

# **Best Practices for Working With Deaf and Hard of Hearing Students**

ITDHH Presentation  
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# Presenters

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# Outcome for today...

Breakout attendees will understand the varying needs of students with hearing loss with regards to Least Restrictive Environment (LRE), the new state IEP form, and the Best Practices Guide. This will help attendees make educational decisions that contribute to student success.

# How does the IEP team decide what a DHH student's needs are?

There are three areas of need that the IEP team needs to discuss. Those three are interrelated and cannot be looked at individually. They are:

**Academic needs:** The IEP team discusses the student's academic level and identifies the language or communication mode through which the student best receives academic information.

**Social needs:** The IEP team considers opportunities for interaction and direct communication with peers and adult role models.

**Communication needs:** The IEP team looks at how the student communicates. This is not related to how much hearing loss the student has, but the student's preferred method of communication.

# UNIVERSAL NEED FOR COMMUNICATION

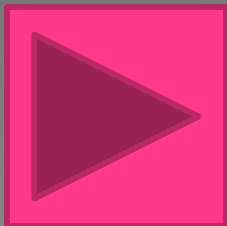
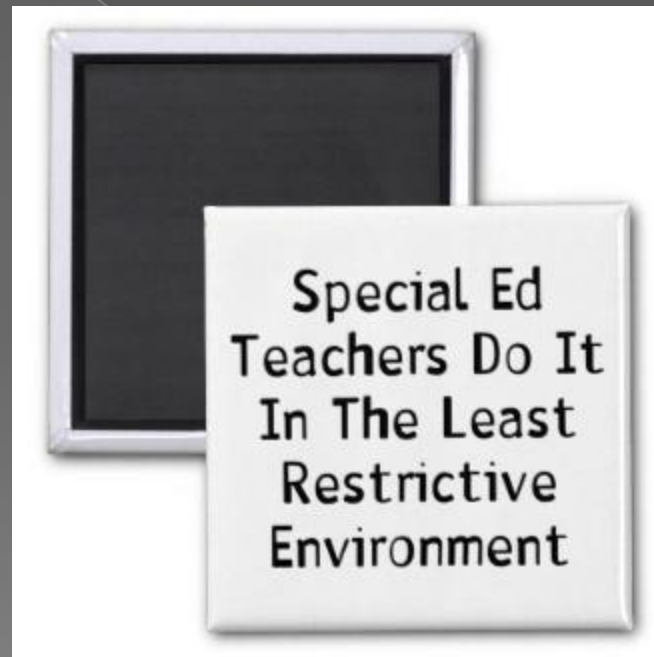
“Deaf and hard of hearing students have one thing in common:



their universal need for communication, **from which all...educational determinations should flow.**”

(Siegel, 2000)

# Determining LRE for the DHH Child



# What is LRE?

IDEA defines least restrictive environment as education provided to children, to the greatest extent appropriate, with their non-disabled peers. The rules about placement further encourage that students be placed in the general program in their neighborhood schools, unless it is not appropriate for meeting their individual needs.

For deaf and hard of hearing children, the LRE may be different than their home / neighborhood school because their communication needs set them apart from other children.



# CRITICAL MASS

The term “critical mass” can be defined as the number of students in a classroom, program or school that **share common communication modes and characteristics and that is sufficient to support direct interaction opportunities among peers and adults.** The attribute of a ‘natural’ critical mass of students is often cited as one of the advantages of schools and special programs for the deaf and hard of hearing. The concept of critical mass however, does not necessarily mean that all of these communication partners are deaf or hard of hearing themselves.

Peer interaction is essential for many aspects of human development, from birth onwards. Children and youth learn a great deal through interactions with others, and interactions with peers appear to be particularly important. The positive effects of having authentic peer interactions are widespread. Interactions with friends and classmates are essential to social-emotional development, as well as the development of personality. As importantly, being involved in discussions and arguments scaffolds the development of language and cognition. There are many skills that can only be learned during rich, cognitively interesting interactions. Throughout childhood and adolescence, children learn to discuss, negotiate, argue, debate, and create emotional bonds during interactions. These interactions allow children to develop the language skills associated with a particular form of discourse, such as argumentation. There are also cognitive skills required for certain types of discourse, such as seeing a problem from multiple perspectives.

# COMMUNICATION ACCESS AS ADDRESSED IN THE IEP

OVERVIEW OF CHANGES TO THE IEP FORMS

The specific wording of the law is “The IEP Team shall 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.(IDEA, Section 300.46(a)(2)(iv).

STUDENT NAME: \_\_\_\_\_ DATE OF MEETING: \_\_\_\_\_

### EDUCATIONAL ACCOMMODATIONS AND SUPPORTS

Complete for initial IEPs and annual reviews. (Anyone responsible for implementing the educational accommodations must be notified of her/his specific responsibilities).

#### CONSIDERATION OF SPECIAL FACTORS

Check the boxes to indicate if the student requires any supplementary aids and/or services due to the following factors. For any box checked "yes," specify the special factors in the "Supplementary Aids, Accommodations and Modifications" section and/or the Linguistic and Cultural Accommodations section listed below.

