



# Supporting Success

## for Children with Hearing Loss

### Topic: Accommodations - Gateway to Equal Learning

As mentioned in the last Update, the primary difference between students with hearing loss and their typically hearing peers is that they do not access speech as fully. Accommodations are truly the gateway to our students being able to achieve and progress as effectively as peers.



Accommodations are sometimes seen as 'being taken care of' by making a quick statement on the IEP or perhaps checking off some boxes. Since the learning issues caused by hearing loss are due to decreased access to verbal information, accommodations - including appropriate auxiliary aids and services - are intended to 'level the playing field.' Accommodations need to be considered carefully, discussed thoroughly, implemented consistently and then monitored to ensure that they are indeed, providing equal access to classroom communication.

Unless appropriate and effective accommodations are provided, the student with hearing loss will be discriminated against in the classroom as they are expected to perform as well as other students without being provided the same information. Of course discrimination is a harsh word and educators do not intentionally discriminate against any student. In the US, the [Americans with Disabilities Act](#) requires schools to ensure that **communication for students with hearing loss is as effective as communication for others**.

Accommodations, specifically auxiliary aids and services, must be provided to **afford these students an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement as that provided to others**.

Whenever accommodations are not provided, not used consistently, or not effective, the student does not have an equal opportunity to achieve as their peers.

## What's New

Bimonthly Updates are now sent to over 5600 subscribers! You may notice that we are tweaking the format of the Update to make it more engaging and readable. Your Feedback on the [content](#) of the Updates is welcome!



Access truly is the name of the game! **Yet how do we know how WELL** our students are truly accessing information presented in the classroom? Let's work together to figure out practical ways to assess the level of access.

Please take a closer [look HERE](#) for a working draft of ***Estimating the Level of Communication Effectiveness/Access***. There is still much to be figured out! What do YOU do? We would love to collaborate with some interested DHH teams. Contact [Karen](#) for comments.

## Teacher Tools

Thanks to the 400 of you who are already members for this school year! With more and more of our students using their hearing as their primary avenue for learning, it is more necessary than ever for each child to receive auditory skill development instruction. Speech language pathologists typically lack the knowledge of hearing loss to truly understand this process. Unfortunately, learning HOW to work on auditory skills is often a weakness in preparation programs for teachers of the deaf/hard of hearing. We are very excited to include **Strategies: Listening** in this year's Teacher Tools materials. The focus for lessons is on teaching members how to develop listening skills as they relate to language development and literacy in all areas. [JOIN NOW](#) to learn Listening Strategies along with the popular Strategies: Language & Literacy, Wordx3 and more!



## Supporting Success Conference

**Orlando is the place to be February 17-18!** Spend the long President's Day Weekend learning and networking with other DHH professionals. The [conference hotel](#) is next to Disney World and is only \$89/night. Bring your family and come early or stay late as this great hotel rate can still apply. Early Bird Registration ends October 31st and registration is as low as possible. Almost all of your food will be included and you have the opportunity to earn over 10 CEU clock hours. Review the [Conference Schedule](#), Session [Descriptions and Objectives](#) - you won't want to miss it!



## Topic: Main Information



How well a student is able to perceive speech in a classroom will impact educational performance. Students who are deaf or hard of hearing are at high risk for delayed vocabulary acquisition, vocabularies of smaller size and sophistication, struggling with the English verb system, and lack of access to morphological information. This overall may appear insignificant (low average performance per normed assessment) but it can significantly affect academic achievement.

It is necessary to provide appropriate, effective accommodations to 'level the playing field' for students with hearing loss and minimize accumulation of delays due to day-to-day access issues.

