

On November 29 & 30, 2007, the [National Association of State Directors of Special Education \(NASDSE\)](#) presented a workshop in Columbus, Ohio entitled "Meeting the Needs of Students Who are Deaf or Hard of Hearing: An Educational Services Guideline." These are the handouts from this two-day training.

You can scroll through the pages or click on the following links to different points in the document:

[NASDSE Introduction](#)

[NASDSE Educational Service Guidelines](#)

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[NASDSE Services & Placements Chapter](#)

[NASDSE Assessments Chapter](#)

[NASDSE Administration & Support Structures Chapter](#)

[NASDSE Personnel Chapter](#)

Educating Students Who Are Deaf/Hard-of-Hearing (DHH)

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Questions We Ask Ourselves All the Time Concerning DHH Education

- Where are we in educating DHH learners?
- What is the educational handicap of deafness?
- What about DHH learners with one, two or more additional handicaps?
- How is ASL different from Total Communication or other signing modes?
- How can cochlear implants help DHH learners?
- How can our state- and district-wide assessment and/or alternate assessment programs help us teach our DHH learners better?
- How should we certify (license) our DHH teachers?
- Are educational interpreters benefitting our DHH learners?

The American people have no reason to be satisfied with their limited success in educating deaf children and for preparing them for full participation in our society.

— The Babbidge Report to the United States Congress, 1965

The present status of education for persons who are deaf in the United States, is unsatisfactory. Unacceptably so. This is the primary and inescapable conclusion of the Commission on Education of the Deaf.

— The Commission on Education of the Deaf Report to the Congress of the United States, 1988

DHH General Definitions

- **HEARING IMPAIRED** = All persons who have a hearing loss
 - **DEAF**
 - **HARD-of-HEARING**

DHH Educational Definitions

- DEAF — Those persons whose hearing loss makes it impossible for them to understand speech and language with or without the use of hearing aids
- HARD-of-HEARING — Those persons whose hearing loss makes it difficult, but not impossible, for them to understand speech and language with or without the use of hearing aids

The Educational Handicap of Deafness

The most obvious abnormality of the person who is deaf is either highly defective speech or no speech at all, the naive person thinks that the problem of deafness is basically a speech problem. But defective speech is not the basic problem; lack of language is the real handicap.

— Richard G. Brill, 1971

THE IMPACT OF DEAFNESS

Deafness isolates a student from the world of the majority language as well as from the world of sound.

- *To the hearing student, the world is his or her classroom.*
- *To a deaf student, education stops when he or she steps out of the classroom.*

DHH learners have unique needs

- Language Development
- Communication Access
- Socialization Skills
- Independence Skills

Deaf and hard-of-hearing learners (over 3,000+ statewide) tend to have significant gaps in academic performance

- Early exposure to language is often lacking
- Focus on English-based coded sign systems in public schools are often inadequate
- All language must be taught explicitly (no "overheard" learning occurs)

Deafness occurs in low incidence (≤1.5%)

- Students can be isolated in rural areas
- Families are isolated and far from services and education
- Adequately trained providers are rare, hard to find, costly for only 1-2 students in a school
- Intensive training programs for teachers of the deaf and educational interpreters are few in the nation

IMPACT OF LOW INCIDENCE

- Young DHH children are far from needed therapy and learning environments that provide rich language development
 - Preschool providers and parents don't know how to provide DHH learners aural and visual access to language and communication
 - Neither understand the principles of building language skills
 - Learners arrive in Kindergarten with language skills at the age 1-2 year level

IMPACT OF LOW INCIDENCE

- School age children lack appropriate services despite good intentions
 - Most children are in regular education settings with support services
 - Educational interpreters often lack sufficient skills to convey the curriculum content
 - Regular education teachers misunderstand deafness, the difficulties of interpreted instruction, and lack skills themselves

IMPACT THAT LASTS A LIFETIME

- It all connects to language development
 - American Sign Language (ASL)
 - Parent Child relationships
 - Socialization skills
 - Mental health issues greater than general population
 - Self esteem and identity
 - Community interaction skills
 - Self sufficiency

IMPACT THAT LASTS A LIFETIME

- It all connects to language development
 - Academic understanding
 - Poor academic performance (reading level 3-4th grade)
 - Vocational outlook (90% unemployment and 40% of those employed are under-employed)

The gaps are still there

- Average DHH student graduates from high school reading at the 2.8 - 4.5 grade level
- Between ages 8 and 18, learners gain only 1.5 grade level in reading
- Only 8% of DHH students graduate from college

Source: The National Deaf Education Project statistics

The gaps are still there

- 1/3 of all deaf adults rely upon government assistance
- Average income is 40 - 60% of hearing peers
- 40% of deaf adults are unemployed and 90% of those are under-employed
- Higher rate of mental illness difficulties

Source: The National Deaf Education Project statistics

***How can we help
our DHH learners?***

**HOW IMPORTANT IS
COMMUNICATION IN
IEP AND PLACEMENT DECISIONS**

- Address how the communication, linguistic, educational, emotional and social needs and goals can be met for each DHH learner
- Include information on all educational options along the continuum of educational placements

**WHAT DETERMINES THE “LEAST
RESTRICTIVE ENVIRONMENT”?**

*(LRE IN SOME PUBLIC SCHOOLS MAY BE THE
MOST RESTRICTIVE ENVIRONMENT)*

- Unbiased IEPs
- Unique communication needs
- Placement determinations based on the learner’s ability to access services directly

What Makes Placement “LRE”?

