

# Illinois E.A.R.S

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

## The Hands & Voices Virtual Waiting Room

A new resource is available for families...Welcome to the Hands & Voices HQ Virtual Waiting Room. This site was created for families with children who have been referred to or are in the care of an audiologist and who are receiving those services through technology or "telehealth." Much of this information is useful for families who are preparing for onsite visits. Instead of sitting in an actual waiting room at a clinic, some families are in homes or a remote location include waiting to connect with an audiologist through the internet. This connection provides potentially a safer and more convenient way to get important and quality services. What families may lack, however, is some of the information and resources that often are built into an in-person waiting room experience. And that is what H&V has recreated here: unbiased information, resources, and connections for families as they embark or continue the journey with their child. Parents, please spend some time, look around, grab a cup of coffee or tea and explore all that is possible for your child and family. Professionals, please share this new resource with the families you serve and consider adding the link to your website!

### What Parents Will Find:

- A video about the importance of next steps when your child is referred for more testing after a hearing screening
- A guidebook for parents about audiology and telehealth
- Information about tele-audiology options
- Questions to ask your audiologist, understanding your child's audiogram, help making decisions with communication and more



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**These Boots  
Are Made  
For Leading**

**HANDS & VOICES**  
LEADERSHIP CONFERENCE

FRANKLIN, TN  
SEPTEMBER 17-19, 2021

Looking to connect with other parents while learning more about parenting a child who is deaf or hard of hearing? This conference is for you! Simply scan this QR code by opening your camera app on your smart phone. This will take you to the Hands & Voices website with further details. HURRY....Early bird registration ends August 16th!



ILLINOIS HANDS & VOICES

# SuperHEARo Dash

## 5K RUN/WALK

**Saturday, August 28, 2021**

Phillips Park—Aurora, IL

Packet Pick-Up 7:00 AM  
Race Time 8:30 AM

- Vendors
- Kids Activities
- Medals
- 50/50 Raffle
- Lots MORE!!

**SuperHEARo Kids  
Costume Contest!**  
Any child in costume is automatically  
entered to win!



Register at: [Raceroster.com](https://raceroster.com)

Race Registration \$35—Kids under 13 FREE

- Chipped Race Bibs
- FREE Gift for each runner/walker

<https://raceroster.com/events/2021/48387/superhearo-5k>



HANDS &  
VOICES  
ILLINOIS

IL Hands & Voices is a 501c3 Non-Profit  
EIN # 06-1724201

[ilhandsandvoices.org/superhearo-5k](https://ilhandsandvoices.org/superhearo-5k)

630-697-3544

[executivedirector@ilhandsandvoices.com](mailto:executivedirector@ilhandsandvoices.com)

All proceeds will help fund our Guide By Your Side program to benefit families in IL who have children who are deaf/hard of hearing.

## Dinner in the Dark

It had been two months of constant frustration by my DeafBlind junior high daughter. Why were people forgetting to use her microphone? Why didn't others understand that she needed to sit in the middle of the friend group in order to be a part of the conversation? Why would people always say "never mind" after she needed them to repeat a comment a second time? The lack of other's willingness to accommodate and understand her needs was wearing her down. Being DeafBlind in junior high is overwhelming. The nuances of social interactions, mood swings, on again/off again friendships, is hard enough to navigate in junior high – add to that a dual sensory loss and one fills like the deck is stacked against them. I didn't want my daughter traveling through her school years with others who didn't understand her situation. I wanted them to put themselves in her shoes at an early age, so that maybe, just maybe, they would choose different responses. I warned her that we were working with middle schoolers. We lowered our expectations when it came to empathy and attention span, and got to work!

My daughter made up a catchy party phrase on text. "Have you ever wondered what it is like to have low vision and a hearing impairment? Come experience the first annual Dinner in the Dark!" I told her to invite anyone she interacted with on a regular basis. The RSVPs were coming in minutes after sending the text. They seemed excited and intrigued.

