

*Meeting the Needs of Students who are Deaf or Hard of Hearing in Kansas*

**Workshop Proceedings**

February 11 – 12, 2008

**Table of Contents**

Workshop Overview .....	p. 1
Section One: State and Local Issues .....	p. 3
Section Two: Deeper Exploration of Qualified Personnel Issues .....	p. 5

**Workshop Overview:** This report summarizes proceedings of the February 2008 workshop on *Improving Educational Services for Students who are Deaf or Hard of Hearing in Kansas*. The workshop was co-sponsored by The Kansas Department of Education (KDE) and The National Association of State Directors of Special Education (NASDSE). Participants included approximately forty-five diverse stakeholders representing families, local school districts (practitioners and administrators), the Kansas School for the Deaf, higher education, early intervention, state agencies, outreach services, etc.

Colleen Riley, State Director of Special Education Services, and Robert Maile, Superintendent of the Kansas School for the Deaf, opened the workshop providing a context for the need to improve educational services for students who are DHH in Kansas. Cheryl DeConde Johnson, the workshop presenter, welcomed participants on the behalf of the National Association of State Directors of Special Education (NASDSE). Cheryl clarified NASDSE’s interests that every state will have a comprehensive plan for improving services and a community of practice focused on continual networking, learning, and improvement. Rhonda Beach Tyree, the workshop facilitator, overviewed the session objectives and established communication ground rules.

The primary workshop objectives were to:

1. Overview the *Educational Services Guidelines for Meeting the Needs of Students who are Deaf or Hard of Hearing (DHH)*; and
2. Identify and prioritize state and local issues in meeting the needs of students who are DHH.

Additionally, participants began to identify possible solutions to challenges in providing qualified personnel (particularly teachers and educational interpreters).

Following the opening remarks, participants identified issues that were important to them in response to the following triggering question.

*Triggering question:* From your role perspective, what are the most pressing state and local issues in providing educational services to students who are DHH?

The issues were brainstormed and sorted under the five chapters of the *Educational Services Guidelines*. Before each chapter was overviewed, participants engaged in facilitated discussion regarding their experiences and observations about these state and local issues. These state and local issues are summarized in section one of this report.

During the workshop, participants divided into four small groups by role to identify the priority issue in determining and providing services and placement options for students who are DHH. From their role-perspective, the four groups identified the following priority issues:

- Priority family issue: Family access to well-rounded information to support their decision making.
- Priority practitioner issue: Access to qualified educational interpreters.
- Priority local and program administrator issue: Access to qualified personnel, including the need for higher education programs to train a pool of qualified teachers and educational interpreters.
- Priority state agency issue: Statewide awareness of effective practices.

Following the overview of the chapter on *Administration and Support Structures* participants further explored the priority issue identified by administrators – access to qualified personnel. After a brief recap of the priority issue (from the administrators’ group), the participants informally discussed and noted outstanding questions and needs in regards to the availability of qualified personnel (see section two of this report). In a concluding activity, participants addressed the challenges of providing qualified personnel and appropriate services as these issues relate to case studies (or scenarios) specific to individual children. This activity highlighted the importance of working together to share resources, support, and expertise.

Many resources were shared during the workshop, including:

- Copy of the *Meeting the Needs of Students who are Deaf or Hard of Hearing: Educational Services Guidelines*;
- Resource bag of numerous resources;
- Technology demonstration by vendors, technology specialists, services, and associations;
- Overview of *Kansas School for the Deaf Outreach Team Resources*;
- Overview of *KSDE Resources*; and
- Many resources and practices shared by participants during the workshop.

At the conclusion of the workshop, the majority of participants expressed written interest in participating in a community of practice on DHH. NASDSE strongly encourages all states to implement the community of practice model as a promising model for deepening understanding of the issues and identifying collaborative strategies for improving educational services for students who are DHH.