ACCESS TO SERVICES

- Appropriately trained DHH teachers and educational interpreters
- Critical mass of DHH learners
- Language & Communication development
- Use of technology
- Transitional skills development
- Socialization

**To Deaf People – the most
misunderstood among the
sons of men, but the
gamest of all.**

— *Dedication page from the book,
The Deaf by Harry Best,
1914*

**NATIONAL ASSOCIATION OF
STATE DIRECTORS OF SPECIAL
EDUCATION**



*Meeting the Needs of Students Who are
Deaf or Hard of Hearing:
An Educational Services Guideline*

Intended Audience



- Local and state education personnel with responsibility for students who are deaf or hard of hearing (DHH)
- Parents and other advocates
- Consumers

Self-Introductions



- Name
- Role/agency
- My connection to students who are deaf or hard of hearing



Workshop Purposes

1. To assist administrators in acquiring the knowledge and skills needed to address relevant issues and develop strategies for ensuring a comprehensive educational service delivery system for all students who are deaf or hard of hearing (DHH), including those with additional disabilities



Workshop Purposes, cont.

2. To insure students who are DHH are supported and have all necessary accommodations and modifications necessary to address their unique educational needs



Workshop Purposes, cont.

3. To provide necessary information to school administrators to address the needs of families of students who are DHH
4. To examine systems implications for providing appropriate programs and services and/or necessary accommodations, modifications and highly qualified personnel



States and districts can use the knowledge and skills to

- address relevant issues in their state
- develop strategies for ensuring a comprehensive educational service delivery system for all students who are visually impaired, including those with multiple disabilities
- facilitate an ongoing planning process to adapt nationally recognized promising practices to state-specific needs



Our commitment to you

- Foundations for the education of students who are DHH, including those who are multidisabled;
- Characteristics of an appropriate framework for services;
- The process for identifying and assessing individual needs;
- Concepts which must be addressed after an appropriate assessment has been completed;
- A review of program options and decisions regarding appropriate placements;
- Characteristics of personnel who will work to meet the individual needs of children once an appropriate placement has been identified;
- Terminology used in the field;
- Federal and state policy as they apply to students who are DHH;
- Best practices in educational service delivery; and
- Resource materials



Your commitment to us

As a participant in this training seminar, you are encourage to share this training and these materials with your staff and participate in the community of practice which will continue to address the specific issues in this state.



Resource Contributions

- Alexander Graham Bell Association of the Deaf
- American Society of Deaf Children
- American Speech/Language and Hearing Association
- Gallaudet University
- National Association of the Deaf
- National Center on Deafness
- National Cued Speech Association
- State Consultants Association – Deafness



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Meeting the Needs of Students Who are Deaf or Hard of Hearing

Agenda Overview



Day One Objectives

- Overview the *Educational Services Guidelines*
- Identify and prioritize state and local issues in meeting the needs of students who are DHH



Communication Ground Rules

To facilitate our conversations and ensure everyone has an opportunity to participate fully, we have put together some guidelines to make communication accessible for everyone

- Engage in the conversation or task at hand
- Help build safety for openly discussing the real issues and challenges
- Create an atmosphere for open and honest discussion. Avoid side conversations and cross-talking whether speaking or signing during presentations and discussions
- Share the conversation so that everyone has equal opportunity to express their ideas




Communication Ground Rules, cont.

- Face people and keep hands and objects away from your mouth
- Pick a language – either speak or sign – during large group contributions. Trying to sign and speak for self (sim-com) typically reduces the quality of both your signing and speaking
- If you are a fluent signer, feel free to sign for yourself when speaking to a Deaf person or are around a deaf person -- even if they are not a part of the conversation. Rely on interpreters if you aren't sign-fluent, and in either case, make sure the interpreter knows if s/he is needed to avoid confusion



Communication Ground Rules, cont.

- Speak directly to the person who is Deaf when using an interpreter; look at the deaf person when an interpreter voices what a deaf person signs, not the interpreter
- Allow for lag time for people using an interpreter. Interpreters typically finish signing several seconds after the speaker stops talking. A good rule of thumb is to wait until the interpreter has stopped signing before speaking allowing all participants equal opportunity to join the discussion



Introduction: Educating Students who are Deaf and Hard of Hearing



Accountability

Process by which we take account of what we intend ... a way of ensuring that children are making progress toward appropriate outcomes, including educational, social, personal and cultural.

Balanced Accountability Vision

- Educational system accountable for each and every child.
- Each and every child benefits through equal access, high standards and high expectations and becomes an educated, literate, independent, economically self-sufficient citizen participating in life-long learning.

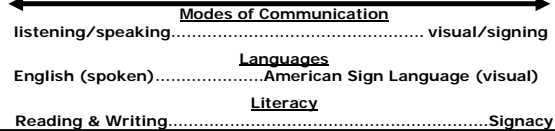
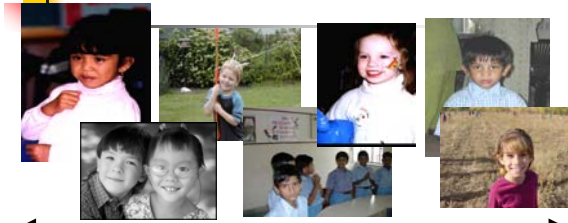
So how are we doing- Or more importantly- How are the kids doing?

- 46,921 individuals with a hearing loss collect Social Security Disability Insurance annually in the United States (2004).
- Average student with a hearing loss graduates from high school with reading comprehension skills at approximately the fourth grade level. Approximately 20 percent (some 2,000 annually) leave school with a reading level at or below second grade.

So how are we doing- Or more importantly- How are the kids doing?