## Auditory Learner Access Needs

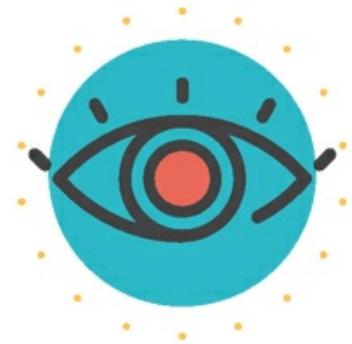
Students who are hard of hearing do not have normal hearing

restored by hearing aids or cochlear implants. Under typical classroom listening conditions they will ALWAYS have to put forth more effort, to ultimately perceive fragmented communication. With more effort put toward listening, there are fewer cognitive resources available for the student to recognize all of the words, comprehend them and integrate them into their knowledge base. This is why a student with hearing loss typically requires information to be repeated 3 times when a typically hearing student would need to have it presented only once. While a student may 'communicate normally' in a 1:1 conversation across a small table in a quiet room (3 feet), that ability is not predictive of how accurately the student will be able to listen at a distance (class discussion) and in the presence of typical levels of classroom noise. Similarly, hearing thresholds on an audiogram are also not predictive of speech perception as **only 39%** of the ability to understand speech in noise can be predicted from hearing thresholds. Hearing assistance technology (HAT), specifically personal FM/DM systems, are the **ONLY** means to optimize the auditory signal a student receives.



## Visual Learner Access Needs

The academic information received by visual communicators is totally reliant upon the skills of their sign language interpreter or cued speech transliterator. A **2005 study** evaluated 2100 educational interpreters in the US using the Educational Interpreters Performance Assessment. The results found that about 60% of the interpreters evaluated had inadequate skills to provide full access. The study suggested that many students receive interpreter services that seriously hinder reasonable access to class curriculum and social interaction. A **2009 study** focused on the accuracy of translation as measured by number of key science words included in a CART transcript or in videos of sign interpretation. "Best" interpreters /CART providers were selected who knew the study was about accuracy were selected. Participants transcribed or signed three science videos by NASA. The accuracy interpreters for the three videos was 81%, 80.1%, 62.7%. The accuracy of the CART providers was 98.5%, 96.9%, 97.2% resulting in an average accuracy of 75% for interpreters and 97% for CART transcription. The bottom line is that sufficient "through the air" access to verbal instruction and classroom communication cannot be assumed because an interpreter or CART is provided in the classroom.



## Suggestions for Determining Appropriate Accommodations

1) **Make the case.** Impress upon the student's classroom teacher and school team that accommodations are truly the gateway to the student being able to have equal access, and

therefore the opportunity to obtain the same achievement as class peers.

2) **Be consistent** in your approach to recommending FM/DM hearing assistance technology. The physics of sound is immutable. To receive optimized access to verbal communication in school, students who are auditory learners need to use HAT starting with school entry and continuing as long as the student is willing to comply. Even if a teacher is loud, animated and does not move around the classroom much, the student with hearing loss will not be receiving optimal auditory input without the use of HAT.



3) **Emphasize that one size does not fit all.** While IDEA does not require 'optimal', the ADA requires equal access. This is a case where the 'bar' for ADA is higher than it is for IDEA. Even with HAT providing optimal auditory input, a student with hearing loss will not have normal hearing restored. Per [a court case](#): "*ADA requirements regarding students who are deaf or hard-of-hearing are different than those imposed by the IDEA.*" Additional accommodations are necessary to close this gap. Because IDEA and ADA requirements are not identical, there may be some situations in which a child has accommodations as part of an IEP and also requires a 504 Plan to address the auxiliary aids and services needs per ADA.

4) **Grades do not matter when it comes to accommodation needs.** Children who are hard of hearing or deaf WILL need accommodations. How well or how poorly they perform in the classroom is not a determinant for whether accommodations should be provided. We all know of students who put in many more hours of homework than their peers, often sacrificing social opportunities, in order to earn and maintain high academic achievement. The necessity of the students to expend these substantial efforts outside of the classroom can be considered a sign that discrimination is occurring. The case study provided by the ADA as part of the Frequently Asked Questions was about a high achieving secondary student who had an FM system but also needed CART services so that he had full access to class discussions. If a student is not found to be eligible for specialized support then the school team has decided that the student will be able to experience meaningful educational benefit (one year's growth in one year's time) without special support. In *Deal v. Hamilton Board of Education (6th Circuit, 2004)*, the court ruled that "meaningful educational benefit must be gauged by the child's potentialities." Thus, accommodations will ALWAYS be necessary, whether via an IEP, 504 Plan or both.

