity, and integration into the community.

Wisconsin Center for the Deaf and Hard of Hearing

3505 North 124 Street
Brookfield, WI 53005
(800) 542-9838 Voice/TTY

Provides early intervention services for children who are deaf and hard of hearing and their families with the goals of building children's communication skills, enhancing their families' ability to communicate with them, and providing complete information about communication options so that parents can make informed decisions. Additional services include: adult services, pre- and post-cochlear implant therapy, audiological services, interpreter referral services, communication technology equipment and much more.

Wisconsin Deaf Citizens Task Force

2782 North 71st Street
Milwaukee, WI 53210
(414) 607-3297 Phone
TTY Relay: 711
<http://www.geocities.com/wdctf2002/>

An advocacy group dedicated to ensure equality and fairness for deaf and hard of hearing citizens of Wisconsin.

Wisconsin Deaf Mentor Project

Deaf Mentor Project
19601 West Bluemound Road Suite 200
Brookfield, WI 53045
Marika Kovacs-Houlihan
Deaf Mentor Project Coordinator
deafmentor@juno.com (first choice contact)
(262) 787-9541 TTY via relay #711
Marcy Dropkin
Project Director, Deaf Mentor Project
(262) 787-9540 Voice/TTY
mdropkin@cesa1.k12.wi.us

Wisconsin Deaf Sports Club

Wisconsin Deaf Sports Club
P.O. Box 55296
Madison, WI 53705-9096
<http://www.wi-deafsports.org/>

Wisconsin Deaf Sports Club (WDSC) is a 501(c)3 non-profit state-wide organization of over 300 members. WDSC offers various recreational activities and competitive sports throughout the year. The recreational activities consist of Door Count Campout, Winterfest, Angles (fishing), picnics and social events. The competitive sports include basketball, flag football, racquetball, softball and volleyball. WDSC is affiliated with Central Athletic Association of the Deaf (CAAD) and USA Deaf Sports Federation (USADSF).

Wisconsin Hispanic Association of the Deaf

<http://www.geocities.com/Heartland/Ranch/6142/whad.html>
E-mail: Barrazaa@milwaukee.tec.wi.us

Wisconsin Self Help for Hard of Hearing People, Inc.

(800) 947-6644 to contact TTY users
<http://www.wi-shhh.org/>

Promotes awareness, education and self help for those with hearing loss through outreach, advocacy, education, legislative and equal access issues that affect those with hearing loss.

Wisconsin Camps

Family Learning Vacation – Organized through the Center for the Deaf and Hard of Hearing. A weekend of fun, learning, communication and more fun for children of all ages who are deaf or hard of hearing and their families! Parents attend workshops while the children participate in a fun-filled Children's Program. Plenty of family time provided as well!

Camp Whitcomb/Mason- Happy Campers Summer Deaf Camp

Contact Mrs. Patricia Dyreson
Director of Religious Education
St. Joseph Church
1905 West Beltline Hwy
Madison, WI 53713
(608) 278-1981 (TTY-Church)
(608) 271-1984 (TTY/Fax-Home)

Deaf children are welcome (ages 6-13) to a five day and five-night summer camp with a Christian emphasis. Sponsored by Catholic Deaf and Hard of Hearing Society of Madison, St. Joseph Archdiocese of Milwaukee and Knights of Columbus of Madison. The camp is a 300-acre, year-round educational facility located on Lake Keesus in Hartland, Wisconsin.

Lion's Camp and Retreat and Conference Center

3834 County Road A
Rosholt, WI 54473
(715) 677-4761 Voice
(715) 677-6999 TTY
(715) 677-4527 Fax

<http://www.wisconsinlionscamp.com>

E-mail: lionscamp@wi-net.com

The Lion's Camp sponsors different camp sessions for DHH children and/or their families. For the families, they usually offer a winter and fall weekend for a reasonable fee. They will provide program activities, lodging and meals. Parents or guardians assume total responsibility for their children while at camp. During the summer, children ages 6-17 are eligible for camp if they require attendance in a special class or school for the deaf or hard of hearing. They are also eligible if they require special aids, instruction, or services even if not taking advantage of them at present.