- Nationally, the median grade level in mathematics for eighteen-year-old students who are deaf or hard of hearing (DHH) was just below a sixth-grade computation level and a fifth-grade level for problem solving.
- The number one research and training need in the field of deaf education was educating administrators about appropriate services for students who are DHH.

The Many Faces of Deaf Education




Glossary of Terms

- Deaf
- Hard of hearing
- Deaf community
- Interpreter or transliterator
- Total Communication
- Simultaneous Communication
- Bilingual education
- Auditory-oral
- Auditory-verbal


How do we do this?

- Early detection and intervention
- Appropriate assessment
- Accessible communication environments
- Qualified Personnel
 - Teachers of the Deaf
 - Educational Interpreters
 - Related service personnel, such as educational audiologist, speech therapist, sign language specialist
- Accessible
 - Curriculum, Assessments and Student Progress Monitoring
- Appropriate and Tiered Interventions
 - Behavior and Academic



Meeting the Needs of Students Who are Deaf or Hard of Hearing


Brainstorming State and Local Issues



State and Local Issues

From your role perspective, what are three most pressing state and local issues in providing educational services to students who are DHH?

- Focus on a challenge or opportunity
- Write a full sentence



NASDSE Educational Service Guidelines

Chapters

1. Foundations for Educating Students Who Are Deaf or Hard of Hearing
2. Administration and Support Structures
3. Assessment
4. Services and Placement Options
5. Personnel

Put the "best fit" chapter number by each issue statement.



Sort the issues *(Find the best fit.)*

	1 Foundations	2 Administration & Support	3 Assessment	4 Services & Placement	5 Personnel	Other
State						
Both						
Local						



“A is for Access”

www.handsandvoices.org




Prioritize State Issues

As you think about actions that can be taken statewide to improve educational services to students who are DHH, what are three most pressing state issues?




FOUNDATIONS FOR EDUCATING STUDENTS WHO ARE DEAF OR HARD OF HEARING



Unique Educational Needs of Students who are Deaf or Hard of Hearing

- Hearing children entering school generally have
 - the ability to process and integrate verbal information
 - a basic command of the language
 - an extensive vocabulary
- School systems often assume all children enter school with basic language skills and establish programs and services and develop curricula on that basis.
- Schools teach children to read, write, and compute.
- Children arrive ready to acquire content.



Early Identification

- Most deaf or hard of hearing (DHH) children do not bring the same language background or skills as hearing children.
- Before the Early Hearing Detection and Intervention Program (EHDI), the average age of identification was two and a half. EHDI goals:
 - Screening by one month.
 - Confirmatory assessment by three months.
 - Enrolled in early intervention by six months.



Early Identification (con't)

- Now, over 90 percent of all US babies are screened but:
 - Half of babies referred for hearing assessment on basis of screen are lost to follow up.
 - Of children identified with hearing loss, less than half are enrolled in early intervention by six months.
 - Many early intervention programs do not have the specialized staff needed to serve DHH children and their families.



U.S. Department of Education Policy Guidance (1992)

- FAPE must be provided in settings that address the student's unique communication and related needs
- Guidance set the foundation for "special factors" provision of IDEA:
 - Deaf or hard of hearing child, must consider
 - Language and communication needs
 - Opportunities for direct communications with peers and professional personnel in child's language and communication mode
 - Academic level, Full range of needs, including opportunities for direct instruction in child's language and communication mode



Needs of Students Who are Deaf or Hard of Hearing

- National Agenda goals:
 - Early identification and intervention
 - Communication, language, and literacy
 - Collaborative partnerships
 - System responsibility - accountability, high-stakes testing, assessment, and standards-based environments
 - Placement and programs
 - Technology
 - Professional standards and personnel preparation
 - Research



Cultural and Linguistic Characteristics: Educational Implications

- 2001: 39% of students in public elementary and secondary schools are from African American, Latino/Hispanic, American Indian or Asian/Pacific Islander
- 2002-2003: 48.8% of deaf and hard of hearing children of school age were from ethnically diverse backgrounds.
- Documented underachievement of African American and Latino/Hispanic Deaf children.



Cultural and Linguistic Characteristics: Educational Implications, Cont.

- Educator's lack of cultural competence and diverse parents' inability to access school resources may have lasting effect on school success of DHH children from ethnically diverse backgrounds.
- Schools can be equipped with personnel and programs to bridge the cultural differences between home and school and provide clearly communicated information at all levels.
- Inability to communicate in English or in ASL need not prevent concerned parents from becoming integrally involved in educational decisions for their child if schools and educators increase cultural competence and provide access.



Cultural and Linguistic Characteristics: Educational Implications, Cont.

- As number of ethnically diverse students increases in general population, the number of teachers from underrepresented ethnic groups may have declined to as low as 9%.
- Number of pre-service teachers who are DHH has increased in the past decade and is now around 11%.
- There have been gains also in the diversity of pre-service teachers studying deaf education with 13% from diverse racial backgrounds
- Over 90% of DHH children have hearing parents.



Cultural and Linguistic Characteristics: Educational Implications, Continued

- The Deaf Community
 - common heritage
 - a shared experience
 - multi-generational history
 - American Sign Language
 - diversity

- Multicultural/multiethnic/multiracial
 - ethnic heritage, including linguistic and cultural diversity, represented by their families as well as their identity with the DHH community



Specific Needs of Students Who are Hard of Hearing

- Speech, language/academic development
- Favorable acoustic/visual environment
- Optimal use of residual hearing
- Services
 - Appropriate amplification (hearing aids, FM)
 - Appropriate classroom seating
 - Audiology services
 - Speech and language services
 - Sign language support



Hard of Hearing

- Otitis media (ear infection)

- At risk children (types of hearing loss)
 - Minimal
 - Fluctuating
 - Unilateral
 - High frequency



Interpreting

- Quality of interpreting services greatly impacts access to linguistic, cognitive, cultural, social-emotional, and academic development.