**Response to: "He seems to be doing okay academically; I don't think we need to get him an FM/DM system."** If a student in a wheelchair was assigned to a classroom with a narrow door would it be okay to have the student sit out in the hallway and participate in the class? In other words, would it be okay for him to not have to be included in a class with a door wide enough for the wheel chair because the student's academic performance was not a concern? Ignoring auditory inclusion needs is the same issue.

5) **Consider communication needs situation-by-situation.** This not only makes sense, it

is another requirement of ADA. A form has been provided below to assist teams in these discussions.

6) **There is no 'set list' for appropriate accommodations.** An *Accessibility Considerations* handout has been provided that lists examples of auxiliary aids and services. This can be used as a starting place for discussion but should not be seen as limiting accommodation choices. Auxiliary services can include teacher inservice and progress monitoring by a specialist in DHH. The federal *Every Student Succeeds Act* encourages specialized instructional support providers to support literacy and collaborate with classroom teachers, thus allowing special educators to work with classroom teachers on behalf of regular education students.

7) **It is the school's responsibility to ensure that the provided accommodations are effectively providing equal access to classroom communication.** For students who are grade 3 and above it is suggested that they complete the Listening Inventory For Education - Revised (LIFE-R) Student Appraisal at the beginning of the year and review the results at the end of the first quarter to discuss if, with the accommodations, the student feels as though access has improved. Routine classroom observations and performance monitoring can also be helpful to determine the effectiveness of the accommodations being provided.

## Related Products

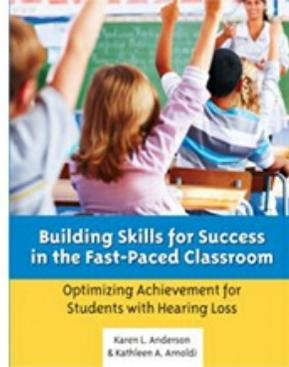
**Listening Inventory For Education-Revised.** The LIFE-R is available [online](#), as a [CD or on a USB drive](#). Once a student completes the LIFE-R, a report can be generated that lists classroom accommodations specific to the access need areas identified by the student.



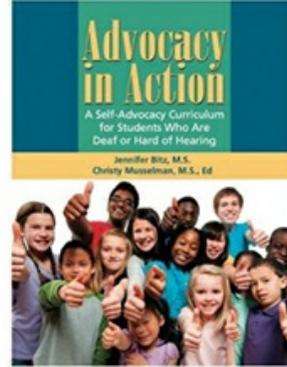
**Building Skills for Success in the Fast-Paced Classroom.**

This 518 page book has been called the 'bible of DHH education' and has extensive materials related to classroom access and its functional assessment. Owned by an estimated ¼ of the teachers of the deaf/hard of hearing in the US!

**Advocacy in Action.** This self-advocacy curriculum provides assessment and many teaching materials to instruct students how they can advocate for their own access needs.



[Building Skills for Success in the Fast-Paced Classroom](#)



[Advocacy in Action](#)

## More About the Topic

Find more information on the Supporting Success website:

- [Access via the Americans with Disabilities Act](#)
- [Accommodations for Students with Hearing Loss](#)
- [Issues: Provision of Appropriate Assistive Technology/Accommodations](#)
- [School Supports, Modifications and Accommodations for Students](#)
- [Accommodations via 504 Plans and the Americans with Disabilities Act \(ADA\)](#)
- [Accommodations: Sports and Extra-Curricular Activities](#)

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

- Accessibility Considerations worksheet (ADA) for Students with Hearing Loss - for use in identifying access issues with school teams and a planning sheet for obtaining assessment information
- Accessibility Considerations for Students with Hearing Loss What Auxiliary Aids and Services are Needed to Ensure Effective Communication? List of auxiliary aids and services with examples



## Webcasts

Our Access [Trio Combo](#) - Buy 2 webcasts and view the 3rd one free:

1. Estimating Access to Verbal Instruction & Data Gathering in the Classroom
2. Using the Recorded Functional Listening Evaluation Using Sentences
3. The Accessible General Education Classroom: Strategies to Support Student Services



## Announcing Upcoming QuickClasses

Pepnet 2 will offer one final round of QuickClasses, October - November 20, 2016. Space is limited so be sure to register

ASAP. Registration is open between September 26-October 6.

