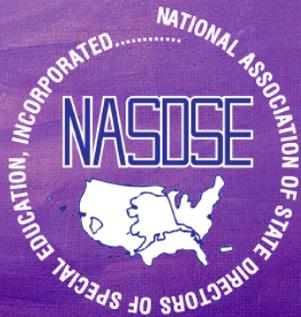**Optimizing Outcomes for Students who are Deaf or Hard of Hearing**

Educational Service Guidelines

Third Edition
National Association of State Directors of Special Education, Inc.

National EHDI Conference
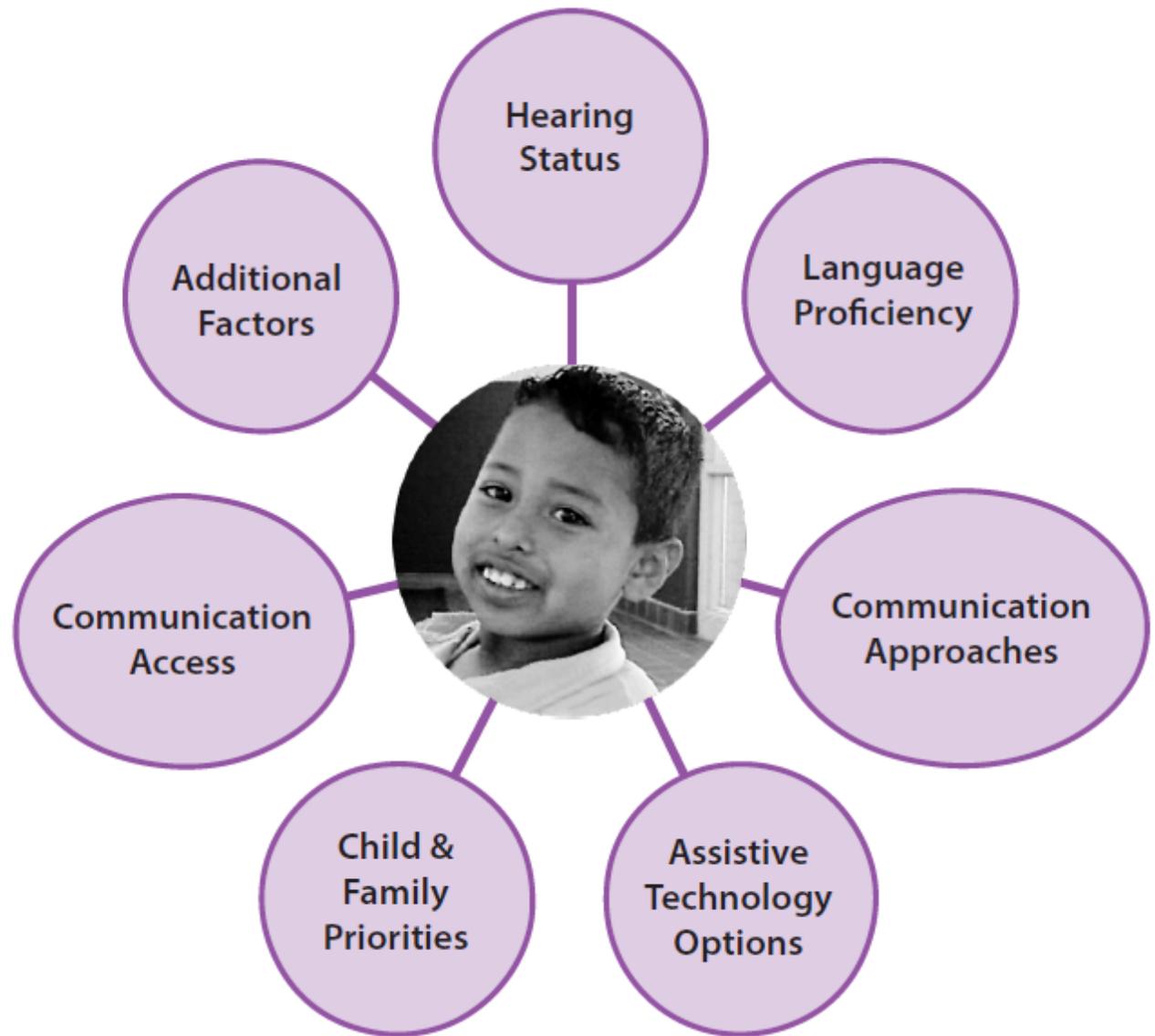
Chicago
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Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Educational Service Guidelines (3rd Ed) 2018