I spent the next week making individual masks out of packing bubble. This seemed to be the best representation of how she sees the world. With the mask on, I couldn't see details of others in front of me – just an outline of their body. I definitely couldn't read normal size print. We also gathered together ear plugs and noise blocking ear muffs, to help one experience what it is like to be hearing impaired.

The day of the party arrived. My daughter would be in charge; I wanted her to own this experience. Her friends arrived one by one. We made them stay in the front room so that they would not receive any visual cues as to what was being served for dinner. Masks were given out with ear plugs. They were encouraged to wear them as long as they could. They then entered the dark dining room. The excitement was growing. We explained that we would start a plate at one end and they would pass it around. We would not be telling them what was being served. As we started the dinner the girls were already saying "what?" due to the ear plugs in their ears. Many were quiet, intently trying to figure out what food was in front of them. Others were sniffing the food and taking it or passing it on. Still others were yelling "Ew!" when they realized what they thought was a grape was really a tomato. I started hearing them say things to my daughter like, "You're amazing. How do you do this?" One friend on the end of the table did not say anything the entire dinner. She didn't know what was going on because she couldn't see or hear well enough. She later told the group that they needed to let my daughter sit in the middle of the group at lunch, because now she knew how it felt.

They then moved on to games. They started with ping pong. It got a little crazy, but I think they got the point. My daughter then handed out questions from the game Would You Rather that were printed on a piece of paper. The girls were supposed to respond to the questions they received. After struggling for a few minutes, they started asking my daughter for the devices they see her use at school. One ran to the office where her CCTV was set up.

Eventually it was time for dessert. We had chosen sundaes. Everything was out of its original packaging and placed in separate bowls, to make it more visually challenging. I even got out my most busy tablecloth. It got extremely messy. Everyone was concentrating very hard as they bent down as close as possible to the bowl, hoping not to spill.

Later that evening, my daughter opened it up to questions. She said they could ask her anything. To my surprise, they sat around and talked about their experiences and asked her questions for 45 minutes. When the parents showed up, the girls were still reflecting on the evening.

As we were picking up after the party, I could tell my daughter felt empowered and excited. I severely underestimated this age group. They asked questions they had never dared to ask in the past. I heard them ask my daughter personal questions like "Are you upset you were born with vision and hearing loss?" This was hard to hear. But that type of question helps everyone grow and reflect, even the person being asked. Many of the girls had been in classes with her for 6 years. Tonight, they finally felt the freedom to ask what they had been wondering.

Things have not been perfect since that evening. They still forget to pass her microphone or leave her sitting on the outside of the group. But seeds were planted. Understanding was sewn. And hopefully, from this moment forward, when they see someone with a vision or hearing impairment, all the feelings they experienced tonight will come

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

☺ Free or discounted entry to all of our events

☺ Access to a private Facebook group for members only

☺ Quarterly Nationally Published Communicator Newsletter mailed to you

☺ Your membership helps support the Guide By Your Side Program



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

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

**Other membership types also available**

**SIGN UP TODAY!!**

## School challenges and solutions, from the student perspective

My 12-year-old son, Hunter, is a Middle School student in Illiopolis, Illinois. He has bilateral sensorineural hearing loss and wears Oticon Opn Play hearing aids. He presented to teachers in Illinois about challenges he and other DHH children face in the educational setting. We wanted to outline them in to help other families who many be beginning their journey with the schools or who are not sure how to explain what is most difficult for them at school.

Listening exhaustion is real. DHH kids body and brains get tired without them even realizing from the effort they put in to pay attention daily. When the do not have a component of their system to help them, they get tired much quicker. They need brain breaks. They need time to rest during the days. It takes a lot of effort to listen and process everything.

Making friends can be difficult. If I feel like I am singled out in class or my peers do not understand my hearing needs, I will not feel welcomed. Please have conversations with the class about my hearing needs and the need to speak clearly and slowly.