- Interpreting services provide access to all aspects of the student's educational life.

- Student's readiness to function in an academic environment through interpreting services is essential.

- Interpreting does not provide the best access for very young students.



Interpreting (con't)

- Interpreted education is not the same as direct instruction.
 - Mediated message
 - Interactions between and among students may be awkward or lost
 - Academic environment requires multi-tasking



Students with Hearing Loss and Additional Disabilities

- Percentage of students with hearing loss and additional disabilities
 - 1984-85 - 30 percent
 - 1991-92 - 33 percent
 - 2002-2003 - 41 percent

- Two most frequently reported additional disabilities
 - mental retardation – 9%
 - learning disabilities – 12%



Additional Disabilities

- Educators should not overlook other disabilities or attribute them to the child's deafness when not appropriate
- IEP team must conduct a comprehensive evaluation and incorporate information gained from the evaluation
- Diverse educational needs may result from
 - visual disabilities
 - emotional or behavioral disabilities
 - physical disabilities
 - health related problems
 - emotional, behavioral
 - environmental factors



Additional Disabilities (con't)

- DHH students with disabilities must be assessed from multidisciplinary perspective
 - Visual
 - Auditory
 - Intellectual
 - Attention
 - Memory
 - Social
 - Motoric
 - Communicative
 - Language
 - Metacognitive
 - Emotional-behavioral



Additional Disabilities (con't)

- Students with deafblindness
 - May have a range from mild hearing loss and a moderate visual impairment to those who have limited sight or hearing.
 - Loss of sight and hearing may be progressive.
 - About 80% of deafblind children have significant medical and or cognitive disabilities.



Environmental Access, Universal Design, & Assistive Technology

- IDEA special factors provision requires IEP team to consider student's need for assistive technology devices and services.
- IDEA requires each public agency to ensure that assistive technology devices and services made available if required as part of the child's
 - special education
 - related services
 - supplementary aids and services.




Environmental Access, Universal Design, & Assistive Technology

- Public agency required to ensure that hearing aids and cochlear implants worn in school are functioning properly
- On case-by-case basis, use of school-purchased assistive technology devices in child's home may be required
- Schools not responsible for mapping, maintaining, or replacing cochlear implants
- Schools are responsible for other services needed to provide an implanted child with FAPE, e.g.,
 - speech therapy
 - FM system
 - educational interpreter
 - other related services




Environmental Access, Universal Design and Assistive Technology

- Management of the visual environment
- Control and reduction of reverberation and background noise
- Amplification of speech
- Enhancement of presentations of information




Services and Placement Options



Services and Placement Considerations

- Special Education Services
 - What - Instruction
 - Where - Place
 - Who - Providers
 - How - Amount of time in/out of class
 - When - during day
- Related Services
 - Audiology
 - Speech-language
 - Psychology
 - Interpreting
 - Assistive technology
 - Parent Counseling & Training



Audiology Services 300.34(c)(1)

- Identification of hearing loss
- Assessment of hearing loss
- Habilitation
- Prevention of hearing loss
- Counseling and guidance of children, parents, teachers
- Amplification



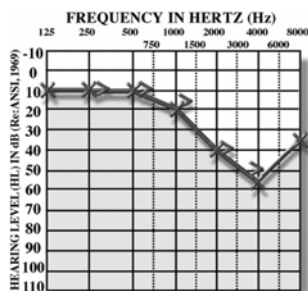
Hearing Loss

- Audiogram
- Hearing vs understanding
- Different settings throughout the day
- Impact of listening in noise



Understanding Hearing Loss

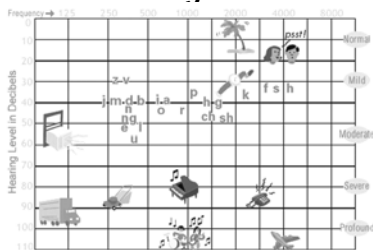
- Sensorineural Audiogram





Understanding Hearing Loss

- Degrees of Hearing Loss



Implications of Hearing Loss

- Communication Function
- Hearing aids/Cochlear Implant
- Assistive Hearing Technology & Services
- Habilitation/Therapy

Hearing Aids

- Several types of hearing aids exist; each type offers different advantages, depending on its design, levels of amplification, and size.
 - In-the-Ear (ITE)
 - Behind-the-Ear (BTE)
 - Canal Aids
 - Bone Conduction Hearing Aids



Cochlear Implants

- Benefits of Cochlear Implants:
 - The ability to detect conversational speech and environmental sounds at a comfortable loudness level
 - The potential, but not guaranteed, ability to identify every day sounds, such as car horns, doorbells, and birds singing





Cochlear Implants

- More potential benefits of Cochlear Implants:
 - The ability to distinguish among different speech patterns
 - The ability to identify words from a set of alternatives without speechreading
 - The potential ability to recognize and/or understand speech without speechreading
 - After training and experience with the device, the possible ability to improve speech production



Routine Checking Of Hearing Aids And External Components Of Surgically Implanted Medical Devices (34CFR300.113)

(a) *Hearing aids.* Each public agency **must** ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.