Resources for Parent to Parent Support Opportunities



The resources listed below are opportunities for you to meet and connect with other parents with deaf and hard of hearing children, either in person or on the internet. It may also be a way for you to support and introduce your child to other kids with hearing loss. The resources are listed by region for your convenience.

Southeast Region

Dreams Come True – Language group for children birth to 5 who are deaf and hard of hearing. Activities are presented using sign and speech.

Scheutze Recreation Center

1120 Baxter Street

Waukesha, WI

Allison Schley

(262) 970-9967

itacr27@worldnet.att.net

Southern Region

Children at the Crossroads Theatre

Madison Civic Center

211 State Street

Madison, WI

They have children's shows on occasional Saturdays and the 1:00 show has a sign interpreter. For more information, call 608- 266-6550 or visit

www.ci.madison.wi.us/cvcenter/series/kitc.html

Shore to Shore – Parent Network based in Madison & Spring Green with statewide connections. Shore to Shore offers children who are deaf & hard of hearing and their families the opportunity to connect in a friendly environment that promotes language, early literacy, and social & emotional development. Activities are presented using sign language and speech. Shore to Shore also sponsors parent education, and ASL classes.

PO Box 374

Spring Green, WI 53588

(608) 588-9101

csteve@merr.com

or

2202 South Park Street

Madison, WI 53713

(608) 256-7799 voice/TTY

(608) 241-5150

shoretoshore1997@hotmail.com

Waisman Center Children's Theatre

1500 Highland Avenue
Madison, WI 53705

Sign interpreters are present at all of their shows. Tickets are \$2.00 for Adults \$1.00 for children. Call (608) 263-5837 for a schedule and directions.

Northeast Region

DEAF – Deaf Education and Families

Support and networking group for parents of deaf and hard of hearing children of all ages that gathers regularly.

Kennedy Elementary School
1754 9th Street

Green Bay, WI 54304

School number (920) 492-2640

Hand-N-Hand Playgroup

The playgroup is for children who are deaf and hard of hearing ages birth to five. Parents and children are encouraged to participate in play, arts & crafts and stories. Activities are presented using sign language and speech. Hand-N-Hand also sponsors parent education classes, which currently include presentations related to hearing loss and sign language classes.

Howe Neighborhood Family Resource Center
526 South Monroe Avenue

Green Bay, WI 54301

Coordinator: Jenny Geiken

(920) 435-0831

jlgeiken@mail.com

St. Elizabeth Ann Seton Parish, Green Bay

Offers interpreted religious services

Michele Stein

(920) 437-7531

Northern Region

Contact the Northern CSHCN Regional Center to find a listing of local parent support opportunities in your region. They can be reached at (888) 266-0028.

Western Region

Contact the Western CSHCN Regional Center to find a listing of local parent support opportunities in your region. They can be reached at (800) 400-3678.

Listservs

DAWN (Disability Advocates: Wisconsin Network) – DAWN is a new grassroots, statewide network of people who care about disability related issues and want to advocate for change through public policy. Sign up at www.wcdd.org then click on DAWN and follow the instructions.

Deaf Education -A practical discussion list regarding deaf education. You can get many emails a day because people are posing questions and others responding (you get all of them). Send an e-mail to this address and in the subject simply type ‘subscribe edudeaf your name’: Listserv@lsv.uky.edu

Deafdigest – send e-mail to deafdigest@athena.grapevine2.net. This service usually has a long listing of different things. But it is another way to keep in touch with the deaf community.

ParentDeaf-HH: A Parent Support and information list. To subscribe send a message to: listproc@list.educ.kent.edu. The body of the message must say: subscribe PARENTDEAF-HH <yourname without brackets>

Silent Web – Visit DEAFNESS.about.com/gi/pages/mmail.htm and click subscribe

WADnet Posts - This service lets you know what is taking place in the Deaf Community throughout Wisconsin. IT lists play dates of closed-captioned movies, job announcements, social hours, etc. To subscribe write jpowell@mailbag.com (put WADnet in the subject of your e-mail).