- Yes  No assistive technology devices and services
- Yes  No communication needs including students who are deaf/hard of hearing. If yes, complete linguistic and cultural accommodations section below.
- Yes  No limited English proficiency – language needs
- Yes  No blind/visually impaired – provision of Braille instruction
- Yes  No behavior impedes student's learning or that of others. If yes, the team must consider strategies, including positive behavioral interventions and supports to address behavior. This may include a Functional Behavioral Assessment and/or a Behavioral Intervention Plan. If so, attach any completed forms.

#### LINGUISTIC AND CULTURAL ACCOMMODATIONS

- Yes  No The student requires accommodations for the IEP to meet her/his linguistic and cultural needs. This includes students who are deaf/hard of hearing. If yes, specify any needed accommodations:
- Yes  No Special education and related services will be provided in a language or mode of communication other than or in addition to English. This includes services provided to students who are deaf/hard of hearing. If yes, specify any needed accommodations:

For students who are deaf/hard of hearing and others, as applicable:

- Identify the language and communication need(s):  ASL  Auditory/Oral  Cued Speech  Speech Generated Device  Tactile  
 Signed English  Other (please describe) \_\_\_\_\_
- List the opportunities for direct communication/interaction with peers and professional personnel in the child's language and communication mode:
- List the identified mode of communication accessible in academic instruction, school services, and extracurricular activities that the student will receive:

#### SUPPLEMENTARY AIDS, ACCOMMODATIONS, AND MODIFICATIONS

Specify what aids, accommodations, and modifications are needed for the child to make progress toward annual goals, to progress in the general education curriculum, participate in extracurricular and other non-academic activities, and to be educated and participate with other children with disabilities and/or nondisabled children (e.g., accommodations for daily work, environmental accommodations, moving from class to class, etc.). Supplementary aids, accommodations, and modifications must be based upon peer-review research to the extent practicable.

#### SUPPORTS FOR SCHOOL PERSONNEL

- Yes  No Program trainings and/or supports for school personnel are needed for the student to advance appropriately toward attaining the annual goals, participate in the general curriculum, and be educated and participate with other students in educational activities. If yes, specify what trainings and/or supports are needed, including when appropriate, the information that clarifies when the trainings and/or supports will be provided, by whom, in what location, etc.

### CONSIDERATION OF SPECIAL FACTORS

Check the boxes to indicate if the student requires any supplementary aids and/or services due to the following factors. For any box checked "yes," specify the special factors in the "Supplementary Aids, Accommodations and Modifications" section and/or the Linguistic and Cultural Accommodations section listed below.

- |                              |                             |   |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | assistive technology devices and services   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | communication needs including students who are deaf/hard of hearing. If yes, complete linguistic and cultural accommodations section below.   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | limited English proficiency – language needs  |
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## LINGUISTIC AND CULTURAL ACCOMMODATIONS

- Yes    No   The student requires accommodations for the IEP to meet her/his linguistic and cultural needs. This includes students who are deaf/hard of hearing. **If yes, specify any needed accommodations:**

\_\_\_\_\_

- Yes    No   Special education and related services will be provided in a language or mode of communication other than or in addition to English. This includes services provided to students who are deaf/hard of hearing. **If yes, specify any needed accommodations:**

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\_\_\_\_\_
- List the identified mode of communication accessible in academic instruction, school services, and extracurricular activities that the student will receive:  
\_\_\_\_\_

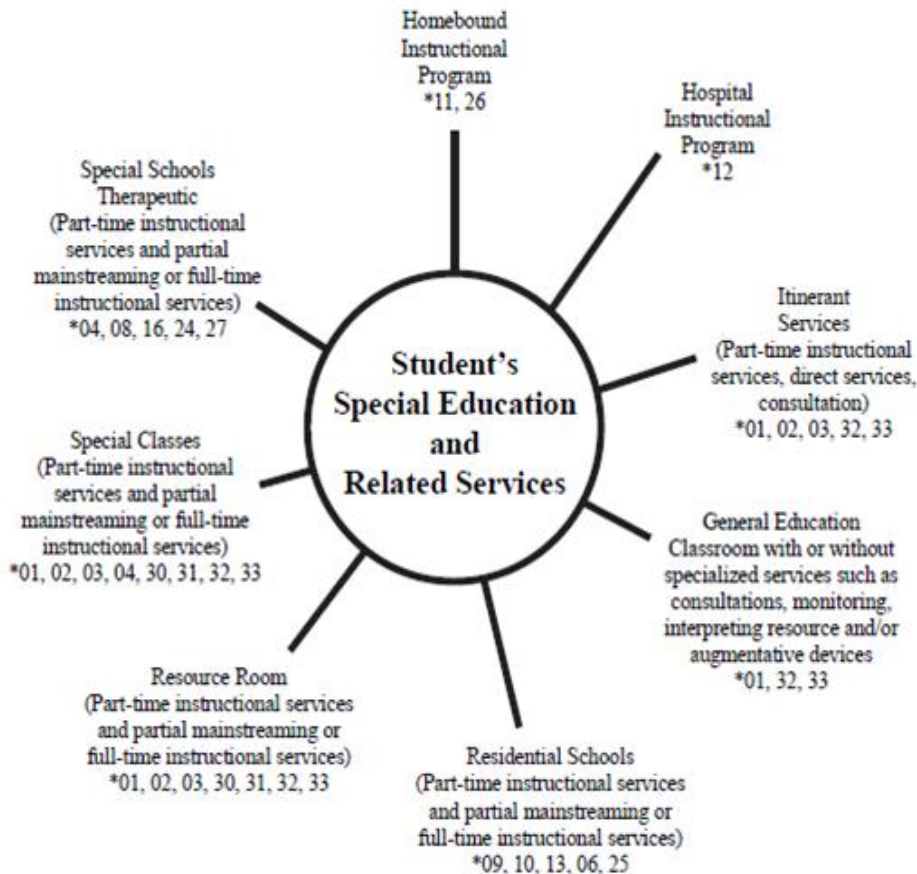
The IEP team might confuse degree of hearing loss with communication needs. Not all students with mild or unilateral hearing losses may be better off in oral-auditory environments, and not all students with profound losses may be better off in a signing environment.