## **Section One: Kansas State and Local Issues**

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

### **Foundations Issues:**

1. The biggest struggle is meeting the needs of students and families with such diverse needs.
2. Addressing diverse needs
3. Low incidence disability – very costly, personal spread thin (miles, building case loads), kids are spread throughout multiple districts
4. Supporting non-English speaking parents and helping them understand the importance of literacy development for their child in another language.
5. Meeting needs of DHH: Oral vs. sign language.
6. Language spectrum and communication

### **Administration and Support Structures Issues:**

1. Availability of qualified personnel (interpreters, teachers of the DHH).
2. Qualified professionals (teachers and interpreters).
3. Teach the interpreter to have a background in education.
4. Having special education teachers certified with hearing impaired meeting needs of children who are DHH.
5. Challenge to serve a student who has severe needs in remote areas.
6. Programming to address transition for secondary DHH.
7. Special education directors – educating to realize policy and protocol can't be generically applied. Network with other special education directors; to contract for KSD for consulting services.
8. Special education directors need to become more knowledgeable about the uniqueness of deaf education.
9. Administrators rely totally in the teachers of the deaf.
10. Having others recognizing the benefit of the Service Guidelines.
11. Expense of services.
12. Cluster sites.

### **Assessment Issues:**

1. If a child is not making adequate progress, what's next?
2. Reading gains.
3. Effect of cognition on aural-oral language skills of DHH students.
4. Separating the assessment issues/findings that are specific to the DHH different ability and individual to the child.
5. Determining how much of the issues are behavioral, cognitive, related to their deafness.
6. Accessing a team that is experienced in hearing loss.
7. Accessing appropriately normed tests.

8. Testing the student directly instead of through an interpreter. Considering/weighing the interpreter role/input during the assessment situation.
9. Providing an objective assessment.
10. Providing qualified personnel for administering, interpreting assessment. Can lead to misinterpretation of test results.
11. Assuring that assessments are appropriate for DHH students. (Bias review of statewide assessments.)

### **Services and Placement Options Issues:**

1. Challenge to serve a student who has severe needs in remote areas.
2. In the rural areas, how can we connect to peers and role models for our DHH students?
3. Establishing local efficiency and effectiveness of services over large geographic area.
4. General education teachers that will “buy” into that this is your child and understand the concept of deaf students (unique learning).
5. Programming to address transition for secondary DHH.
6. Training and development of qualified interpreters.
7. Awareness of options for services.
8. With limited staff, how do we meet the needs of students who have a variety of preferred communication modes?
9. Balancing LRE.
10. Preschool level services DEHH at local level.
11. Language facilitation
12. If a child is not making adequate progress, what’s next?
13. What about special program for students with cochlear implants?
14. Wide range – DHH, cochlear implants, some parents want to stay local, others don’t
15. Addressing low-incident disabilities in a cost-effective manner.
16. Use personnel effectively to address student and family needs a priority.
17. KSD should be an immediate contact when a DHH student enters a district.
18. KSD should be used as an ongoing contact and support.
19. Interpreter 3.5 or better
20. Supporting non-English speaking parents and helping them understand the importance of literacy development for their child in another language.
21. How do we better serve students and support families who come from non-English speaking backgrounds – especially in the rural areas?

### **Personnel Issues:**

1. Qualified personnel, not only in school setting, but need someone for direct communication without interpreter.
2. Finding core content highly qualified staff who can also instruct in student’s language.
3. Having special education teachers certified with hearing impaired meeting needs of children who are DHH.
4. Qualified professionals (teachers and interpreters).
5. Unable to find qualified interpreters and qualified teachers of DHH.
6. Finding qualified staff, either interpreters or teachers for DHH is the number 1 issue.

7. Training and development of qualified interpreters.
8. Where to find an interpreter?
9. Interpreters – currently central KS has enough. Mileage is paid to help with recruitment. Sent to TIES each summer; conferences are paid.
10. An ongoing issue is recruitment and retention of qualified interpreters.
11. Is the Educational Interpreter Performance Assessment (EIPA) the only test that will be accepted for rating interpreters?
12. Challenge of use and training for technology. Get the information out to the teachers.
13. Having others recognizing the benefit of the Service Guidelines.
14. With limited staff, how do we meet the needs of students who have a variety of preferred communication modes?
15. What does the future look like for a grant to train staff to the teachers for DHH in KS?
16. Range of ages, capabilities and needs.