Implications

- Schools need to provide evidence of monitoring plan of HAs and CIs
 - What is the monitoring procedure?
 - Who will do it?
 - Where is it done?
 - How often?
 - What will happen if the device is not functioning properly?
- Schools are not responsible for repairs, programming, replacement of surgically implanted devices or its processor unit

Assistive Technology

PART B 34CFR300.5 & C: 34CFR303.12

Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. **The term does not include a medical device that is surgically implanted, or the replacement of such device.**

Implications

- Cochlear implants are not assistive technology
- Hearing Aids may be assistive technology if so determined by the IEP team
 - "If the hearing aid is required by the student with a disability to receive FAPE, and the hearing aid is specified within the student's IEP as a need, then the district is responsible for providing the hearing aid at no cost to the child or his/her family as per 34 CFR 300.308" (reference: OSEP 1993: Letter to Seiler, 20 IDELR 1216)
- Evidence must indicate that AT is
 - Necessary
 - Usable
 - Effective
 - Appropriate

***Assistive technology service* means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes-**

- (a) The evaluation of the needs of a child with a disability, including a **functional evaluation** of the child in the child's customary environment
- (b) Purchasing, leasing, or otherwise providing for the **acquisition of assistive technology** devices by children with disabilities
- (c) **Selecting**, designing, fitting, customizing, adapting, applying, **maintaining**, **repairing**, or **replacing** assistive technology devices

Assistive technology service (cont)

- (d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs
- (e) Training or technical assistance for a child with a disability or, if appropriate, that child's family
- (f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of children with disabilities.

Interpreting Services

300.34(c)(4)

- IDEA '04 - interpreting services -- a related service
 - Oral transliteration services
 - Cued language transliteration services
 - Sign language transliteration and interpreting services
 - Transcription services
 - communication access real-time translation (CART)
 - C-Print
 - TypeWell
- Special interpreting services for children who are deaf-blind (regs)

Educational Interpreting

- Related service
- Types of sign systems
- Qualified educational interpreters
- Use of interpreters in the classroom
- Social interaction using an interpreter

Basics of Interpreting and Transliterating

Common methods of interpreting in the educational setting:

- ASL interpretation
- Cued Speech transliteration
- Sign transliteration
- Oral transliteration

Setting up the Physical Environment



Bad Example



Good Example

Factors to Consider When Determining Services and Placement

- Academic and development level
- Language usage, ability, and preference
- Language and communication preference of student and family
- Communication access in classroom
- Opportunities for direct communication
- Use of hearing and functional listening skills
- Social-emotional skills and peer relationships

Communication Access at School and in the Social Environment

- Students need to be able to communicate with teachers, students, coaches, peers, extra-curricular environment
- Direct instruction, direct communication with peers
- Educational interpreting services
- Combination of auditory and visual input

Development, Review, and Revision of IEP, Consideration of Special Factors 34CFR300.324(2)(iv)

The IEP Team **must-**

- (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode
- (v) Consider whether the child needs assistive technology devices and services

Implications...How are we doing?

Schools must have documentation of considerations and actions regarding

- *Identification of student's primary language* and communication (variety of settings & individuals)
- *Opportunities for direct communications with peer and professional personnel* in the student's language and communication mode
- *Opportunities for direct instruction* in the student's language and communication mode and academic level, and with consideration of the child's full range of needs
- Student's *need for assistive technology* and assistive technology services

Cultural Awareness and Identification

- IEP team needs to consider the linguistic and cultural community of the school and
- Develop opportunities for the student to interact with role models in the student's cultural community

Placement Options




Placement Consideration Tools PARC: Placement and Readiness Checklists

- The Student
 - General education placement
 - Interpreted/Transliterated education
 - Oral/Manual Instruction Access
- The Environment: Placement Checklists
 - Preschool/Kindergarten
 - Elementary
 - Secondary




Summary

- Focus on language and communication accessibility
- A continuum of placements options
- Flexibility in programming
- Decisions based on objective analysis of student's needs as identified on the IEP in collaboration with the parents and the student
- Annual evaluation to ensure expected progress




ASSESSMENT



Through the initial eligibility process, two questions should be answered:

“Does the child have a disability?”

“Does the child need specially designed instruction?”



FIRST STEP

Assessment of a child must begin with a comprehensive audiological evaluation.



By nature of the sensory impairment, a child with a bilateral or unilateral hearing loss, whether fluctuating, progressive or permanent, meets the disability component for eligibility for special education services.

Neither IDEA, nor its implementing regulations, define a minimum decibel (dB) loss as part of the eligibility requirement.



A comprehensive audiological evaluation should:

- be completed by licensed audiologists experienced in working with pediatric populations in educational settings
- include a combination of behavioral, physiologic, and functional measures (and, when necessary, electrophysiological tests); no single assessment procedure is sufficient to define hearing ability
- include assessments that guide amplification fitting, language and communication approaches
- identify the need for possible medical follow-up and/or other referrals
- provide interpretive information regarding the implications of the hearing loss
- in the case of infants and toddlers, connect the family to qualified early intervention services.



Educational Assessments should be:

- multidisciplinary and address all areas of a child's development
- standardized
- curricular based, including observations both in structured and non-structured situations (depending on the age of the child)
- conducted in child's preferred language by personnel with adult fluency in that language
- culturally sensitive/family oriented.



Assessments should include:

- History and background
- Audiological evaluation
- Language and communication
- Cognitive/intellectual
- Psychosocial
- Family needs
- Academic needs




The Multidisciplinary Team

- Qualified professionals, which includes those who have knowledge of deafness and its implications (e.g., teacher of the deaf, psychologist, educational audiologist, auditory verbal therapist, sign language specialist, speech therapist, etc.)
- General education personnel
- Parents and others when requested




Assessment of the Young Child

Should reflect a collaborative child-centered, family-oriented approach that recognizes cultural and linguistic diversity



Family-based assessments should consider the following:

- the inclusion of family members' reports and perspectives;
- information obtained in child's natural environment;
- measurements that evaluate the child within the family system;
- a focus on strengths, not just limitations;
- the involvement of caregivers/family members.