Background noise in our classroom creates a huge distraction for me. I hear the sounds closest to me the best, so please be sure my seat is where you want me to hear the sounds around me. Fans, heaters and other kids talking create constant distracting noise in my ears. I try to ignore it and focus on the teacher, but sometimes it is difficult. Also, any noises in the hallway are a distraction for me. Please help keep our classroom quiet.

My FM System helps the sound of the teachers voice come straight to my hearing aids, but some situations make the FM hurt my ears. Please have conversations with the student about loud settings like a gymnasium or band room, I prefer that you not wear the FM in these settings. Also, please mute yourself if you are going to raise your voice to the class, it comes across too loud in my hearing aids. If you wear jewelry or a lanyard, please do not allow it to be worn with the FM microphone, I hear it rub every time you move.

Rooms with too much echo or noise create issues for my concentration. Lunchrooms are very difficult. If an adult gives a direction from across the room, I probably will not hear it, please come up with a signal or way to help me know what you want me to do. Assemblies are also very difficult when I sit in the crowd and have to listen to someone on the floor speak.

I need written instructions for assignments. If you write your expectations, I will be able to refer back to what you want me to do, even if I do not hear everything that you said. However, do not change the rules in class and not on my written instructions. I may not hear what you are changing the rules to and I will do what is written.

Please do not read to me and expect that I am able to clearly hear and process everything. I need a visual to follow along. I need a copy of the notes, or the book that you are reading. I work best when I can see the material.

Most DHH students rely on multiple means of "listening." We read lips, we watch gestures, we use ASL and we attempt to listen with our ears. The best way for teachers to get to know their students' needs is to have open conver-

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- Connections to family-to-family support from trained parent leaders
- Explanations of help offered by a variety of professionals in addition to your child's audiologist
- Resources to promote health and well-being for you and your child

A link to email a Hands & Voices trained parent who can answer your questions and direct you to additional resources

So, check out this resource, share with others, and welcome to a virtual experience like no other!

You can find this resource at: <https://handsandvoices.org/virtual-waiting-room/index.html>

Thank you to the Association of Maternal & Child Health Programs (AMCHP) for the funding to support this project.



*Virtual* 2021  
EARLY INTERVENTION  
Vision & Hearing Conference



**FREE**  
EARLY INTERVENTION  
VISION & HEARING  
CONFERENCE

**WHEN:**

Wednesday, June 23 6:00<sub>PM</sub> – 9:00<sub>PM</sub>

**AND**

Saturday, June 26 9:00<sub>AM</sub> – 12:30<sub>PM</sub>



*Conference via Zoom Platform*

**TOPICS:**

**Co-Treating**

**Communication**

**The New SKI HI How To**

*Recommend purchasing SKI HI 3rd Edition prior to session*

**Rockin the Tough Stuff**

*Parent response to diagnosis*

**State of the State**

**Is it Autism or Deaf/Blindness**

**PLANNING COMMITTEE:**

*Autumn Bruère  
Michelle Clyne  
Jane Dwyer  
Sara Edwards  
Karla Giese  
Julie Grygiel  
Jenn Kelly  
Andrea Marwah*

**PROVIDER CREDIT:**

ISBE PD Credit approved and EI Credit applied for. Credit Information will be updated and available on the EITP Website upon approval.

**ADA ACCOMMODATIONS:**

ADA and special requests must be received at least 3 weeks prior to the event date, the committee will do its best to grant reasonable requests.

**REGISTRATION:**

<https://illinoisdeaf.org>

*or use the QR code below*

**FOR MORE INFORMATION:**

<http://illinoisdeaf.org/Outreach>  
[andrea.marwah@illinois.gov](mailto:andrea.marwah@illinois.gov)



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## Central IL Meet Ups

There has been a Facebook group recently created called Monthly Mama Therapy. This group was created to connect with other parents of children with special needs. They do meet ups at local parks and plan coffee dates. It is a great way to meet others in the same boat as you and for your children to meet other children who may have similar abilities. The group was started by Lace J Mandrell and Bailey McBurney Imig (pictured). They both have children with hearing loss. As summer is approaching, this is a great group to plan playdates and get to know other people in the central Illinois area. They usually do meet ups in the Champaign and Bloomington areas.