## **Section Two: The outstanding questions and needs for qualified personnel**

*Triggering question:* What are the outstanding questions and needs for providing qualified personnel?

### **Shortages of Qualified Personnel**

1. Qualified staff personnel – teachers and interpreters
2. How do we serve students without lack of available personnel?
3. Personnel interested and knowledgeable of not only interpreters and education
4. There has been so much discussion about interpreters but not enough about teachers of the deaf. The interpreter simply relays information. They don't teach language - regardless of their level. Again, placement options (pros and cons) must be discussed to address full access to a complete education.
5. Different pay for interpreters.
6. Qualified interpreters (recruiting, grow your own, interpreters with skills and training in educational issues)
7. Need for educational interpreters (not ASL – freelance interpreters).

### **Lack of Personnel Prep Programs**

8. No state training program.
9. No training program in deaf education in KS. This makes recruiting teachers of the deaf very difficult, if not impossible.
10. Re-establish deaf education at KU or any other programs in the state.
11. We need a training program for deaf educators at least one state university in the state of KS.
12. Build capacity of KS universities and colleges to produce qualified personnel in the area of deaf education and educational interpreting
13. Educational resources – colleges and universities available for people interested in the field.
14. Need certified interpreter training

### **Need for Professional Development**

15. Finding training and emphasizing the importance of that
16. How to provide ongoing inservice and staff development for deaf education teachers.
17. Statewide trainings for certification
18. Local staff development for staff working with hearing impairment.
19. Need more training opportunities for teachers and interpreters (ongoing, consistent, assessable, ITV, scholarship to encourage program attendance, programs within KS to meet the demand)
20. Can KSD provide a trainer-of-trainers module?
21. Common training program. Teachers/interpreters.

### **Consideration of Incentives**

22. Maybe we need some state-level incentives to encourage people to become certified in deaf education.
23. Incentives for certification.
24. Assistance or loan forgiveness for DHH professionals.
25. Cost of out-of-state tuition if a teacher or college student is interested in DHH.
26. University grants to train deaf educators (i.e., autism).

### **Need for Funding**

27. State and federal governments provide funding to fully fund any mandated requirements for DHH and other disabilities.
28. Need more money for everything! DHH isn't our only crisis. We have shortages with special education teachers, early childhood special education, school psychologist, emotional/behavioral teachers.

### **Mentoring**

29. How can we mentor new deaf education teachers?

### **Rural Challenges**

30. How to get qualified staff – teachers, interpreters, support staff to work in rural areas.
31. From where do rural directors recruit educational interpreters?
32. From where do rural directors recruit teachers of the deaf – especially since no teacher of the deaf program exists in KS.
33. Geography – having sufficient services and supports. Also, qualified personnel to serve kids in the natural environment.

### **Retiring Personnel**

34. Retiring teachers – lack of replacements. No in-state teacher training programs.
35. With a small population – if there is mobility (in or out) it has a huge impact on staffing.
36. Dealing with burnout.

### **Attitudes**

37. How to change attitudes, “Doing the best we can.” Is it enough. It's not, so how do we adapt?

38. How do teams have the very difficult discussion of “good intentions aren’t enough.” Everyone around the table wants a quality education for DHH kids, but the reality is it isn’t happening. Are the IEP teams fully knowledgeable about all placement options and the pros and cons of each – directly links to qualified personnel.

### **Relations/Information Campaign**

39. Lack of PR/information campaign to attract people information profession(s).  
40. Program awareness to get new staff into deaf education training programs.  
41. The communication and problem solving of the personnel concern before it becomes a crisis.

### **Cultural Diversity**

42. Need staff to be aware of cultural diversities – so we can explain/compare DHH and ethnic cultures.  
43. How do we find qualified staff to work with DHH students whose primary language is not English?  
44. Understanding and blending of multiple cultures  
45. With increasing numbers of non-speaking families, many illegally or non-documented, what techniques/strategies are available? What is being done to serve DHH students? What can be done?