PARENTDEAF-HH An internet discussion group for parents founded by the American Society for Deaf Children. To subscribe send a message to listserv@listserv.kent.edu with nothing in the body of the message except: subscribe PARENTDEAF-HH, your name and email address.

Resource Materials



Adco

800-726-0851

<http://www.adcohearing.com>

“From TTYs to closed caption decoders, books, videos and sign language gifts, we are the largest distributor in the Rocky Mountain region of products for the Deaf and Hard-of-Hearing.”

Butte

800-330-9791

<http://www.buttepublications.com>

“At Butte you'll find time tested as well as exciting new titles covering language skill building (English or sign), professional resources, recreation and other interesting and informative publications.”

Dawn Sign Press

800-549-5350

<http://www.dawnsign.com>

“Our books and videos use creative approaches to teaching American Sign Language (ASL) — "a natural and visual language." Many of our publications focus on the education of deaf children, at home and in the classroom. You'll also discover materials on the world of culturally Deaf people-known as the Deaf-World-that will enrich your appreciation of its diversity and its contributions to society.”

Garlic Press

541-345-0063

Features a wide range of books that include sign language.

Gallaudet University Press

<http://gupress.gallaudet.edu>

Gallaudet University Press publishes scholarly and general interest books, children's books under its Kendall Green publications imprint, and sign language and textbooks under the imprint Clerc Books.

Many of these publications are available through the Gallaudet University Bookstore available at 800-621-2736 or <http://bookstore.gallaudet.edu>

Harris

800-825-6758

<http://www.harriscomm.com>

Since 1982, Harris Communications has been the one-stop shop of products for the Deaf community and people with a hearing loss. The product line includes a wide variety of assistive products including text telephones (TTYs), wireless email pagers, amplified phones, assistive listening devices (ALDs), as well as books, videos, and novelties related to hearing loss and sign language.

Kaplan

800-334-2014

Kaplan Products include adaptive toys for children with special needs like Sign language puzzles and computer software.

The Clerc Center Catalog 800-526-9105

<http://clerccenter.gallaudet.edu> click on products

Clerc Center products include books, manuals, curricula, occasional papers, video tapes and training programs that provide valuable tools and information for parents students professionals and other people involved in the education of deaf and hard of hearing children.

Features *Shared Reading Project* book bags.

Penton Overseas 800-748-5804

Features sign language videos for children.

Potomac 800-433-2838

We have a wide range of products for people who are deaf and hard of hearing, including TTYs, signaling and alerting systems, and assistive listening devices. We also have related books, videos, and computer software.

Sign Enhancers 800-767-4461

www.signenhancers.com/home.lasso

Since 1989, Sign Enhancers has won the trust and respect of customers worldwide. This trust has made us one of the largest sign language-related companies in the world. Our products are the best on the market! Go ahead, try them for yourself.

Lending Services

The Catalogs listed above will provide a good feeling for the different materials and items available to support your child. Before purchasing you may want to try them out through the lending service listed below or your local libraries!

Wisconsin Assistive Technology Initiative (WATI)

Polk Library

800 Algoma Blvd

Oshkosh, WI 54901

1-800-991-5576 or 1-920-424-2247

1-920-424-1396 Fax

<http://www.wati.org>

Wisconsin School for the Deaf

309 West Walworth Avenue

Delavan, WI 53115

877-973-3323 Voice: press 0 and ask for library or captioned media

877-973-3324 TTY

<http://www.wsd.k12.wi.us/wsdcontact.html>

To request a list of books and videos which are available through the WSD Library Media Center, call (877) wsd-deaf or email Shelly McDowell at mcdowsr@wsd.k12.wi.us. Ask for the library rate at your post office when you need to return the materials to the WSD library.

Captioned Media Program

800-237-6213

<http://www.cfv.org>

The CMP loans closed captioned videos. These may not be needed until after your child can read but you can find some that use sign language. It is free and they deliver through the US mail. Call (800) 237-6213 for a catalog or visit www.cfv.org.