Members of the IEP team may have biases about the best communication method to use with students who are deaf or hard of hearing. Those biases may affect the placement discussion when considering various schools with different communication philosophies.

Schools have different beliefs about the best ways to communicate with deaf and hard of hearing children. The IEP team should consider each possible placement's communication philosophy in the context of the student's and student's family's preferred communication method.

# Placement Options



- Providing FAPE
- LRE is not always in home district
- Communication must be considered

# Who decides placement?

The Individuals with Disabilities Education Act (IDEA), America's special education law, says that "In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency shall ensure that the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options." Sec. 300.552(a)(1). In almost every case, this "group of persons" is the IEP team. Parents are a key part of the IEP team and often they will be the one to cast the deciding vote about placement.

The IEP team should look at more than one placement. Programs out of the school district, such as the state school for the deaf, may be a LRE option for the student. The team should identify the pros and cons of each placement.

Any setting, including a regular classroom, that prevents a child who is deaf from receiving an appropriate education that meets his or her needs, including communication needs, is not the LRE for that child. Placement decisions must be based on the child's IEP. Thus the consideration of LRE as a part of the placement decision must always be in the context of LRE in which appropriate services can be provided. Any setting which does not meet the communication and related needs of a child who is deaf, and therefore, does not allow for the provision of FAPE, cannot be considered the LRE for that child. The provision of FAPE is paramount, and the individual placement determination about LRE is to be considered within the context of FAPE.

## Main Menu

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who are Deaf/Hard of Hearing](#)

[Deaf Education Resources](#)

[Membership](#)

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## About ISHI

Welcome to the website for supervisors of educational programs in Illinois that serve students who are deaf or hard of hearing. We promote quality educational programming and social experiences for our students. ISHI deals with local, statewide, and national issues which affect our students. Our members come from all over the state and represent both small and large school districts.

[Contact ISHI](#)

## Who We Are

Individuals who meet the following criteria are considered supervisors under IL Administrative Code.

23 Illinois Administrative Code 226.800 (h)(3)

h)Supervisors

3)Each individual performing a supervisory function shall also hold either:

A)a valid special certificate in the area to be supervised, endorsed for supervision pursuant to 23 Ill. Adm. Code 25.322, with two years' teaching experience in that area; or

B)a valid school service personnel certificate endorsed for supervision and two years' experience in the area to be supervised; or

C)a valid administrative certificate and either a valid special certificate endorsed for the area to be supervised or special education approval in that area.

## Upcoming Meetings

ISHI meetings are open to the public. Meetings are from 9:00 am to 3:30 pm, with registration from 8:30-9:00. Meetings for the 2015-2016 school year will be

October 28, 2015 (12:00pm-3:00pm) and October 29, 2014 (9:00am-3:00pm) at [Hilton Chicago Indian Lakes Resort \(map\)](#)

*A block of rooms is held for ISHI meeting attendees at the Hilton Chicago Indian Lakes Resort until September 28.*

March 2016 will be scheduled in conjunction with the 2016 ITHI conference in Springfield.

# Illinois Best Practices Guide

Illinois Best Practices Guide For the  
Education of Students who are  
Deaf / Hard of Hearing

Illinois State Board of Education  
Springfield, Illinois



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# Resources available

1. ISHI website - [www.ishi-il.org/](http://www.ishi-il.org/) (Best Practices Guide is available here.)
2. ITHI (ITDHH) website - [www.ithi.org/](http://www.ithi.org/)
3. ISD website - <http://www.illinoisdeaf.org/>
4. ISRC website - <http://www.isrc.us/>
5. ISBE DHH person - Amy Richards  
[arichard@isbe.net](mailto:arichard@isbe.net)
6. ISBE website [www.isbe.net](http://www.isbe.net) [www.isbe.net](http://www.isbe.net)

**Questions?**