



WYOMING FAMILIES FOR HANDS & VOICES

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

2021 WYOMING FAMILIES FOR HANDS & VOICES PARENT TRAINING



**JUNE 25 & 26
CASPER, WY**

**SPECIAL APPEARANCE:
DHH CAPTAIN AMERICA**



**KEYNOTE SPEAKERS:
STEPHANIE AND JODY OLSON**

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Hands & Voices Update

by Wendy Hewitt, Executive Director

It is so hard to believe that it is already April. Time just keeps flying by. Things are in the works for our 2021 Parent Training in Casper on June 25th and 26th at the Ramkota Conference Center. We are excited to be able to host the training in person. We hope that you will be able to join us for some amazing and knowledgeable presenters and the opportunity to meet other families and professionals. More information about the training can be found on the insert. Registration is free and available on our website.

In this newsletter you will find information about the 2021 virtual Early Hearing Detection and Intervention (EHDI) Conference. It was three days packed with information for professionals and parents.

As hearing parents of children with hearing loss, we often don't realize how tiring it can be to sit in a classroom and try to listen all day. We have provided information about hearing fatigue and tips to help. You can also find information about our May Day Basket Fundraiser and the 'Live Meet Up' to close out the Transition Workshop Series. Here is the link to watch the transition sessions you may have missed: All Recorded Sessions Available Here: <https://bit.ly/2Orh7OB>

2021 EHDI CONFERENCE GOES VIRTUAL

by **Tiffany Hamblin**

Staff Member, WY Families for Hands & Voices

I have the pleasure of reporting on my first experience attending this year's EHDI conference which was held virtually due to Covid-19. The National Center for Hearing Assessment and Management (NCHAM) in a recent post on their Facebook page stated that, "The 2021 Virtual EHDI Conference held on March 2-5, 2021 was a tremendous success. Over 1,650 people registered for the conference which included almost 200 presentations, posters, and instructional sessions about how to improve EHDI Programs." I felt the conference was well organized and very user friendly when it came to accessing all the sessions online. I loved being able to participate from the confines of my own home and watching sessions at my own pace.

The sessions that piqued my interest focused on how professionals helped families navigate the virtual environment. Some of the topics discussed included helping D/HH children access their education at home, strategies on building/maintaining relationships when visiting in person was not an option during the pandemic, sharing the challenges and blessings of technology use, and the good, bad and the ugly as it pertained to parent support and keeping families engaged during Covid-19. Other sessions I enjoyed learning about is how the home can be a learning laboratory for deaf and hard of hearing children to obtain language through the use of games and other activities along with using sensory play to help develop listening and spoken language skills for children 0-5 years old. I also enjoyed learning more about Cued Speech and one family's journey as to why this mode of communication works for them. A huge shout out to Wyoming EHDI for this opportunity to attend this year!



HOME SCHEDULE POSTER SESSIONS SPONSORS HELP SIGN IN



PICTURED ABOVE: KARL WRIGHT, NATIONAL CENTER FOR HEARING ASSESSMENT AND MANAGEMENT (NCHAM) ON THE RIGHT AND AN INTERPRETER ON THE LEFT

Does Your Child Have Listening Fatigue?



Signs of sleepiness during the day



Longer processing or "wait" time needed



Lapse in focus



Low frustration tolerance, "giving up"



Headaches, eyestrain



Signs of stress and irritability



HANDS & VOICES
COLORADO



GUIDE BY
YOUR SIDE™

Accommodations to reduce listening and looking effort:



Reduce background noise



Add visual support: sign, cue, pictures



Keep it simple: One place to look, one person to listen to at a time



Give written instructions, captioning, and/or illustrations especially with a new topic



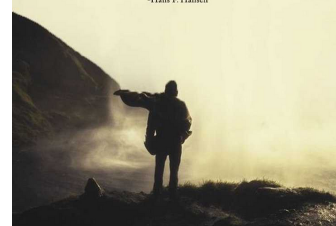
Repeat and rephrase as needed, checking for comprehension with grace



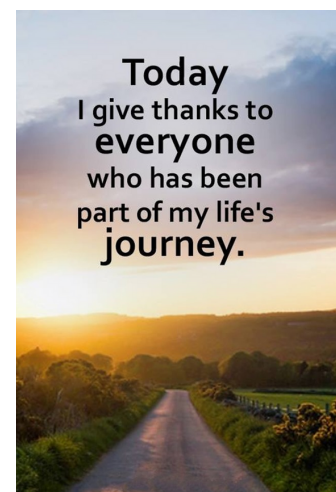
Give time... for quiet for processing to find the speaker(s)

It takes nothing to join the crowd. It takes **everything** to stand alone.

-Hans F. Hansen



Today
I give thanks to **everyone** who has been part of my life's **journey.**



FATIGUE FROM LISTENING WITH HEARING LOSS IN SCHOOL

by Hilary Davis, a pediatric audiologist at Vanderbilt University Medical Center in Nashville, TN

Individuals with hearing loss must put forth more “listening effort” and cognitive resources to attend to auditory information, which can be exhausting. The repeated need for extra listening effort in challenging situations can lead to listening-related fatigue. For children, severe fatigue is associated with increased stress, poorer performance in school, and increased absences. Educators, audiologists, and other hearing health professionals can support students dealing with listening-related fatigue.