Funding Sources



Supporting the needs of a child who is deaf or hard of hearing can be very expensive. The following resources have been provided to help you look into funding opportunities. A key has been provided to help you identify which items the resources will or will not fund.

This key will help you know what each source funds...

(H) = Hearing Aids (O) = Other Assistive Technology
(T) = Therapies (I) = Individually Determined Support

National Resources (in alphabetical order)

A.G. Bell (H), (O), (T), (I)

3417 Volta Place, N.W.
Washington, D.C. 20007-2778
(202) 337-5220
(202) 337-5221 TTY

Disabled Children's Relief Fund (T), (O)

P.O. Box 7420
Freeport, NY 11520
(516) 377-1605

Geoffrey Foundation (H), (O), (T)

P.O. Box 1112
Kennebunkport, ME 04046
(207) 967-5798

Hear Now (H), (O)

9745 East Hampden Ave. Suite 300
Denver, CO 80231-4923
(800) 648-HEAR

or

Hear Now (H), (O)

4248 Park Glen Road
Minneapolis, MN 55416
(800) 648-4327

The Hearing Impaired Kids Endowment (Hike) Fund (H), (O)

International Center for Job's Daughters

233 West 6th Street
Papillion, NE 68046
(402) 592-7987

The Hike Fund also has a State contact: (H), (O)

Helen Wheeler
P.O. Box 24
Mauston, WI 53948-9318
(608) 847-4194

Miracle Ear Children's Foundation (H)

(800) 234-5422

Sertoma Club

1912 East Meyer Blvd
Kansas City, MO 64132-1174
(608) 221-3029

Illinois/Wisconsin Regional Director

Mark Sweeney
(217) 529-5692

Sertoma Speech and Hearing Center, Palos Hills, IL

David Rompola
(708) 599-9500

Regional Contact: Starkey Hearing Foundation (H)

P.O. Box 9457
Minneapolis, MN 55440-9457
(952) 941-6401

Travelers Protective Association Scholarship Trust for the Deaf and Near-Deaf

3755 Lindell Blvd
St. Louis, MO 63108
(314) 371-0533

Wisconsin Resources

ABC for Health

152 West Johnson Street Suite 206
Madison, WI 53703-2213
(608) 261-6939
(800) 585-4222 Toll Free
www.safetyweb.org

Advocacy & health benefits counseling
available to all Wisconsin residents with
private or public insurance questions and
concerns.

Hans and Anna Spartvedt Trust

Marshall and Ilsley Trust Company
P.O. Box 8988
Madison, WI 53708-8988
(608) 232-2004

Katie Beckett Medicaid Eligibility Option (H), (O), (T), (I)

Department of Health and Family Services (DHFS)
1 West Wilson Street Room 418
P.O. Box 7851
Madison, WI 53707-7851
(608) 266-0805

Wisconsin Knights Templar Hearing Foundation (H)

Sharilyn Gronitz

36275 Sunset Drive
Dousman, WI 53118
(414) 965-2200
(800) 242-2307

Wisconsin Lions Foundation (H)

Evert Hartvig, Hearing Program Coordinator
3834 County Road A
Rosholt, WI 54473
(877) 463-6953
(715) 677-4969
(715) 677-4527 Fax
<http://www.wlf.info>

Wisconsin Medicaid – General Eligibility (H), (O), (T), (I)

Department of Health and Family Services
1 West Wilson Street
Madison, WI 53702
(800) 362-3002

Wisconsin Telecommunications Equipment Purchase Program (O)

Public Service Commission
P.O. Box 7854
Madison, WI 53707-7854
(608) 231-3305 Voice
(608) 267-1479 TTY
(608) 266-3957 Fax
<http://psc.wi.gov/consumer/telecom/tepp/teppbroc.htm>
E-mail: pscsecs@psc.state.wi.us

Wisconsin Telecommunications Assistance Program (O)

TAP provides funds to people who meet income and hearing loss [eligibility criteria](#) to enable them to purchase special telecommunication devices, such as a TTY. For an application, contact:

Wisconsin Department of Health and Family Services
Bureau for the Deaf and Hard of Hearing
1 West Wilson Street
Madison, WI 53702
(608) 266-3118
(608) 266-3118 TTY
<http://www.dhfs.state.wi.us/sensory/TAP/TAP.htm>

Local Resources

Local funding sources known to have provided assistance in covering hearing aids and/or therapeutic services include local chapters of:

- The Lions Club
- The Jaycees
- St. Vincent dePaul chapters
- Goodwill Industries
- Kiwanis Club chapters
- Rotary Club chapters
- Birth to Three Programs
- Family Support Programs

Many service organizations have local chapters that look for beneficiaries each year. If they do not have a fund already set up, many will help organize a local fund drive to cover hearing aids, therapeutic services, medical supplies, or education costs. Contact the president of the chapter to determine if they have programs for children with special needs. The First Step Hotline is a good place to get phone numbers for local organizations that assist children with special needs. Call them at 1-800-642-7837. They are staffed by parents from 8-5 and are incredibly friendly. You can call 24 hours a day as well. They also have a website:

www.mch-hotlines.org

Wisconsin Sound Beginnings Birth to 3 Consultant Program



What is the Wisconsin Sound Beginnings (WSB) Birth to 3 Consultant Program?

The mission of the *Wisconsin Sound Beginnings Consultant Program* is to advise and assist local Birth to 3 Programs in providing “best practices” services and supports to families with infants and toddlers who are deaf or hard of hearing.

How Can the WSB Birth to 3 Consultants Help Your County's Birth to 3 Program?

When your county receives a referral for a child who is who is deaf or hard of hearing, we suggest you contact a WSB Birth to 3 Consultant to help your county respond to the child and family's needs. Following are ways a WSB Birth to 3 Consultant can help your county and the families your serve.

- Provide support and assistance to your program when serving a family with a child who is deaf or hard of hearing. In collaboration with your program and staff, our consultants can:
 - Identify the resources, needs and goals of your program through interviews with program administrative and other staff as well as observations of current programming practices and resources.
 - Assist service providers in determining the general strengths and needs of a child through observation of and interaction with the child in his or her natural environment.
- Provide support to service providers in working with the child and family by assisting in determining family strengths, needs, resources and priorities. Our consultants can:
 - Meet with a service provider and family for a face-to-face interview.
 - Utilize telephone contact and e-mail correspondence.
 - Assist in assessment planning.
 - Participate in the development of the IFSP.
- Assist the program administrative staff and/or service providers in exploring the range of services and programming options appropriate to meet the individual child and family situations. Consultants can:
 - Locate available resources that support a specific service or program option.
 - Discuss and provide information on a specific intervention strategy.
- Identify available local, state and national resources available to the child and family, service providers and the Birth to 3 Program. Consultants can:
 - Facilitate and support collaborative partnerships that will support your program.

- Provide assistance, support and resources to families and Birth to 3 Programs as a child and family prepares for transition into the public school and/or other settings that a family may choose at age three. Consultants can:
 - Provide support and information regarding transition and programming available to school-age children.
 - Participate in transition meetings and IEP team meetings.

What Will it Cost Your County to Access the WSB Birth to 3 Consultants?

Wisconsin Sound Beginnings has a limited amount of funding to seed the work of the WSB Birth to 3 consultants. Once you make contact with a WSB Birth to 3 Consultant, you will negotiate this with the consultant. Typically, WSB has funds to support the provision of 2-3 activities per county from a WSB Birth to 3 Consultant. This may include any of the activities describes on the other side of this page, including onsite visits, follow up and other ongoing communication. (See *How Can WSB Birth to 3 Consultants Help Your County?*)

There will be no cost to county Birth to 3 programs for these initial consultation activities. If the consultant agrees to more extensive consultation or is available to fulfill other roles beyond those of the Wisconsin Sound Beginnings Birth to 3 Consultant Program, your county can negotiate directly with that person or her agency for ongoing work. This may include additional consultation or direct service provision.

