

Syndromes Associated with Hearing Loss

A few of the many syndromes that are associated with hearing loss are listed below:

- Usher's Syndrome
- CHARGE Syndrome
- Waardenburg Syndrome
- Downs Syndrome
- Treacher-Collins Syndrome
- Stickler Syndrome
- Goldenhar Syndrome
- Branchio-Oto-Renal (BOR) Syndrome
- Neurofibromatosis Type II (NFII)
- Smith-Magenis Syndrome
- Jervell and Lange-Nielson Syndrome

For further information regarding these and additional syndromes, please refer to:
<http://friendlyfaces.org/resources.html>

Parent Resources

A few websites below discuss a variety of resources that may be beneficial for parents of children with special needs.

www.illinoisdeaf.org/outreach/outreach.html
www.ilhandsandvoices.wordpress.com
www.isbe.net
www.isrc.us
www.specialeducationguide.com
www.childrenwithspecialneeds.com
www.cec.sped.org
www.parentcenterhub.org
www.deaflinx.com
www.deafchildren.org
www.HelpGuide.org

Tips

Parents need to discover ways to teach children how to help themselves. As a parent you can provide your child with tools and strategies that are needed to work through challenges. By facing and overcoming obstacles, your child will grow stronger and become more resilient.

- Be involved with all aspects of your child's education. Assist with school work as needed, but DO NOT complete the work for your child or give them answers.
- Learn as much as you can about your child's disability/disabilities so that you can be an advocate for your child.
- As early as possible, encourage your child to make choices and to express their specific wants and wishes. For example, what they want to wear, eat, or a specific activity.
- Guide your child in learning problem solving skills. Encourage them to develop conflict resolution skills.
- Strike a balance between being protective and supporting risk-taking. Learn to let go a little and push your child out into the world, even though it may be scary.
- Communicate with your child. Enrich their lives with language and vocabulary. Label items in your home so your child can identify the names of everyday items.
- Provide structure to your child's life. This includes having both expectations and consequences.



Programs, activities and employment opportunities in the Illinois Department of Human Services are open and accessible to any individual or group without regard to age, sex, race, sexual orientation, disability, ethnic origin or religion. The department is an equal opportunity employer and practices affirmative action and reasonable accommodation programs.

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Department of Human Services

ILLINOIS SCHOOL FOR THE DEAF

www.illinoisdeaf.org



Deaf and Hard of Hearing Children With Special Needs

Illinois School for the Deaf
125 S. Webster, Jacksonville, IL 62650
217-479-4200

According to an article in the June 2013 Journal of Deaf Studies and Deaf Education, approximately 35-50% of Deaf and Hard of Hearing children have additional disabilities. This brochure includes information and resources on some of these disabilities.



ISBE Disability Categories

The disability categories discussed below are recognized by the Illinois State Board of Education (ISBE) and may also be listed on your child's IEP (Individualized Education Plan). If your child is identified with one or more of these disabilities, they are eligible for special education services.

Autism is a developmental disability that significantly impacts verbal and nonverbal communication and social interaction, generally evident before age three, which adversely impacts a child's educational performance. Characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Deaf-Blindness is a combination of hearing and visual impairments, which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

Deafness is a hearing impairment which is so severe, it causes impairments in processing linguistic information through hearing with or without amplification that adversely affects a child's educational performance.

Hearing Impairment is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included in the definition of deafness.

Emotional Disability (including schizophrenia) is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: 1) An inability to learn that cannot be explained by intellectual, sensory, or health factors. 2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. 3) Inappropriate types of behavior or feelings under normal circumstances. 4) A general pervasive mood of unhappiness or depression, or 5) A tendency to develop physical symptoms or fears associated with personal or school problems.

Intellectual Disability is significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. In the past, an intellectual disability was referred as a cognitive impairment, cognitive disability, and/or mental retardation.

Multiple Disabilities is a combination of impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include Deaf-Blindness.

Specific Learning Disabilities is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do math. This includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Orthopedic Impairment is a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease, and impairments from other causes.

Other Health Impairment is having limited strength, vitality or alertness, including a heightened sensitivity to environmental stimuli, that results in limited alertness with respect to the educational environment that: 1) is due to chronic or acute health problems such as asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia, and 2) adversely affects a child's educational performance.

Speech or Language Impairment is a communication disorder, such as stuttering, impaired articulation, a language impairment or a voice impairment that adversely affects a child's educational performance.

Traumatic Brain Injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance.

Visual Impairment is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

*All information above was summarized from the ISBE website. Please refer to the website for further information at: www.isbe.net.