### **Partnering/Networking**

46. Partnership between KSDE, KSD, & KU in developing trainings.  
47. How to network deaf education teachers

### **Recruitment**

48. Recruitment of qualified staff

### **Isolation**

49. Isolation of families/students who are DHH.  
50. Isolation of deaf education teachers in rural areas.

### **KSD**

51. KSD has an 18 month wait.  
52. Think of a language-rich environment (LRE). Consider KSD as one of the options.  
Don’t use KSD as a last resort.

### **Multiple Disabilities**

53. How are we meeting the needs of the multi-disabled deaf students?

### **Communication Modes**

54. How do we ensure that teachers of the deaf have the training necessary to meet the needs of a variety of communication modes?

**Regionalization**

55. Maybe an “out of the box” idea would be to have students attend regional programs or state school while districts “grow their own” teachers of the deaf and interpreters. Then, if appropriate, they can transition back to the home school. This would build capacity without sacrificing education. It also would help build supports within the community.

**Technology**

56. Use of technology (videoconferencing) if student(s) is isolated – especially in rural areas.

57. Training programs in KS or accessible to KS via web, IDL and incentive tuition.

58. We need to utilize the State Interactive Distance Learning network to improve staff development opportunities especially for rural areas.

**Data-Informed Decision Making**

59. What has been done in KS to assess the ongoing effectiveness of programs that serve DHH? How is that shared/disseminated with districts and coops so appropriate discussions and decisions take place?



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

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

**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

**Intended Audience**

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

**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

**Self-Introductions**

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

**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

## Resource Contributions

- Alexander Graham Bell Association of the Deaf
- American Society of Deaf Children
- American Speech/Language and Hearing Association
- Gallaudet University
- Hands and Voices
- National Association of the Deaf
- National Center on Deafness
- National Cued Speech Association
- Deaf Education Consultants in State Education Agencies (DECSEA)

## 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 trainers today

Cheryl DeConde Johnson  
Deaf Education Consultant  
[cheryl@colorado.edu](mailto:cheryl@colorado.edu)

Rhonda Beach Tyree  
Facilitation and Design Consultant  
[rltyree@yahoo.com](mailto:rltyree@yahoo.com)

## 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.

## 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, 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



## 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



## Introduction: Educating Students who are Deaf and Hard of Hearing



## 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



## 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.

## The Many Faces of Deaf Education



**Modes of Communication**

← listening/speaking..... visual/signing →

**Languages**

English (spoken).....American Sign Language (visual)

**Literacy**

Reading & Writing.....Signacy

## 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.

## Glossary of Terms

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

## 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.

## 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

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

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

### 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



www.handsandvoices.org

## 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.*

### 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

## Early Identification

- 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.

## The Norm

- 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.

## 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

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

- 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.

## 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, 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



## 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.



## 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



## 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.



## 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.

## 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

## 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

## 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

## Students with Hearing Loss and Additional Disabilities

- Percentage of students with hearing loss and additional disabilities
  - 1984-85 - 30%
  - 1991-92 - 33%
  - 2002-2003 - 41%
- Two most frequently reported additional disabilities
  - mental retardation - 9%
  - learning disabilities - 12%

## 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 are 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

## Hearing Loss

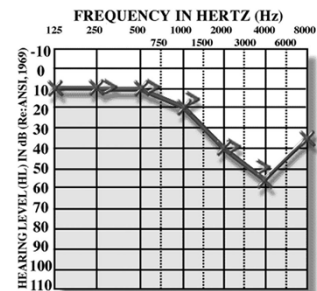
- Audiogram
- Hearing vs understanding
- Different settings throughout the day
- Impact of listening in noise

## 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

## Understanding Hearing Loss

### ■ Sensorineural Audiogram



## 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

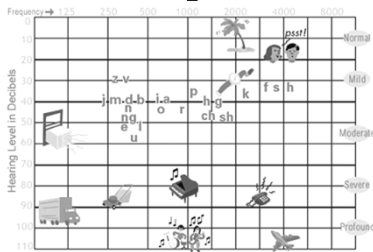
## WORD TEST!!

How's your hearing?