How Can Your County Contact a WSB Birth to 3 Consultant?

Attached please find a contact list for the Wisconsin Sound Beginnings Birth to 3 Consultants. The list is organized by the five DHFS regions and also includes the statewide training and consultation team. *Please do not hesitate to contact one of the people designated for your region, especially when you receive a referral for a child with a newly confirmed hearing loss.* They are committed, prepared and available to help you. Additionally, the statewide team is available to provide support and assistance to the regional team.

I am excited to have met so many people in the state who are committed to caring for and teaching the children with hearing loss. I am excited to find that there are birth to three teachers and speech language paths that are committed to learning rather than just “getting by” (Wisconsin Sound Beginning Consultant).

The Wisconsin Sound Beginnings Birth to 3 Consultant Program is supported by a grant from the U.S. Department of Health and Human Services, Maternal and Child Health Bureau which has resulted in contracts to the Wisconsin Personnel Development Project (WPDP) of the Waisman Center and the Wisconsin Association of Perinatal Care (WAPC). Other *Birth to 3 Sound Beginnings* supporters include the Wisconsin Department of Public Instruction, and The Wisconsin Department of Health and Family Services, Division of Public Health, Birth to 3 Program, and Bureau for the Deaf and Hard of Hearing.

WISCONSIN SOUND BEGINNINGS BIRTH TO 3 STATEWIDE TRAINING AND CONSULTATION TEAM

Marcy Dicker Dropkin
Outreach Coordinator
WI Educational Services Program/DHH
Department of Public Instruction
19601 W. Blue Mound Rd.
Brookfield, WI 53045
Phone: 262-787-9540 voice/tty
Fax: 262-787-9501
E-mail: mdropkin@cesa1.k12.wi.us

Anne Heintzelman
Waisman Center-DD Clinic
1500 Highland Ave., Room 155
Madison, WI 53705
Phone: 608-263-9915, Dept. 608-262-3951
Fax: 608-263-0529
E-mail: heintzelman@waisman.wisc.edu

Mary Kahler
Beaver Dam Unified School District
705 McKinley St.
Beaver Dam, WI 53916
Phone: 920-885-7470 X174
Fax: 920-885-7536
E-mail: kahlerm@beaverdam.k12.wi.us

Sherry Kimball
Waisman Center-Bridges B-3
1500 Highland Ave., Room A126
Madison, WI 53705
Phone: 608-263-5984
Fax: 608-265-3441
E-mail: kimball@waisman.wisc.edu

Marika Kovacs-Houlihan
Deaf Mentor Project
19601 W. Bluemound Rd
Milwaukee, WI 53045
Phone: 262-787-9541 (TTY)
Phone: 262-787-9500 (Voice – Front Desk)
E-mail: deafmentor@juno.com

Donna Miller
B-3 Program, DHFS
1 W. Wilson St., Room 418
Madison, WI 53707

Phone: 608-267-5150
Fax: 608-261-6752
E-mail: milledm@dhfs.state.wi.us

Jean Nothnagel
Health Policy Coordinator Birth to 3 Program
DHFS/DSL/BDDS
1 W. Wilson St. PO Box 7851
Madison, WI 53707-7851
Ph: 608.266.5442
Fax: 608.261.6752
E-mail: nothnjl@dhfs.state.wi.us

Carol Schweitzer
Department of Public Instruction
125 S. Webster St
PO Box 7841
Madison, WI 53707
Phone: 608-266-7097
Fax: 608-267-3746
E-mail: carol.schweitzer@dpi.state.wi.us

Elizabeth Seeliger
Dept. of Health & Family Services
1 W. Wilson St., Room 351
Madison, WI 53707
Phone: 608-267-9191
Fax: 608-267-3824
E-mail: seeliel@dhfs.state.wi.us

Alice Sykora
Dept. of Health & Family Services
1 W. Wilson St., Room 451
Madison, WI 53707
Phone: 608-266-3168
Fax: 608-266-3256
E-mail: sykoram@dhfs.state.wi.us

