




Access is the Name of the Game:
Obtaining Data to Get the Point Across

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Purpose of this Session

The ADA now requires schools to determine levels of effective access to school communication. [Shouldn't we know anyway?]

Differences between ADA and IDEA access and accommodations will be described.

This session will describe ways in which hearing loss professionals can gather data to estimate the level of access for students who are hard of hearing and also for primarily visual learners.



Objectives for this session:

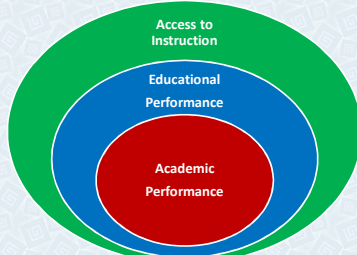
- 1) Describe how ADA and IDEA differ in regard to access and appropriate accommodations.
- 2) Access and use available tools to discuss these issues with school teams.
- 3) Describe assessment procedures to estimate the level of effective communication access for students with hearing loss.



Part I

Describe how ADA and IDEA differ in regard to access and appropriate accommodations.

Recognize the key differences between access concerns, academic concerns and educational performance issues.




The Possibilities for Achievement

- “Given the **opportunities** to learn (**access**)
- **language** (vocab, R/E, pragmatic, literacy...)
- and **academic skills** through (knowledge, comprehension, application)
- **appropriate and efficient modes of communication**, (accommodations & self-advocacy)
- a learner with a hearing impairment should progress in
- **expected patterns** of growth and achievement.” (issue of comorbidity)

Bunch, G. & Meinyk, T. (1989). *American Annals of the Deaf*



The name of the game is access



Hidden Barriers

Noise and distance is just as much a barrier to a student with hearing loss as a narrow doorway is to a student in a wheelchair.

ADHD medication helps children with this disorder to focus and therefore function in the classroom. Distance and noise is every bit as much of an impediment to student focus as asking a child with ADHD to perform well without medication.

The Restrictions of Rowley

One of the first special education court cases was about Amy Rowley, a kindergarten student who was bright but deaf. Because she was 'doing okay' in school without an interpreter, she was denied interpreter services in school.

- The early Rowley case established that students in special education need only be **"reasonably calculated to enable the child to receive educational benefit"**



US Supreme Court is Deciding

- On January 11th the US Supreme Court heard oral arguments to help them decide on whether the "educational benefit" provided by a school district must be "just above trivial" or "meaningful" to satisfy FAPE requirements.
- In depth analysis of the January 11th proceedings made it clear that the Justices were dissatisfied with the ruling that only minimal or non-trivial benefit is acceptable for students receiving special education.
- The more than minimal standard seems likely to be struck down – but replaced with what???
- Stay tuned!



2014 Title II ADA Policy Clarification

- Requires schools to ENSURE that communication is as effective for students with hearing loss as peers
- Effective communication is provided through appropriate auxiliary aids and services
- "affording an **equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement** as that provided by others" and "to participate in and enjoy the benefits of the district's services, programs and activities"

November 14, 2014 DOE/DOJ Policy Clarification
<http://www2.ed.gov/about/offices/list/oeo/oeo-communications/ada-2014-11-14.pdf>



ADA & IDEA – Different bars for achievement

- IDEA** = Schools must provide educational benefit for students but do not have to guarantee that the student reaches his or her full potential.
- Example: Student with 130 IQ achieving Cs or Ds in middle school (assume student is a motivated worker)
- ADA** = affords an **equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement** as others.
- If a child with a 130 IQ who had a hearing loss, with appropriate auxiliary aids and services, should be able to achieve at a rate/level expected of the cognitive potential



2014 Title II ADA Policy Clarification

- Applies to all children with a known hearing loss
- Schools must comply; puts the onus on the schools
- Auxiliary aids and services must be provided in a timely manner – as soon as requested; don't wait for the IEP/evaluation process to be completed
- Schools must honor the individual's choice UNLESS they can prove that an alternative is as effective as that provided to students without disabilities
- Applies to ALL students with hearing loss, not just those who qualify for IEPs or who have 504 Plans
- Applies to perceiving peer-to-peer communication, not just teacher instruction