Assessment must be performed by qualified evaluators

Recommendations should be based on results of assessments as they relate to the impact of hearing loss on communication, language and literacy and on academic and social/emotional competency.



Qualified Evaluators should be able to:

- Administer an evaluation using the language and communication methodologies used by the child
- Select and administer evaluation tools that reflect the child's aptitude or achievement level
- Interpret and explain the evaluation results to the IFSP or IEP team, parents, and student when appropriate



Determination of language and communication use, placement and support services should be guided by assessment recommendations.



Assessment data + full evaluation report = IEP

A new evaluation must include:

- reasons for referral;
- educational levels of performance;
- educational needs of the child;
- evaluation/data results of direct intervention;
- evaluation and information from the parent;
- summary/finding of interpretation of results; and
- recommendations to the IEP team.



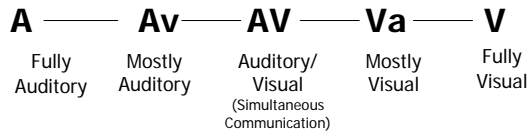
Special Considerations

Special care and consideration must be given to:

1. The determination of an individual child's communication mode and language preference. The decision must be child-based, not program based;
2. Children utilizing auditory access, including children with cochlear implants;
3. Children who are primarily visual learners;
4. Children who use both auditory and visual means to learn.

Functional Communication Continuum –
Receptive Language

(D. Nussbaum et al, 2006)



Considerations

- 1:1 Communication, Therapy
- Small Group
- Classroom – Lecture
- Classroom - Discussion
- Classroom - Cooperative Learning Groups
- Home
- Car
- Theater

Functional Communication Continuum –
Expressive Language

(D. Nussbaum et al, 2006)



Considerations

- Communication partners
- Communication ease
- Preferred communication mode



Assessment and planning should take into consideration possible secondary academic and developmental challenges of students.



- Approximately 40 percent of children with hearing loss have an identified disability in addition to being deaf or hard of hearing
- Children with undiagnosed learning disabilities or different learning styles are not included in this percentage
- This demographic information raises important issues about how to appropriately serve children who do not meet the "typical" profile of children who are deaf or hard of hearing (Perigo, 2002)



- Universally designed assessments frequently result in more accurate test scores and a more accurate assessment of the construct being measured.
- However, formal assessment alone may be insufficient to gather comprehensive information about a child's functioning.
- Systematic observational assessment in the domains of perception, behavior, language and motor skills is also critical to educational planning.



Student progress must be monitored on an ongoing basis consistent with IDEA and NCLB.



Implications of RtI for DHH Students

- Improved instruction and accommodations within the general education curriculum
- Students with hearing loss at all levels – universal, targeted, and intensive
- Core principles apply to all instruction for DHH students
 - Progress monitoring
 - Use of research-based, scientifically validated interventions/instruction
 - Use data to inform instructional practices and decisions



NCLB Testing

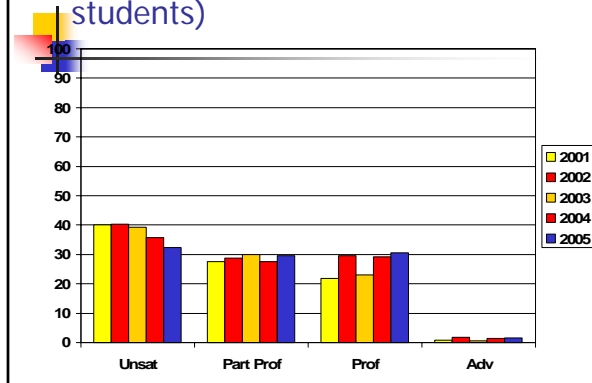
NCLB requires states to use accommodations, modifications, and alternate assessments according to the child's IEP to ensure that students with disabilities participate fully in NCLB testing.



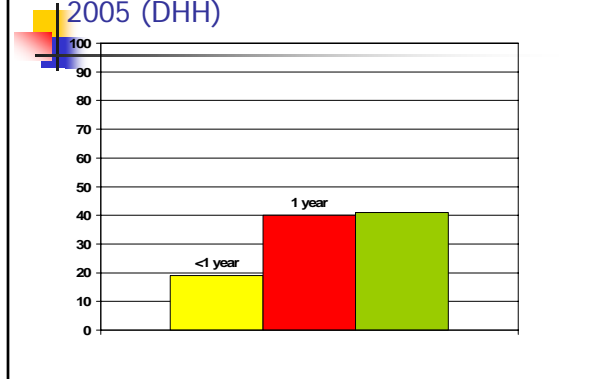
State "High-Stake" Assessment Considerations

- Performance compared to all students
 - Caveat: only includes students with IEPs
- Test accommodations
- Test bias
- Alternate assessment
 - 1% - based on alternative achievement standards
 - 2% - based on modified achievement standards
- What we can learn
 - Example: Colorado Student Assessment Program (CSAP)

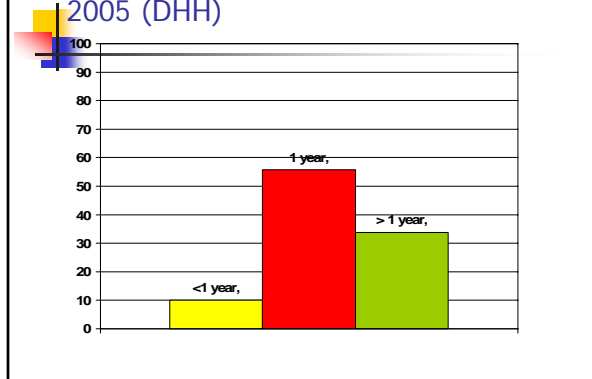
CSAP Reading 2001-2005 (DHH students)