1. You will hear a list of words presented 3 times.
2. Listen and write down the word you hear.

## Understanding Hearing Loss

### Degrees of Hearing Loss



## 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



## Implications of Hearing Loss

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

## 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

## 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



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

- Hearing aids.* Each public agency **must** ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.
- External components of surgically implanted medical devices.* Each public agency **must** ensure that the external components of surgically implanted medical devices 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

## Principle of FM



## 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.**

***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

## 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 (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)

## Setting up the Physical Environment



Bad Example



Good Example

## Educational Interpreting

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

## Factors to Consider When Determining Services & Placements

- 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

## Basics of Interpreting and Transliterating

Common methods of interpreting in the educational setting:

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

## 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

## Placement Options



## 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*

## 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

## 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

## 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

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.

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

“Does the child have a disability?”

“Does the child need specially designed instruction?”

## 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.

## FIRST STEP

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


## 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



## 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.



## 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 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.



## Assessment of the Young Child


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



## 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

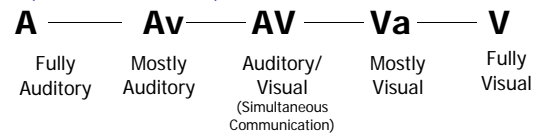




Determination of language and communication use, placement and support services should be guided by assessment recommendations.

### 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

### 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.

### Functional Communication Continuum – Expressive Language

(D. Nussbaum et al, 2006)




#### Considerations

- Communication partners
- Communication ease
- Preferred communication mode


### 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.





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)


- 
- ## 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

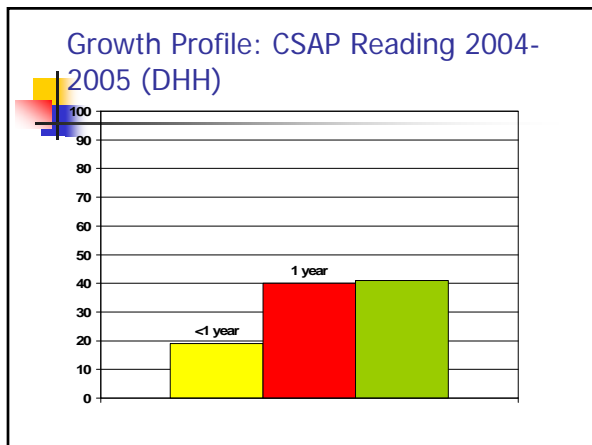
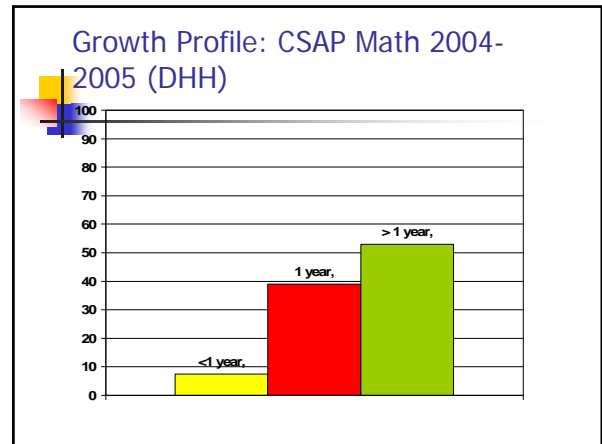
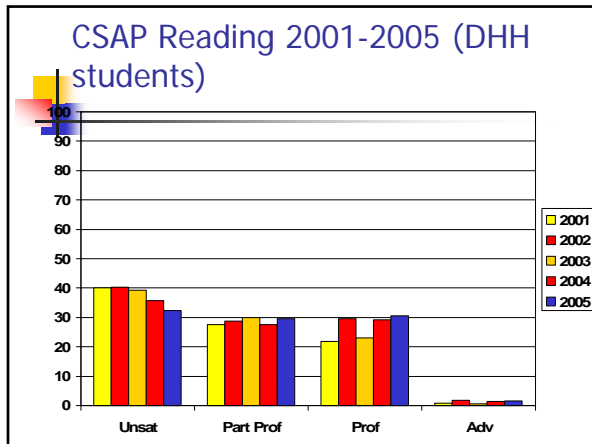
- 
- Universally designed assessments frequently result in more accurate test scores and a more accurate assessment of the construct being measured.
  - However, formal assessment alone may be insufficient to gather comprehensive information about a child's functioning.
  - Systematic observational assessment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

- 
- ## 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.