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sations with them. If teachers are willing to ask us individually what works and what does not work and help us with our needs, we will feel comfortable asking for extra support when something is not working.

My son also created a list of some of his favorite accommodations over the years from his IEP's and 504 plans. He presents these to his teachers in an in-service at the start of the school year. They are:

- Closed Captioning
- Face me when speaking
- Speak slowly and take time to pronounce the words clearly
- Seated close to the front, away from noises
- Wear a clear shield or facemask
- Give me as many visual cues as possible
- Be sure that you have my attention before speaking to me
- Written notes before a lesson
- Real time captioning for assemblies, if possible
- Quiet space to work, take tests
- Repeat what my classmates ask, even if I do not ask you to, before you answer their questions
- Go slow, do not rush through verbal lessons
- Real time captioning for assemblies, if possible
- Quiet space to work, take tests
- Repeat what my classmates ask, even if I do not ask you to, before you answer their questions
- Go slow, do not rush through verbal lessons

Every child is different and not everything that works for one student will work for every student. However, we hope that learning what works for some students may help others know what to try and see if it works for their student. I believe that the best way for a teacher to effectively work with a DHH student is to speak with them openly and honestly, asking questions and problem solving along side the student; it is a team effort with the student as the expert!



## Camp opportunities for children who are Deaf/Hard of Hearing

Chicago Park District—**American Sign Language (ASL) for Kids**  
(2021 Virtual Experience) June—August  
<https://www.chicagoparkdistrict.com/>



 **Lion's Camps:** (2021 Virtual Experience)  
more information TBA  
follow: <https://www.facebook.com/CampLionsIL>

SIU—**American Sign Language (ASL) for Kids**  
(2021 Virtual Experience) June/July  
<https://conferenceservices.siu.edu/common/documents/summer-camp-flyer.pdf>



 **Stan Mikita Hockey School For The Deaf/Hard Of Hearing**  
June 12-19  
<https://ahiha.org/programs/annual-hockey-school/>

Gallaudet University **Camp Catch Them Young**  
(2021 Virtual Experience) July 12-23  
<https://www.gallaudet.edu>



 National Technical Institute for the Deaf **Explore Your Future**  
(2021 Virtual Experience) July 11-14 OR July 18-21  
<https://www.rit.edu/ntid/eyf/>



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### OTHER OUT OF STATE CAMPS:

**Aspen Camp** Summer 2021—Colorado: <https://aspencamp.org>

**Camp Taloali**—Oregon: <https://www.taloali.org/>

**Deaf Camps, Inc.**—Maryland: <https://deafcampsinc.org/>

For more resources visit our website at: <https://www.ilhandsandvoices.org/>

Follow us on Facebook: <https://www.facebook.com/illinoishandsandvoices/>

*The intent of this flyer is for informational purposes only, we do not endorse any one camp, we provide all that we are aware of that are suitable for children who are deaf/hard of hearing.*

## Motivating a Child the Right Way...Is It Possible?

I recently have spent a great deal of time reading about the science of motivation. Although the word is used loosely within commercials, ads, and by sport coaches, motivation is defined differently by researchers. Many have spent a great deal of money attempting to motivate children in the right way. Reward systems pop up each day that guarantee a child can be motivated effectively by using this system over another. Motivation seems to be getting a lot of attention these days due to the impact the Covid crisis has had on society. From my point of view, motivation can be wired into the brain; I want to share with you a story of how this may appear in a child. Given the difficult circumstances we are placing our children in due to the Covid crisis, I find that properly motivating a child may promote their well-being during these difficult times in our society.



