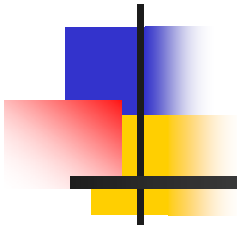


NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION



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



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)




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

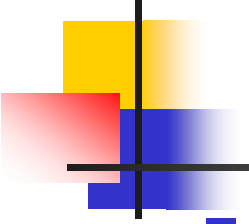


- Educational system accountable for each and every child.
- Each and every child benefits through equal access, high standards and high expectations and becomes an educated, literate, independent, economically self-sufficient citizen participating in life-long learning.



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.



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

The Many Faces of Deaf Education



Modes of Communication

listening/speaking..... visual/signing

Languages

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

Literacy

Reading & Writing.....Signacy



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.



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.



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.

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



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.



Hearing Loss

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

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



Identification: Primary Disability - DHH Students

- U.S.: N=71,589 (6-21 years)
.11% of total population (6-21)
1.2% of disability population (6-21)
- NM: N=551 (6-21 years)
.12% of total population (6-21)
1.3% of disability population (6-21)

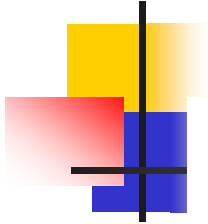
SOURCE: U.S. Department of Education (2006). www.ideadata.org
Annual Data Analysis System, Tables 1-1, 1-3, 1-15.



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

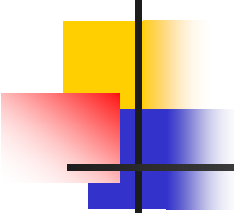
Placement Options





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



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



Factors to Consider When Determining Services & Placements

- 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



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



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



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



Educational Interpreting

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



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

- 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



Educational Assessments should be:

- multidisciplinary and address all areas of a child's development
- sufficient in depth to identify gaps
- 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



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



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.



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

- Collaboration & Consultation
- Pre-teach, Teach, Post-teach
- Early Identification & Early Intervention
- Reading
- High Expectations
- Family Involvement
- Self-Determination
- Extra-Curricular Involvement
- Friendships & Social Skills
- Self-Advocacy

Research Summary: Corroborating factors influencing positive outcomes for DHH children

CIPP/CSAP

- Early intervention
- Extra-curricular participation
- Early identification

AZ-CO

- Early identification
- Motivated
- Self-advocate
- Social

Luckner & Muir

- Early Identification & Early Intervention
- Self-Determination
- Friendships and social skills
- Extra-Curricular Involvement
- Self-Advocacy



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



Each service agency should:

4. Assess the ongoing effectiveness of programs that serve students who are DHH



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



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



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



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

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

