



Supporting Success for Children with Hearing Loss

Topic: Can he qualify? Assessment for Eligibility for Specialized Instruction

The great news is that early identification of hearing loss, improvements in hearing technology, and parent involvement in high quality early intervention services REALLY WORK to improve developmental outcomes by age three. As has been stated in previous Updates, the typical 'good' result of the early hearing loss detection and intervention is language ability scoring in the low-average range (85-88 standard scores). Also due to these programmatic improvements, the speech intelligibility of students who are hard of hearing can often be very similar to the articulation of age peers. This all too often results in transition teams who are evaluating the student for eligibility upon school age to deem that the student is 'fine' and needs no extra services or supports.



Can he qualify? Yes! This is possible IF there is someone on the multidisciplinary team who truly understands the impact of hearing loss on development AND knows appropriate assessments to use to tailor the evaluation process to the risk areas of students with hearing loss.

What's New

BETTER SHIPPING! We have switched shipping methods. The orders will still be sent through the US Postal Service but the shipping costs of most of the orders within the US will be cheaper, sometimes very noticeably cheaper, than previously. We are also thrilled to once again be able to accept INTERNATIONAL ORDERS online. We are still doing some tweaking to make sure we cover our costs with this low price shipping, so you may see some variations in shipping costs for the next few weeks. We strive to keep our product prices as low as possible, and most of our prices are the lowest you will find anywhere. Now with low cost shipping, we hope that you consider Supporting Success to be your one-stop shopping site! Purchase orders are welcome!



SHARE YOUR IDEAS FOR GREAT TEACHING MATERIALS. Supporting Success is looking for new products for 2017. Who better to ask about favorite materials that really benefit students than you? Share your favorite teaching materials with Karen and a bit about why you love using the materials with your students. If we end up being able to offer the product(s) through Supporting Success you will receive a 25% off coupon! We would LOVE to hear from you!

Teacher Tools

Join the rapidly growing membership for the 2016-2017 school year!



Teacher Tools for October address all things 'pumpkin' and more. In Instructional Stories, the narratives look at the history of the Jack-o-lantern and the pumpkin pie. In Instructional Strategies-Attributes, the strategies use carved pumpkin faces to discuss emotional resonance. In Instructional Strategies - Social Skills, the discussion is of social awareness. Through the discussion of Halloween safety and etiquette, the child plans and prepares for upcoming social interactions. In Words, Words, Words - Morphology, the subject is the use of number words and numerical & metric prefixes ('uni' means one. 'unique' means one of a kind. So how do you catch a unique rabbit? U neek up on it!). Hearing Loss Acceptance deals with raising the awareness of missed information of early school-age students. Research Round-up shares an awesome article about the critical importance of morphological awareness as it relates to reading delays in children who are deaf or hard of hearing.

Supporting Success Conference

The Early Bird Registration Rate expires October 31st. Ask your Supervisor NOW for permission to attend the Conference in Orlando Florida, Feb 17-18!



Where else can you earn over 10 hours of CEU clock hours for \$169 (14.5 hours if you also attend the Preconference for a total of \$229). Meet colleagues from all over the US and Canada. Learn from our 10 exhibitors. Most food is included and hotel is only \$89/night plus tax! Read more about the Conference [here](#). Gail Wright, acclaimed (fun!) speaker from our prior conferences, will be presenting on *Using Great Instructional Materials for Great Outcomes* and co-presenting with Lynne Price on *Situational Analysis and Self-Advocacy Development for Secondary Students*. For more info on our great conference topics, go [here](#).

Topic: Main Information

The IDEA law is consistent about looking at **educational performance** needs when considering a student's eligibility for specialized instruction and support. Educational performance is not equivalent to academic performance. If the creators of IDEA wanted to make it clear that good grades = no IEP, they would have clearly done so - but they did not. There is no question that academic performance needs to be considered, but it is no more important to consider than the other areas specified by IDEA which are functional, behavioral, social performance and any other performance considerations relevant to the specific child. If a school team only considers grades for eligibility then they are using a sole criterion, which goes against the IDEA requirement that eligibility determinations be made using academic,



functional, and developmental information with consideration of at-risk areas as determined by the suspected area of disability.

Our students with hearing loss may 'look fine' in the classroom yet we realize that there are usually subtle differences/needs that, added together, cause academic performance to erode over time. Thus, in evaluations, it is appropriate to look closely at social/emotional, self-advocacy, and the possibly subtle phonological/morphological awareness and 'swiss cheese' language skills that impact reading fluency and comprehension. It comes down to: "Will this student develop the skills he or she needs to truly be able to successfully get a job or enter higher education after high school?" Because hearing loss is an access issue, the educational performance needs are different from those of students with learning disorders (**they are zebras, not horses!**). Karen Anderson and Lynne Price wrote a whole book on this! See below for information about *Steps to Assessment*.