Topics of Classes Include:

- Accommodations 101: Providing Services for Students who are Deaf or Hard of Hearing
- Making Sense of Hearing Assistive Technology
- Hard of Hearing 101



QuickClasses are six week, asynchronous, online training opportunities. Participants choose their preferred time to work online to meet weekly deadlines. They can expect to spend about 5 hours per week completing the required work. The classes are provided by Pepnet 2 free of charge. [More information.](#)

## Advocacy Notes

IDEA encourages the use of assistive technology to maximize the access and performance of students with disabilities. **An *assistive technology service* is any service that helps a child with a disability select an appropriate assistive technology device, obtain the device, or train the child to use the device.**



Section 300.105(a) of IDEA requires each public agency to ensure that assistive technology devices, assistive technology services, or both are made available to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. This provision ties the definition to a child's educational needs. Whether a device could be considered an assistive technology device for a child depends on whether the **device is used to increase, maintain, or improve the functional capabilities** of a child with a disability, and whether the child's individualized education program (IEP) Team determines that the child needs the device in order to receive a free appropriate public education (FAPE).

Section 300.8(a)(2)(i) states that if a child has one of the disabilities listed in § 300.8(a)(1), but only needs a related service, the child is not a child with a disability under the Act. **However, § 300.8(a)(2)(ii) provides that, if a State considers a particular service that could be encompassed by the definition of related services also to be special education, then the child would be determined to be a child with a disability under the Act.** From the [IDEA Commentary](#).

**Captioning as an Accommodation.** Court cases (i.e., [No. 11-56259](#)) have made it clear that captioning can be considered an accommodation necessary per an IEP or a 504 Plan, including provision to meet the requirements of ADA. The biggest challenge for students who are hard of hearing is having access to peer-to-peer discussions or classroom discussions. Even when a student has no difficulty accessing teacher instruction using their personal hearing devices or via HAT, it may still be necessary to provide captioning for peer communication.

### Early September Update - recap

**Providing a student with access to communications of peers in group discussions is challenging both from a technology availability perspective as well as from a discipline perspective if the technology is available.**

The team at *Supporting Success for Children with Hearing Loss* has been checking into

best practices being used in K-12 classrooms to identify an approach for combining the use of an FM/DM system and the Interact-AS real-time captioning accommodation to provide better access to communications from both the teacher and from classmates. The [Multimedia Hub](#) from Phonak can be very helpful in addressing this challenge.

This device accommodates multiple microphones and delivers audio to multiple receivers thus allowing the audio from the teacher's microphone and the audio from a Roger Pass-around Mic to be transmitted by the Multimedia Hub to both the student's receiver(s) and to a tablet PC for automated real-time captioning. Of course the benefit of accurate captioning for the D/HH student depends upon the discipline of using the pass-around microphone properly. Click for [more information](#) or [contact Mike Massine](#), Interact-AS Support.

**Next Update Topic: Assessment for Eligibility**

## Using Interact-AS in the Classroom

FREE webinar will be hosted on September 30th.  
About 30-45 minute demonstration of Interact-AS speech-to-text translation for use as an accommodation for students with hearing loss. Students are typically performing within class expectations and are in middle or high school. A reading fluency typical of a 5th grader is important for success with this accommodation.

[REGISTER NOW](#)



## Latest Items & More

### Now On Sale!

[Friends, Like You Kit](#)

[Social Language / Behavior Cards](#)

[Pragmatic Language Observation Scale manual + form](#)

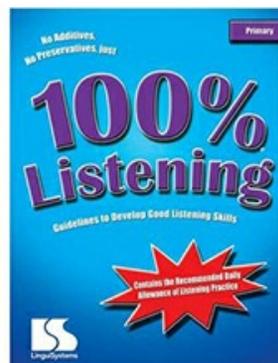
[School's Out! Creating Successful Summer](#)

[Understanding Math Story Problems](#)

[Stand Tall Molly Lou Melon](#)

[Experiences for Children with Hearing Loss](#)

[100% Listening: 2 Book Set](#)



[100% Listening: 2 Book Set](#)  
**On Sale!**

# Quick Links

[Resources for Parents](#)

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

[2017 Supporting Success  
Conference](#)

[Resources for Professionals](#)

[Webcasts for Professional  
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Captioning for Schools](#)

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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!