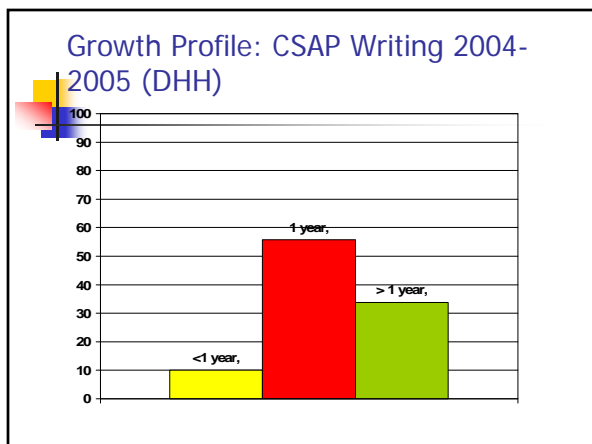


Student progress must be monitored on an ongoing basis consistent with IDEA and NCLB.

- 
- ## 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)



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

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

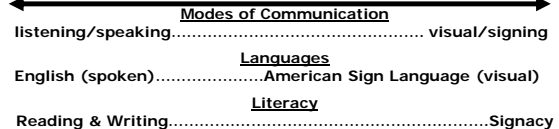
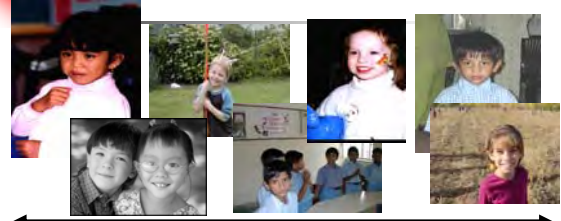
- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>■ Collaboration &amp; Consultation</li> <li>■ Pre-teach, Teach, Post-teach</li> <li>■ Early Identification &amp; Early Intervention</li> <li>■ Reading</li> <li>■ High Expectations</li> </ul> | <ul style="list-style-type: none"> <li>■ Family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

## Research Summary: Corroborating factors influencing positive outcomes for DHH children

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

## Administration and Support Structures

## Placement Options: The Many Faces of Deaf Education



### 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

## Identification: Primary Disability - DHH Students

- U.S.: .11% of total population  
1.2% of disability population 3-21
- KS: .09% of total population (n=547)  
.8% of disability population 6-21

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

### 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

- 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%
KS:	49.7%	26.8%	4.2%	17.4%

### 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

### Placement Considerations

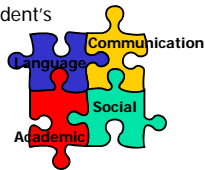
- Preferred language or mode of communication
  - Language level
  - Academic level
  - Assistive technology needs
  - Cultural and linguistic needs
  - Communication access needs
  - Social-emotional development and needs
  - Access to peers who are DHH
- Opportunities for instruction through preferred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

### 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

### 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



### 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
KS	45	45 (100%)	--

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

## 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

## Related Service Providers: Educational Audiologists

[recommended ratio 1:10,000 students]

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

KS:        23        1:20,153 (6-17 yrs)

Need 23 more to staff at 1:10,000

SOURCE: U.S. Department of Education (2007). [www.ideadata.org](http://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



## EDUCATIONAL PERSONNEL

---



### Meeting the needs of students who are DHH from diverse backgrounds

---

- Family involvement is a major influence
- Continuing professional development
- Language interpreters and cultural mediators may be needed



### 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.



### Typical and atypical development and learning needs

---

- Incorporate the principles of universal design for learning
- Power and flexibility of educational technology
- Interdisciplinary approach
- Direct communication is best; qualified and certified educational interpreters



### Specialized knowledge, skills, and disposition needed

---

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



### Qualifications to administer and interpret assessments

---

- Impact of language, literacy and communication of DHH students
- Use of accommodations and/or modification according to the IEP
- Use of appropriate test instruments and communication of 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



## Shared Resources

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