During the evaluation process it is critical for DHH professionals to make the case that EVERY student with hearing loss who is going through initial assessment needs to have IQ testing. It is likely not that we think the student has low cognitive skills. It is that we need the IQ in order to accurately and appropriately estimate if/how much the hearing loss has impacted development based on the student's ability compared to peers who do not have hearing loss.

Although testing is performed in a few weeks' time, evaluation isn't just about a snap shot, it is about performance over time. Case in point, we received a call from a parent of a 5th grader who is hard of hearing. The child had an IEP in kindergarten and grade 1 and was then dismissed. By the end of grade 4 the reading scores were slipping. The school team wasn't concerned because the student 'wasn't very bad yet.' Time should be taken to consider the percentile scores on reading across time to see if there has been a decline. So when looking at eligibility, dig into prior testing and see if you can make the case with declining percentile ranking in test results over time. For example, in grade 2 did the child score at the 48th percentile in reading as compared to the 26th percentile in grade 4? A public agency must provide a child with a disability special education and related services to enable him or her to progress in the general curriculum. The fact that there was a decline indicates that there are special needs that are not being addressed for this student. Whether they are access needs and/or deficits in specific skills foundational to reading comprehension would then need to be identified.

Finally, we need to step back and consider the 2004 IDEA Commentary. The Commentary provides an overall 'setting the stage' for the IDEA law. Section by section the Commentary responds to the comments submitted during the 2004 reauthorization process and provides explanations. The commentary is broken into sections on **this webpage**. The **defined purpose of IDEA**: *To ensure that all children with disabilities have available to them a free and appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.*

Therefore, the purpose of IDEA is not to support students so that they can make progress commensurate with age/grade expectations. IDEA services were envisioned as being about **preparation for the future**. Thus, performance on the expanded core skills needed for full participation (self-advocacy, communication repair, knowledge about hearing loss, amplification independence, etc.) are truly necessary for a student to be fully prepared to function as an adult. These are NOT standard areas of evaluation for other students with special needs but they must be considered for students who are deaf or hard of hearing. Sometimes administrators make the point that schools must provide educational benefit for students but do not have to guarantee that the student reaches his or her potential. While this has been

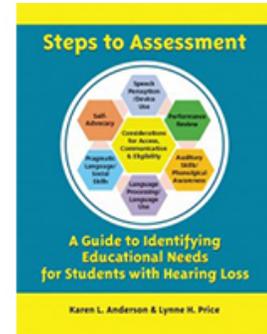
established by a court case (*Bd. Ed. Hendrick Hudson Sch. Dist. v. Amy Rowley, 1982*), Commentary from the 2004 reauthorization specific to preparation for the future needs and the relationship of expanded core skills for the future success of students with hearing loss needs to be taken into account when 'educational benefit' is determined.

Related Products

Learn about how to plan, assess and interpret results for students with hearing loss!

Teachers have been asking "Help me pull all of this data together into better assessments so my kids can qualify for services and more appropriate programs!"

Teachers who use this guide will have a much better understanding of the vulnerable areas of development due to hearing loss, how the areas interconnect, and ultimately how they are the experts in using the 'deaf lens' to contribute to their evaluation teams and service planning.

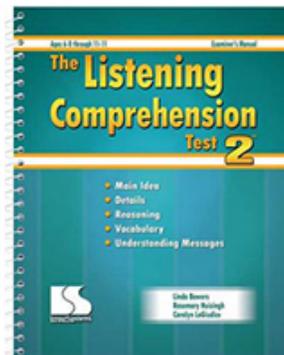


[Steps to Assessment: Guide to Identifying Educational Needs for Students with Hearing Loss](#)

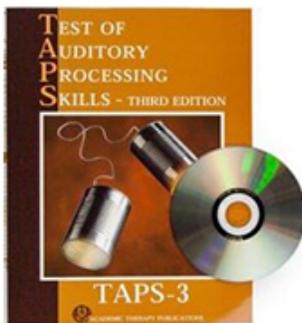
What we recommend for a typical assessment battery includes:



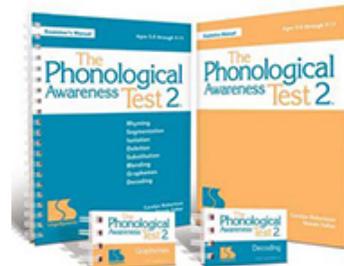
[FLE - Recorded Functional Listening Evaluation Using Sentences](#)



[Listening Comprehension Test 2](#)



[TAPS-3: Test of Auditory Processing Skills](#)



[Phonological Awareness Test - 2 \(PAT-2\)](#)

More About the Topic

Find more information on the Supporting Success website:

- [IDEA Law Summary Information](#)
- [Issues: Eligibility Determination](#)
- [Issues: Determining Service Delivery](#)
- [Issues: Provision of Appropriate Assistive Technology/Accommodations](#)
- [Access via the Americans with Disabilities Act](#)



Download your **free materials** [Handout\(s\)](#) including:

- Support for Showing Adverse Educational Affect Due to Hearing Loss
- IDEA Law Summary Information
- Issues in Eligibility Determination
- Resources for Assessment of Students who are Deaf and Hard of Hearing

Webcasts

[Steps to Assessment Workshop Webcast](#) coming soon! The Steps to Assessment guide has been available for a year now and is changing the face of eligibility assessments of children with hearing loss! Lynne Price and Karen Anderson presented 2-day workshops throughout Florida last February and now this information will be available this month as a 9.25 hour webcast. The Steps to Assessment Workshop comes in 7 modules of 60-90 minutes each to facilitate easy viewing over time. It is perfect to view and discuss in your DHH team meetings or during professional learning communities.



Advocacy Notes

Evaluation teams cannot use a sole criterion, like grades, as a determining factor for eligibility. Social communication, self-concept and self-advocacy are all areas where needs beyond academics often occur. (Section 300.304(d)(2))

Eligibility for specialized instruction is based on identified needs in [educational performance](#) not academic performance (Section 614(b)(2)(A) of IDEA and the final regulations at 34 CFR Section 200.304(b)). Thus, specialized instruction need not always be academic instruction, but, in the case of sensory impairments especially, would include instruction in the skills needed to improve access and personal responsibility (self-advocacy) that will allow the student to benefit from the general education curriculum as a full participant.



Finally, the ADA policy clarification made it clear that grades are not an issue, equal access to communication is the issue. (see [ADA page](#) on SSCHL site). To underscore this, the case study that the DOJ/DOE included as part of their FAQs is a wonderful illustration of access needs versus academic needs. In most cases, districts will be more willing to work toward

eligibility for specialized instruction for high performers once they realize that the student could request CART, FM, interpreters, note takers or all of the above per ADA, depending on their perceived access needs across classes and school situations.

Next Update Topic: Listening/Auditory Skill Development

Using Interact-AS in the Classroom

Wondering about how Interact-AS may work for one of your students? Do a **30 day trial period** for only \$99.00. School must also provide an **appropriate computer or media device.**

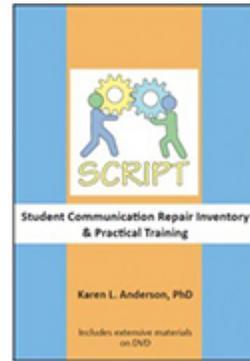


[GET TRIAL](#)

Remember to Assess Social Skills



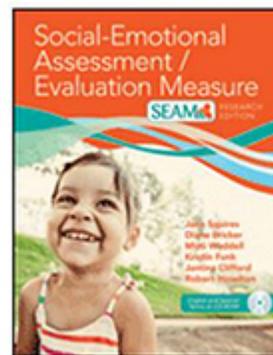
[Social Language Development Test - Elementary](#)



[SCRIPT - Student Communication Repair Inventory & Practical Training](#)



[Pragmatic Language Observation Scale - PLOS](#)



[Social-Emotional Assessment / Evaluation Measure \(SEAM\)](#)

Quick Links

[Resources for Parents](#)

[Teacher Tools Membership: e-magazine](#)

[2017 Supporting Success Conference](#)

[Resources for Professionals](#)

[List of Products Available to Support Success](#)

[Webcasts for Professional Development](#)

[Interact-AS Speech-to-Text Captioning for Schools](#)

[Sign up to Receive these Updates](#)

[Contact the SSCHL Team](#)

[**About Us**](#) [**Webcast Presentations**](#) [**For Professionals**](#) [**Contact**](#)

The mission of Supporting Success is to help YOU to improve the futures of children who are hard of hearing or deaf via (1) accessible information resources, (2) professional development, (3) products selected specifically for children with hearing loss, (4) sharing information to assist in advocating for appropriate services and supports.

This 'go-to' site is for professionals and family members seeking more information about the learning and social issues of children with hearing loss and what can be done to better support the future success of these children.

Information resources are at no cost, relevant, designed to be easy to understand quickly, and practical to use.

Purchase materials at SSCHL - one stop shopping for your desired items, for sale at the best possible price!



Supporting Success for Children with Hearing Loss,
15619 Premier Drive, Suite 101, Tampa, FL 33624

[SafeUnsubscribe™ {recipient's email}](#)

[Forward this email](#) | [Update Profile](#) | [About our service provider](#)

Sent by karen@successforkidswithhearingloss.com in collaboration with

Constant Contact 

Try it free today