Linda Tuchman
Waisman Center Early Intervention
1500 Highland Ave., Rm S101D
Madison, WI 53705
Phone: 608-263-6467
Fax: 608-265-3441
E-mail: tuchman@waisman.wisc.edu

WISCONSIN SOUND BEGINNINGS BIRTH TO 3 REGIONAL CONSULTANTS

Northern Region

Pamela Brayton
Speech/Language Pathologist
Achievement Center
1640 W. River Drive
Stevens Point, WI 54481
715-342-0393
715-342-0391 (F)
aceip@coredcs.com

Stacie Heckendorf
Educational Audiologist
WESP-DHH
Phone: 608-267-3720
Fax: 608-267-3746
anastasia.heckendorf@dpi.state.wi.us

Mary Jennings
Teacher of Deaf/Hard of Hearing
CESA 12
618 Beaser Avenue
Ashland, WI 54806
715-682-2363
715-682-7244 (F)
maryjenn@cheqnet.net

Kim Nevers
Teacher
Marathon Co. B-3 Program
1100 N. Lake View Drive
Wausau, WI 54403
715-848-4547
715-845-5398 (F)
knevers@norcen.org

Northeastern Region

Bonnie Eldred
Deaf Mentor/Parent
P. O. Box 2372
Fond du Lac, WI 54936
eldredb@charter.net

Jessica Jenkins-Werner
Audiologist/SLP
ENT Surgical Associates/Rehab
Resources
1520 N. Meade St
Appleton, WI 54911
920-734-7181 (W)
920-734-0621 (F)
920-996-0289 (H)
jjenkins@hbs.net

Jennifer Geiken
Teacher of Deaf/Hard of Hearing
1145 Lawe St.
Green Bay, WI 54301
920-435-0831
jlgeiken@mail.com

Angie Zarate
Teacher of Deaf/Hard of Hearing
Appleton Area School District-
Edison School
412 N. Meade Street
Appleton, WI 54911
920-757-1325 (H)
920-832-6235 (W)
920-993-7033 (F)
zarateangela@aasd.k12.wi.us
angjohnz@execpc.com

Southern Region

Connie Stevens
Parent Volunteer/Shore to Shore/
Family Enhancement
P.O. Box 374
Spring Green, WI 53588
608-588-9101
csteve@merr.com

Angela Van Ooyen
Pediatric Speech-Language
Pathologist
Rehab Resources, Inc.
1223 Madison St.
Beaver Dam, WI 53916
920-885-4750
920-885-3839 (F)
vanooyen@charter.net

Southeastern Region

Tracey Irene
Audiologist
Professional Hearing Services
1111 Delafield Street, Suite 102
Waukesha, WI 53188
262-549-5150
262-549-1337 (F)
ti1001@aol.com

Laura Knoke
Child & Family Specialist

Center for DHH
3505 N. 124th St
Brookfield, WI 53005
262-790-1040
262-790-0584 (TTY)
262-790-0580 (F)
LKnoke@cdhh.org

Marika Kovacs
Deaf Mentor Project
19601 W. Bluemound Rd.
Brookfield, WI 53045
Direct TTY: 262-787-9541 (via
relay 711)
Front desk voice: 262-787-9500
deafmentor@juno.com

Allison Schley
Child/Family Specialist
Waukesha, WI
262-970-9967 (H)
itacr27@att.worldnet.net

Western Region

Joyce Klein
B-3 Teacher & Service Coord
Barron County DHHS
330 E. LaSalle, 3rd floor
Barron, WI 54812
715-538-5014
715-537-6848 (F)
jklein@co.barron.wi.us

Cheri Messick
Speech/Language Pathologist
Lakeview Medical Center
1100 N. Main
Rice Lake, WI 54868
715-236-6433
715-236-6588 (F)
messick@chibardun.net

Christy Pletz
Teacher of Deaf/Hard of Hearing
Eau Claire Area School District
875 Kari Drive
Eau Claire, WI 54701
715-833-5350
cpletz@ecasd.k12.wi.us