ADA Policy Clarification FAQ #10 con't

- All students with hearing loss are covered under ADA and may be eligible for IDEA services
- Districts must ensure that BOTH SETS OF LEGAL OBLIGATIONS ARE MET, that none of the rights under each law are diminished or ignored ("educational benefit" + "equal opportunity")
- Services under IDEA MAY satisfy both obligations
- If IDEA services do not ensure communication as effective as peers then ADA obligations have not been met
- Students with hearing loss eligible under IDEA cannot be asked to give up their rights under ADA

BOTH

New Parent and Educator Resource Guide Section 504 and Office for Civil Rights

- The guide describes the school districts' nondiscrimination responsibilities, including obligations to provide educational services to students with disabilities
- Outlines steps parents can take to ensure that their children receive all of the services they are entitled to.
- Another recent document provides FAQ info on student with disabilities in charter schools.

GUIDE <https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>

CHARTER SCHOOLS LETTER
<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201612-504-restraint-seclusion-ps.pdf>

Funding

Under what circumstances may a school district use IDEA funds to pay for auxiliary aids or services to ensure effective communication under ADA?

IDEA funds can only pay for ADA accommodations if the accommodations are specified within the IEP.

If a child receives auxiliary aids and services under Title II ADA that are not included in the child's IEP, IDEA funds may not be used to pay for those services.

Case Example in ADA Policy Clarification

- Tommy – age 13 with significant hearing loss
- CI, relies on lip-reading and social cues, FM use
- Eligible under IDEA (services not stated in case ex.)
- Tommy has above average grades, completed grade level work and interacts appropriately with peers
- Recently Tommy expressed concern that he couldn't hear classmates during class discussions and often must 'fake it.' FM not effective to meet all his needs.
- Based on above-average grades the IEP team determined CART services were not necessary for Tommy to receive FAPE.
- Under ADA, he received CART services



What are Auxiliary Aids and Services?

Auxiliary Aids	Communication Type
Passing notes	Student asking a simple question
Exchange of written materials	Simple 2-way exchange.
Note takers	Standard class lecture.
Assistive listening systems	Large group instruction and small group activities. Could be used during controlled class discussions.
Accessible electronic and information technology	Access to instruction or to all of media material.
Open and closed captioning	Access to video presentations.
Automated speech-to-text translation captioning	Access to large group instruction and 1:1 conversations.
Real-time computer-aided transcription services (CART)	Access to large group, small group instruction and discussions.
Interpreters/Cued Speech Translators	Access to large group, small group instruction and discussions.
Services	
Training for staff, student and/or parents	
Consultation/collaboration among staff, parents, and/or other professionals	

- Notes
- FM
- Computer access
- Captioning videos
- Captioning
 - CART
 - Speech-to-Text
- Interpreters
- Inservice training
- Consultation
- Monitoring

The Cascading Impact of Hearing Loss on Access to School Communication

Fragmented Hearing → Effort → Listening Comprehension → Fatigue → Pace of Learning

Hearing loss is invisible. Someone observing a student with hearing loss may not realize the challenges they face.

Accessibility Considerations Worksheet
For Students with Hearing Loss

Student: _____ School: _____ Date of accessibility review: _____

Review performed by: _____

This is the ADA requires that school ensure effective communication for all students with known hearing loss, including assessment of needs and measurement of effectiveness of communication regularly in evaluation changes. Evidence-based decision-making regarding the level of effectiveness of communication is based on gathering functional performance data generated by formal or informal assessments, observation and student feedback.

After the name of each of the following activities circle the type of communication occurring within that setting. Add as appropriate.

Specify the data collected, develop a statement describing the student's level of communication effectiveness.