- Essential Principles to Optimize Education of Students who are Deaf or Hard of Hearing
- Federal Laws and Policies
- Early Identification and Intervention
- Evaluation and Eligibility
- Goals, Services and Placement
- School Environment Access and Accommodations
- Post-Secondary Transition
- Personnel
- Implementation: Deaf and Hard of Hearing Program and Service Review Checklist

Free download:
www.nasdse.org

Chapter Key Points

- Hearing Status
- Language Proficiency
- Additional Factors
- Communication Approaches
- Communication Access
- Assistive Technology Options
- Child & Family Priorities

Chapter 1 Essential Principles to Optimize Education for Students who are Deaf/Hard of Hearing

1. Each student is unique.

2. High expectations drive educational programming and future employment opportunities.

3. Families are critical partners.

4. Early language development is critical to cognition, literacy and academic achievement.

5. Specially designed instruction is individualized.

6. Least restrictive environment (LRE) is student-based.

7. Educational progress must be carefully monitored.

8. Access to peers and adults who are deaf or hard of hearing is critical.

9. Qualified providers are critical to a child's success.

10. State leadership and collaboration is essential.
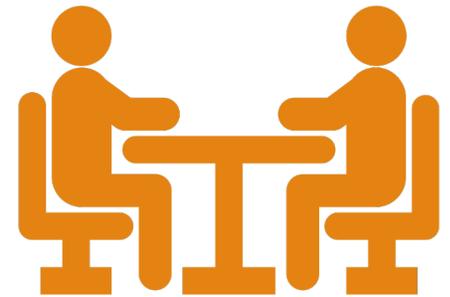
Chapter 3 Early Identification & Intervention

- Early hearing detection and intervention (EHDI) improves outcomes.

- Specialized providers with expertise working with infants and toddlers with hearing loss are essential to achieving the best outcomes.

- Even with appropriate early intervention, children who are deaf or hard of hearing remain at risk, requiring continued supports, including specially designed instruction, and close monitoring when transitioning to Part B services.

- Thorough assessments must guide a child's transition from Part C to Part B services.

Chapter Highlights

- Crosswalk of components of IFSP and JCIH Goals

- Description of Communication Approaches

- Children with additional needs

- Transition to Part B

Components of an IFSP	JCIH Goals
Referral Service coordination as single point of entry	Goal 1. All children who are deaf or hard of hearing and their families have access to timely and coordinated entry into EI programs supported by a data management system capable of tracking families and children from confirmation of hearing loss to enrollment into EI services. Goal 2. All children who are deaf or hard of hearing and their families experience timely access to service coordinators who have specialized knowledge and skills related to working with individuals who are deaf or hard of hearing.

Chapter 5 Goals, Services & Placement

- Goals, services and placement must be based on assessment academic and functional data.

- A communication plan is one way of meeting IDEA's requirement to consider the child's language and communication needs.

- The Expanded Core Curriculum for students who are deaf or hard of hearing can help IEP teams develop education plans.

- Educational placement must be in a setting where the student's language and communication needs are met.

- Given effective educational planning, students who are deaf or hard of hearing, including those who are deaf with additional disabilities, can attain high levels of achievement.

Chapter 8 Personnel

- Providers of services to students who are deaf or hard of hearing require specialized expertise to address the unique language, communication and social implications of their hearing status.

- Each student has complex individual characteristics that require consideration and planning by a multidisciplinary team.

- Outside support from state schools for the deaf, regional day school programs serving students who are deaf or hard of hearing, or the state education agency may be necessary to appropriately evaluate, plan and serve students.