My son is 4 years old. He is the youngest but is always willing to stand his ground against his older sister and brother. Motivation is something that my wife and I discuss in detail as it relates to our children. A main question that we often discuss is how to effectively motivate our children to choose positive behavior. My 4 year old (T) seems to love to push his older sister when she attempts to control his behavior. T has no problem fighting back, as many parents can relate to me at this point in my story. Recently, my wife and I observed T ruin a game that his sister was playing. My daughter kindly asked T to stop ruining her game. T chose through his behavior to disregard my daughter's kind request. My wife and I as usual asked T if he needed a break because his choices were harming his older sister. He chose to take a break, but as soon as T returned to the living room, he chose to ruin her game again. What is going to motivate T to do the right thing? Punishment is the go-to option for many parents. May I suggest this option is not the best one to promote the well-being of a child, let me explain.

Based on research that has been done on the topic of motivation, recognizing good rather than bad behavior is important to do. The how is what I will share in this blog rather than the why. The "why" does require a complex response and can be done in a separate blog post. To be helpful and practical, I want to highlight the "how" for now therefore.

Small physical rewards that are not expected by a child promotes the right kind of motivation in a child's brain. The focus of their attention is placed within the ability they possess to act the way their parents want them to. In contrast, what a parent does not want to do is provide any kind of reward for good behavior that is expected by the child. The more a child can predict they will receive a reward, the focus will be on receiving the reward and not on the ability to do the behavior well. The focus of their attention will no longer be on developing their ability to pursue positive behavior. Behavior that is positive should be pursued by a child because they want to and they enjoy to pursue this behavior for its own sake. A transaction mindset should not be wired into a child's brain: pursue the right behavior and they receive a reward. So, rewards can be given to a child to enhance motivation, but the recommendation is to use physical rewards sparingly.

Summary of facts based on research done on motivation:

**Fact #1:** Physical rewards that are given to a child in most cases decreases effective motivation.

**Fact #2:** Expecting a physical reward from a caregiver decreases effective motivation.

**Fact #3:** A child that does not expect a physical reward may promote effective motivation.

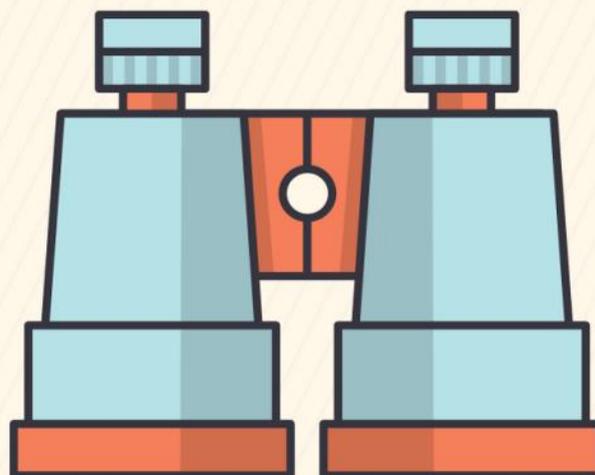
**Fact #4:** Reward in the form of verbal praise increases effective motivation in a child in most cases.

Motivating T in the right way is key for his age because possessing the right kind of motivation increases his well-being over his lifespan. Why someone does what they do daily either increases or decreases their health. Living with purpose and meaning is important for our kids to know how to do one day, especially as we come out of this Covid crisis in the US. Many of our kids lose motivation because they are being asked to pursue behavior that is not creating good health and well-being for them. Intentional parenting right now must be prioritized to ensure the health of our societies throughout the country.

Better People - Stronger Communities - Safer World

Written by Ramon Diaz, Jr., graduate student: M.A., Clinical Mental Health Counseling; Human Performance Consultant; Life and Mindfulness Coach, Neuro-Linguistic Behavior Coach

ILLINOIS HANDS & VOICES  
GUIDE BY YOUR SIDE



Have you seen our selection of  
**COVID RESOURCES**

View them all on our website!