Fatigue is often described as being extremely tired, a lack of energy, and/or a lack of motivation to continue on with a task. Intuitively, we understand that we can get worn out from time to time, from both physical tasks (e.g., running) or mental tasks (e.g., focusing all day at work). It is very common to experience this type of fatigue and healthy individuals can bounce back relatively easily with breaks or recovery periods.

However, for some individuals, fatigue can be debilitating, and recovery is difficult. This is concerning as long-term outcomes related to fatigue can be negative, affecting quality of life and work performance in adults. For children, severe fatigue is associated with increased stress, poorer performance in school, and increased absences. It can also be a precursor to mental health problems in adulthood.



What does fatigue have to do with listening and children with hearing loss? Recent research has shown that even the “simple” act of listening and understanding can be exhausting. Individuals with hearing loss must put forth more **“listening effort”** and cognitive resources to attend to auditory information. The repeated need to expend effort to listening in challenging situations can lead to listening-related fatigue. For children with hearing loss, the school classroom and associated listening requirements can be fatiguing. We know that most modern classrooms can have **poor acoustics** with significant reverberation times and elevated **background noise** (challenge #1) and that students have to listen to **multiple talkers** throughout the day (challenge #2) while **multi-tasking** by listening and performing other functions, such as note taking (challenge #3). These factors, as well as others, may contribute to a child with hearing loss developing listening-related fatigue.

What will help your student avoid or recover from listening-related fatigue? Although no systematic research has been completed on listening-related fatigue interventions, there are several considerations that may be beneficial for your students.

- Assess the student’s listening environment. Look for ways to improve acoustics by minimizing background noise or reverberation in the space. Participants repeatedly reported background noise as fatiguing.
- Provide accommodations, such as preferential seating, captioning, or note-taking by a peer. Anything that may help reduce effort while listening could be helpful for your student.
- Review the student’s amplification use (both personal amplification and school-owned remote microphone technology). Although research on amplification and fatigue reduction is mixed, teachers reported that students appeared less fatigued when utilizing their technology consistently.
- Employ good communication strategies (and encourage others to do the same). Participants reported that children got fatigued more quickly when others spoke too quickly or had their back turned. Ensure the child can see the person talking.
- Review the student’s schedule. Many teachers said the students were worn out toward the end of the day/end of the week. If you can, schedule auditory-heavy content at the beginning of the day or at a time when your student can do their best work.
- Counsel the student about fatigue. Discuss challenging listening situations and involve them in determining potential interventions or coping strategies to alleviate fatigue if it arises. Practice scripts so the child can appropriately ask for an intervention if needed.
- Schedule “listening breaks” so the student can intentionally turn off from listening. There is no current consensus on the duration, frequency, or type of break required. Needs may vary based on the individual student. Suggestions from participants in our study included allowing the child to rest their head on the desk, take off their device for a short period of time, complete a leisure activity that does not require listening, or complete a movement break.
- Be on the lookout for the Vanderbilt Fatigue Scales! Analyses are ongoing but we hope to have the assessments available online for widespread use later this year. Check our website for links to our publications and to keep up-to-date on the release date for the scales.

To learn more about how to help your child/student avoid or recover from listening-related fatigue, download the entire article at successforkidswithhearingloss.com/wp-content/uploads/2021/03/Fatigue-from-Listening-with-Hearing-Loss-in-School.pdf



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WYOMING FAMILIES FOR HANDS & VOICES

May Day Baskets

May Day is marked with rich celebrations of culture and folklore throughout history, welcoming the return of spring! There are many fun traditions that have persisted over time, like creating delightful little baskets with sweets and flowers. These baskets were sometimes left on the doorsteps of unsuspecting neighbors, with the sender yelling 'May basket!' and dashing from the scene.



Sample baskets - baskets will be filled with individually wrapped candy.

Wyoming Families for Hands & Voices will be doing a 2021 May Day Basket Fundraiser in the following Wyoming areas: Gillette, Casper, Bridger Valley, Cheyenne. Baskets & delivery will be \$10.

To order send an email to wendy@wyhandsandvoices.org. Let us know how many baskets you would like and the physical addresses you want them delivered too. Payment can be made to @Wyoming-HV-06 on Venmo, or checks can be mailed to Wyoming Families for Hands & Voices, PO Box 1033 Mtn. View, WY 82939.

April 27, 2021 is the last day to order.

Wyoming Families for Hands & Voices is a 501(c)3 non-profit that supports Wyoming families with children with hearing loss.

"I think the hardest part of having a child with a delay of any kind is the fight: The fight for services. The fight for people to understand who your child is and what they need. The fight for knowledge, because knowledge is power. And the quiet fight you have within yourself wondering if you've left no stone unturned."

- Jessie Doyle

www.handsandvoices.org



You're Invited to



What's The Plan? LIVE MEET UP!



Join to See Your Friends From Across the State!

Thursday, April 29, 2021 1:00-2:00PM

For Students Grades 7-12 who are Deaf/Hard of Hearing, their Parents, and Professionals

Register Here: <https://forms.gle/xLadzgjQ1vN7vPW9>

Final Meet-up

Did you view our Virtual Transition sessions on-line?

Do you have more questions or thoughts you'd like to share?

Join us for the final meet and live discussion!

Join us!

Zoom Link: (you will receive link AFTER registering)

Amazon Gift Card Drawing!!

If you missed a session - you can view them here before April 30th!
<https://bit.ly/2Orh7OB>

Questions? Contact: Christie Fritz @ 307-286-6282 or christie.fritz@wyo.gov