Chapter 8 Content

- Training & Supervision

- Recruitment & Retention

- Licensure & Certification

- Knowledge and Skills – TODs CEC-DCD

- Personnel Roles & Responsibilities

Early Intervention Providers

Teachers of the Deaf/Hard of Hearing
◦ Early Childhood Teacher
◦ Center-based/School for the Deaf
◦ Co-Teacher
◦ Itinerant Teacher
◦ Teacher Consultant

Specialized Instructional Support Personnel (SISPs)
◦ Educational Audiologist
◦ Educational Interpreter/Transliterator
◦ Tutor
◦ Classroom Real-Time Speech to Text Provider
◦ ASL Specialist
◦ Deaf Mentor
◦ LSL Specialist
◦ Occupational Therapist
◦ Physical Therapist
◦ Counselor or Social Worker
◦ School Nurse
◦ School Psychologist
◦ Educational Diagnostician
◦ Transition Specialist
◦ Instructional Assistant/Paraeducators
◦ Other Support Specialists

Chapter 9 Deaf and Hard of Hearing Program and Service Review Checklist

- Synthesis of essential recommended practices

- Provides a practical and systematic method to reflect on current practices, stimulate conversations about them and guide improvements that impact student outcomes

- How to Use:
  - Identify your review team
  - Read guidelines
  - Review practices and provide evidence to support practices in place – may occur over sessions
  - Based on findings, develop next steps (form provided)
  - Flexible – can be adapted to individual program needs

Deaf and Hard of Hearing Program and Service Review Checklist

1. Considering the Unique Needs of Each Student
2. Expectations, Educational Programming and Future Employment
3. Families as Critical Partners
4. Language and communication Access
5. Individualized Specially Designed Instruction and Evidenced-Based Practices
6. Least Restrictive Environment
7. Educational Progress, Accountability and Oversight
8. Access to Peers and Adults who are Deaf or Hard of Hearing
9. Qualified Providers
10. State Leadership and Collaboration

9 IMPLEMENTATION:
DEAF AND HARD OF HEARING PROGRAM AND SERVICE REVIEW CHECKLIST

Download this form at www.nasdse.org

Purpose

This checklist synthesizes the essential recommended practices identified in Chapter 1 and further described in the subsequent chapters of these Optimizing Outcomes for Students who are Deaf and Hard of Hearing: Educational Service Guidelines. The purpose of this checklist is to provide a practical and systematic method for schools and programs to reflect upon their current practices, stimulate serious conversations about them and guide improvements that impact student outcomes. The content of each chapter in this volume provides expanded and detailed information on the recommended practices that are described. This checklist is not exhaustive; the areas that follow can be expanded and/or additional items may be added at the discretion of the reviewing team.

How to Use

This checklist encompasses the ten essential areas outlined in this volume that support educational programs and outcomes for students who deaf or hard of hearing. To get started with your review:

1. Identify your review team. The team should include staff who provide services and supports to students and supervisors or other administrative decision makers responsible for the programs and services. Parent participation in the review team is also highly recommended.

1. Considering the Unique Needs of Each Student

Students who are deaf or hard of hearing are diverse, encompassing a wide range of abilities, learning styles and often co-occurring disabilities. Schools are required to make available a full continuum of services individualized to the needs of each student for full engagement in all the school's programs, including educational and extracurricular activities.

This area considers how the school recognizes that reduced hearing of any level can result in language, learning, social, emotional and/or communication access barriers and understanding how these factors interact with one another. The recognition of each child's unique situation is paramount to appropriate assessment and services.

A.   Is the impact on language, learning, social, emotional and/or communication access of each student's hearing status considered?

- regardless of hearing level or whether one or both ears are affected?
- whether co-occurring disabilities or other challenges are present?
- when language appears on target and speech is clear?
- whether sign language is used for communication?

○   Meeting the practice   ○   Gap in Practice

Documentation (*describe how practice is met or list gaps in practice*)

Checklist
3. Families as Critical Partners

1. Are specific strategies used to include parents in all levels of planning and decision making for their children?

2. Are parents' preferences and choices valued throughout educational planning?

3. Are specialized activities and programs available for parents?

4. Are parent counseling and training services provided routinely through the IEP to assist parents to support their child?

5. Are parents and families involved in discussions about a student's eligibility for obtaining a regular diploma, or lack thereof, at IEP meetings before and during high school?

6. Are specific strategies used to include parents of children who are deaf of hard of hearing in general school activities?

Implementation Perspectives

- Communities of Practice

- Service Review Checklist – state and local
  - Review gaps in services
  - Develop workplan based on priorities

- State Adoption

- Statewide Training

- Trainer of Trainer

Discussion