[www.ilhandsandvoices.org/covid-19-resources](http://www.ilhandsandvoices.org/covid-19-resources)

## Fun All-Inclusive Park

Harmony park is an all-inclusive park for children of all abilities. This public park is safe and fun for all children and comes with the hope to bring acceptance, kindness, and support within the community. Features include a high back merry-go-round, enclosed teeter totter, an arched swing, and ramps that are fully accessible and ADA compliant. The layout of the park is designed to promote healthy physical play; however, it also includes cozy spots for children who may need temporary sensory relief. The park is fully fenced in with only two entrances/exits to protect the children. The park is located at 1002 S Hershey Rd, Bloomington, Illinois 61704.



## Summer Break Survival Tips From the Illinois Service Resource Center

The summer months can be lonely for students who are deaf or hard of hearing. During the school year they are able to see friends daily in school, but over the summer they can be isolated from others who can communicate with them fluently. Helen Keller once said that blindness cut her off from things, but deafness cut her off from people. Be sure to create opportunities for your child to spend time with other children who are deaf and hard of hearing over the summer. Additionally, students may be used to the structure and routine of school and benefit from planned activities in the summer months. Here are a few ideas to help the summer pass by more peacefully:

- \* Develop a list of contact information for friends from school. Set up some play date exchanges before the school year ends.
- \* Review the Recreation and Leisure page in the ISRC Resource Directory (available online or by request) for a list of camps and summer activities.
- \* Visit the ISRC Library catalogue on the website ([www.isrc.us](http://www.isrc.us)) for books, videos, and games that can be checked out. Items are mailed to families with postage paid envelopes included.
- \* Incorporate language enrichment activities in your summer plans. There are many resources online and in libraries, such as <http://www.megaskills.org/summerLearningMain.html> Also, the ISRC Librarian can assist you with locating fun activities for your child.
- \* Continue to prompt and reinforce appropriate behavior.
- \* Establish a visual or tactile calendar of events to assist with predictability.
- \* Practice your sign language skills.
- \* Sign up for the monthly ISRC Digital Update email, which includes a list of upcoming events for students who are D/HH and their families.
- \* Join and volunteer for DHH events in your area.
- \* Pay attention to your own stress levels. Identify respite services in your area. To network with other parents visit the Illinois Hands and Voices website: [www.ilhandsandvoices.org](http://www.ilhandsandvoices.org)
- \* In the event of a behavioral concern or crisis situation, contact the Illinois Service Resource Center at 847-559-0110.

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

# GUIDE BY YOUR SIDE

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

To receive more information or to request a Parent Guide:

Call/Text: 224-343-1873

Fax: 866-695-3880

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

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



GUIDE BY YOUR SIDE™  
ILLINOIS

## We Provide:

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

## For Whom?

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

## Cost:

- > Free!

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

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

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

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

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

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

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

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

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

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



HANDS & VOICES™  
ILLINOIS

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# Illinois Deaf Campers

**HOST**

A Birdhouse Fundraising Party



Included  
entertaining  
fun games !



IDC sell bottles of water  
and beverages,  
included snacks

**When :** Sunday, June 13th, 2021

**Where :** Rollingbrook Park,  
1002 S. Hershey  
Bloomington, Il. 61704

**Time :** 1 - 4 pm (Arrive 12:30 pm to check in )

**Cost :** \$ 5.00 To order a package of making a birdhouse

Please let us know if you plan to attend. Email to  
IDC\_treasure2015@outlook.com or executor\_idcnfp2014@outlook.com

**\*\*\* Deadline June 10th otherwise contact us \*\*\***



## SPECIALIZED CARE FOR CHILDREN

### HOW WE HELP

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

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

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

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

### OUR IMPACT

Our care coordination makes it possible for families to:

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

**See Other Side for More Information**

## WHO WE SERVE

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

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

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

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



## WHO WE ARE

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

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



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

## Mother Father Deaf Day?

My name is Dan Roche, and I am a Hands & Voices member from Illinois . I also am a coda (child of deaf parents). Of course I'm a grown man now , but I still identify as a coda .As a disclaimer, I don't speak for the organization of CODA {Children Of Deaf Adults, International}, I speak simply for myself.