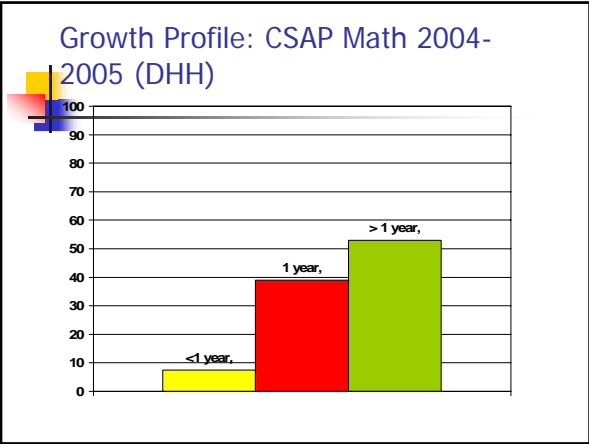


Growth Profile: CSAP Reading 2004-2005 (DHH)



Growth Profile: CSAP Writing 2004-2005 (DHH)





- ### Summary of CSAP Outcomes
- Strong Effects on Outcomes-Prioritized
 - Early Intervention
 - Extra-curricular activities
 - Age of identification of HL
 - Spoken language
 - Degree of HL
 - Free reduced lunch as detriment to performance
 - Level of service matches student needs
 - Most students are making acceptable growth
 - 1 years growth in 1 year must be the standard

- ### AZ-CO Longitudinal Study of Mainstream DHH Students 2001-2006 (Research Team: Antia, Kreimeyer, Reed, Stryker, Luckner, Johnson)
- Preliminary Findings – Academic Outcomes (Math, Reading, Language); N= ~150
- Average performance is within 1 SD of mean of hearing peers
 - Performance is stable across grade levels
 - Students are making on average one year's growth in one year's time

AZ-CO Longitudinal Study of Mainstream DHH Students 2001-2006

Preliminary Findings – Student Effects on Academic, Social, and Communication

- | | |
|---|--|
| <ul style="list-style-type: none"> ■ Facilitating Factors ■ Hard worker ■ Capable ■ Intelligent ■ Motivated ■ Self advocate ■ Social ■ Uses amplification consistently | <ul style="list-style-type: none"> ■ Detracting Factors ■ Late identification of loss ■ Language delays ■ Unmotivated ■ Additional disabilities ■ Poor attendance |
|---|--|

Successful Attributes for DHH Students (Luckner & Muir, 2001)

- | | |
|---|--|
| <ul style="list-style-type: none"> ■ Collaboration & Consultation ■ Pre-teach, Teach, Post-teach ■ Early Identification & Early Intervention ■ Reading ■ High Expectations | <ul style="list-style-type: none"> ■ Family Involvement ■ Self-Determination ■ Extra-Curricular Involvement ■ Friendships & Social Skills ■ Self-Advocacy |
|---|--|

Research Summary: Corroborating factors influencing positive outcomes for DHH children

- | <u>CIPP/CSAP</u> | <u>AZ-CO</u> | <u>Luckner & Muir</u> |
|--|--|---|
| <ul style="list-style-type: none"> ■ Early intervention ■ Extra-curricular participation ■ Early identification | <ul style="list-style-type: none"> ■ Early identification ■ Motivated ■ Self-advocate ■ Social | <ul style="list-style-type: none"> ■ Early Identification & Early Intervention ■ Self-Determination ■ Friendships and social skills ■ Extra-Curricular Involvement ■ Self-Advocacy |



Administration and Support Structures



Each service agency should:

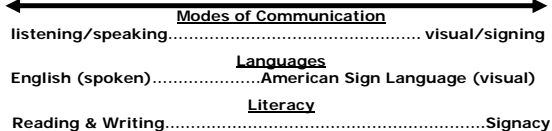
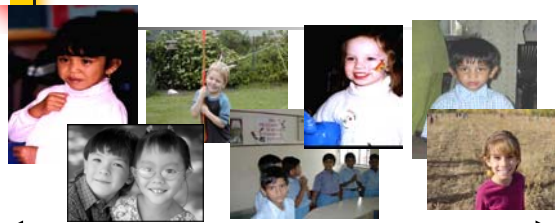
- Ensure availability of service options that meet the unique language and communication needs of students who are deaf or hard of hearing (DHH)
- Ensure personnel are appropriately certified and knowledgeable to fulfill their roles to educate students who are DHH



Each service agency should:

- Be knowledgeable and understanding of application of state and federal requirements of IDEA and NCLB in order to design and maintain legally compliant programs and services
- Assess the ongoing effectiveness of programs that serve students who are DHH

Placement Options: The Many Faces of Deaf Education



Identification: Primary Disability - DHH Students

- U.S.: .11% of total population
1.2% of disability population 3-21
- Ohio: .10% of total population (n=2538)
.94% of disability population 3-21

SOURCE: U.S. Department of Education (2007). www.ideadata.org
Annual Data Analysis System, Tables 1-1, 1-7, 2-2, 2-2f.