April 25, 2021, is the 25th anniversary of Mother Father Deaf Day (soon to be known as Deaf Parents Day-- #MFDD25DPD), and I wanted to talk about why this day is important to me.

As someone who never really felt like a 'normal' hearing person, I was always curious about this belief I held. Obviously, because I was raised in a home by two people that were culturally deaf, with my first language being American Sign Language (ASL), such feelings would be typical. That said, while it's obvious that I'm not deaf in the audiological sense, I know that I can really relate to the deaf community and its culture...all the while knowing that I am not fully Deaf. I'm somewhere in the middle... So, growing up, that led to some interesting internal thoughts about myself and my place in this world, this predominantly hearing world, that for the most part had little love or appreciation for deaf people, its culture, or its language. As a result, I attributed a lot of my frustrations to the fact that my parents were deaf. For a while, I wanted nothing to do with deaf people, and was living my life with limited contact with the deaf community. However, that was unsustainable, as my experiences within my family and the deaf community were far too powerful to discard. I found myself

being drawn back into the deaf community, spending more time with my parents, and being very interested in improving my sign language skills, as I had allowed my ASL skills to diminish. I remember going to church with my parents and trying to follow the interpreter as she signed the Our Father, and I was lost! That was extremely embarrassing for me, and instilled in me a desire to improve my signing skills. It also got me to think more deeply about not only my experience but the experiences of my parents and of the overall deaf community. I started an interpreter training program at a local community college, and took a Deaf Culture class, I started reading a great deal about the history of deaf people, and was struck by/ appalled by the efforts over the years to prevent deaf people from being with each other, from learning sign language, as well as the efforts in some parts to sterilize deaf people!. I wanted to understand why there were these efforts over the years to marginalize deaf people, their community, and their language. Well, as luck would have it, I was introduced to CODA, and began attending various workshops and conferences. By interacting with various people who had deaf parents from all over the United States, and those from other nations, I saw how universal some of these dynamics were regarding deaf people, their community, and their language. Most importantly, it really gave me a different lens through which to look at and understand my parents. I saw how my mother, after becoming deaf at the age of one, experienced language deprivation and its accompanying consequences for nearly 3 years, until she started at Saint Rita School for the Deaf, finally being exposed to ASL. It made me think of my father, having lost his hearing at the age of one due to spinal meningitis, and himself experiencing language deprivation and its effects for almost eight years, until he began school at Ephphetha School for the Deaf in Chicago, where he began learning ASL. In talking with other people who had deaf parents, and hearing stories of disregard and/or and disrespect for deaf people really captivated me (to be fair there were also stories of generosity and concern for deaf people). Some of these stories were hilarious! I came away impressed by the resilience and grit demonstrated by so many deaf people to make their way in a world that really did not understand them--especially when it came to parenting, and having children of their own. It really resonated with me the fact that I was born to people that some in society had sought to prevent from being parents. I was able to develop a real sense of gratitude and respect for my parents and other deaf parents for raising children such as myself. CODA was a game-changer for me, and when I found out that there was a day set aside to celebrate Mother Father Deaf Day, I was all in. As stated above, April 25, 2021 is the 25th anniversary of #MFDD25DPD. I hope those interested will take time to check out the website below regarding #MFDD25DPD, to see stories about the experiences of people such as myself, all over the globe.

By Dan Roche, IL Hands & Voices Board of Directors

<https://coda-international.org/mfdday/>



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

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flooding back. For inclusion goes beyond allowing those with disabilities to be a part of mainstream activities. It means befriending them, understanding their needs, and inviting them into your life as an equal.

By Krista Bohl, mother of an amazing DeafBlind teenage daughter

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



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



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## HEAR to LEARN

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<http://heartolearn.org>

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

This website includes:

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

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