Placement Options

- Placement Options and Combinations
 - Home school: Gen ed classroom, resource room
 - Center Program for DHH @ regular school: Gen ed classroom, resource room
 - Special school for DHH: charter, private, or state school for the deaf (day/residential)

Change in Educational Placements- D/HH Students Ages 6-21

Source: US Dept of Ed., OSEP, Data Analysis System, Table 2-2f, Fall 2006

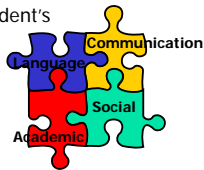
Year	<21% of time out of regular class	21-60% of time out of regular class	>60% of time out of regular class	Separate Facility
1988-89	26.9%	21%	33.6%	18.6%
1992-93	29.4%	19.7%	28.1%	22.7%
2006-07	48.8%	17.8%	19.8%	13.6%
Ohio:	51.1%	18.2%	17.3%	13.2%

Placement Considerations

- Preferred language or mode of communication
 - Language level
 - Academic level
 - Assistive technology needs
 - Cultural and linguistic needs
 - Communication access needs
 - Social-emotional development and needs
 - Access to peers who are DHH
- Opportunities for instruction through preferred communication mode
- Opportunities for direct communication with peers/adults
- Qualified personnel
- Access to related and support services
- Parental choice and child's placement preferences

LRE

- Placement based on the each student's individual needs
 - Language
 - Communication
 - Social
 - Academic
- "Language-rich environment"
 - Full access
 - Management of auditory and visual environment needs
 - Direct communication





Expanded Curriculum Options

- Transition planning
- Deaf studies
- Communication skills for families
- American Sign Language (ASL)
- Social skills
- Self-advocacy skills
- Leadership development
- Auditory & listening skill development



Other Service Considerations:

- Related services
- Family involvement and support
- Peer and adult role models
- Facility accommodations
- Monitoring of amplification and hearing assistance technology
- Visual technologies
- Other assistive and instructional technologies



Appropriately Certified and Knowledgeable Staff

- Considerations for administrators
- Qualifications of professional staff
 - Management of non-instructional support and/or support personnel
 - Knowledge of:
 - nature of hearing loss
 - early identification of hearing loss
 - language and communication issues
 - cultural issues
 - effect of hearing loss on the family

Related Service Providers: Educational Interpreters

	Total Employed	Fully Certified	Not Fully Certified
U.S.	6840	5361 (78%)	1479
OH	0	0	0

SOURCE: U.S. Department of Education (2007). www.ideadata.org
Annual Data Analysis System, Table 3-3.

Related Service Providers: Educational Audiologists

[recommended ratio 1:10,000 students]

U.S.: 1460 1:33,725 (6-17 yrs)

OH: 51 1:36,937 (6-17 yrs)

Need 137 more to staff at 1:10,000

SOURCE: U.S. Department of Education (2007). www.ideadata.org
Annual Data Analysis System, Table 3-3.


State and Federal Requirements of IDEA and NCLB for Programs and Services

- Identification
 - Implications of Response to Intervention for students with hearing loss
- Assessment
- IEP team and placement decisions
- Consideration of special communication factors
- Procedures for monitoring and documenting student progress
- NCLB




Assessment of Ongoing Effectiveness of
Programs that Serve Students
Who are Deaf or Hard of Hearing

- IDEA & NCLB – how they work together
- Follow-up studies of outcomes
- Application of assessment data to improve education
- Procedures for monitoring and documenting student progress
- NCLB




EDUCATIONAL
PERSONNEL



Language Access
and Literacy

Educational personnel must

- have proficiency in the language and modalities of the student
- Communication proficiency of educational personnel should be assessed using appropriate tools



Specialized knowledge, skills,
and disposition needed

Educational professionals should meet the certification or licensure standards set by their state and by their professional organizations



Professional Standards

- Teachers
 - Council of Exceptional Children (CEC)/Council on Education for the Deaf (CED) standards www.deafed.net
- Speech-Language Pathologists
 - American Speech-Language-Hearing Association (ASHA) www.asha.org
- Educational Audiologists
 - American Board of Audiology (ABA) www.americanboardofaudiology.org
 - American Speech-Language-Hearing Association (ASHA)
- Educational Interpreters
 - Educational Interpreter Performance Assessment (EIPA)/Registry of Interpreters for the Deaf (RID) www.rid.org, www.classroominterpreting.org
- School Psychologists
 - National Association of School Psychologists (NASP) www.nasponline.org



Meeting the needs of students who are DHH from diverse backgrounds

- Assure personnel have the knowledge, skills and disposition to work with DHH students with diverse backgrounds
- Recruit and prepare persons from diverse backgrounds
- Assure personnel work effectively with families
- Language interpreters and cultural mediators may be needed



Typical and Atypical Development and Learning Needs

- Incorporate the principles of universal design for learning
- Recognize the power and flexibility of educational technology
- Utilize an interdisciplinary approach to address all needs of students
- Direct communication is best; qualified and certified educational interpreters



Qualifications to Administer and Interpret Assessments

Professionals conducting assessment should:

- Recognize the impact of language, literacy and communication of DHH students in assessment
- Use accommodations and/or modification according to the IEP
- Be knowledgeable and skillful with a variety of assessments/procedures
- Be able to communicate test results in a respectful and useful manner



Promoting Collaboration

- Value and validity of multiple perspectives
- Shared power and decision making
- Acknowledge that "expertise" comes in many forms
- Focus of positive impact on education of DHH students



Common Personnel Issues

- Teachers: Highly qualified in content areas (secondary)
- Educational interpreter shortages
- Recruitment/Retention
- Rural area challenges



Shared Resources

- Share qualified personnel
- Consolidate support staff
- Provide release time or tuition reimbursement
- Regionalize programs
- Use consultants