Teacher instruction: _____

Class discussion: _____

Small group learning: _____

Learning via media (computers, television, video, Smartboard, etc): _____

School announcements: _____

School assemblies: _____

Physical education and/or school-related sports activities: _____

School media center (library): _____

Other: _____

For more information on the accessibility guide go to <http://successforkidswithhearingloss.com/access-ada>

You cannot have an IEP and a 504 Plan

WRONG

- Although the IEP should have appropriate accommodations specified, the 'bar' for expected student performance is higher within the ADA than it is in IDEA meaning there can be accommodations provided in a 504 Plan beyond the IEP.



There is an additional focus for DHH

- Not just a question of identifying areas of educational performance that are adversely effected (educational, not academic performance)
- The clarification by ADA has shifted the focus to:
 - Can the student communicate as effectively as peers? (perceive verbal instruction & class peers)
 - What is needed to ensure that the hearing loss will not interfere with effective understanding in class, thereby limiting the students' opportunity to reach the same level of achievement as peers without hearing loss?
- **We cannot just rely on grades for this info.**

Every Student Succeeds Act

- Took the place of No Child Left Behind
- Specifies that districts have the flexibility to use both Title I and IDEA funding to develop innovative, evidence-based approaches to assist struggling learners in general education
- With the use of SISPs – **specialized instructional support personnel** (everyone here is an SISP!)
- **SISPs** can provide their expertise in collaboration with teachers and other school personnel to monitor and improve student outcomes in the educational environment.
- www.asha.org/uploadedFiles/Every-Student-Succeeds-Act-Key-Issues.pdf



Part II

Access available tools to discuss hearing loss issues with school teams.



Tools that demonstrate access issues.

Tools to gain the attention of the teacher or team.

Tools that set the stage for them to believe that this student who is 'doing okay' may really be having issues related to access that is interfering with his/her performance. BEFORE sharing data!

Classroom Teacher Study

- **Study says...half of teachers thought hearing loss and academic problems were not linked.**
- **Teachers accused students of daydreaming because they participated inconsistently.**



Study by Ross, Brackett, and Maxon 1991

We Must Advocate for our 'Zebras'!



When you hear loud sounds it is usually horses, not zebras. Only 1 out of 1000 are born with hearing loss. Hearing loss is NOT a hearing disorder. It is a communication disorder. Zebras can cause challenges in learning at the same pace. Supporting Success for Children with Hearing Loss. www.supportingsuccessforchildrenwithhearingloss.org

Decreased access to all of the parts of speech impacts student learning.

- audibility affects...
- language (Swiss cheese)
- phonological awareness
- morphological awareness
- and finally - reading



Specific needs of children with CIs

"Hearing" electroacoustically does not have the same fidelity as hearing through typical ears.

Areas of impact include:

- Auditory experience impacts vocabulary size & auditory skill development
- Memory – storage and recall
- Phonological awareness similar to children with severe hearing loss

See Resources at the end of the session handout

Assumption: Direct instruction is needed for auditory skills development, syntax, morphology and semantics.

Plateau in reading ability at grade 4

- It is imperative for students to be provided with **access to and knowledge of** audibly insalient components of English as they are critical for gaining access to the vocabulary and grammar common in reading materials beyond the third grade.

What We Need to Get Across

- Educators can do much to assist students to obtain age-appropriate English that is acquired by hearing peers and required for academic advancement and employment.
- (1) Adults model grammatically correct English.
 - (2) Adults need to be aware of how difficult it is for students to hear pronouns, articles, and bound morphemes, and, when words or word parts are inaudible to a student, pair sign with speech.
- If children who are DHH cannot hear the quick, quiet morphemes of English, they do not use them; if they do not express them, they do not read them well.

What are some strategies to get across the impact of HL?

Won't a student tell the teacher if they're not hearing everything?

- The problem with "not hearing so good" is that you don't hear what you don't hear and you don't know that you didn't hear because you didn't hear it!
- So even if a teacher asks, "Are you hearing me?" They will almost always say "yes!"
- Can you "see"?
- Vs. Can you understand?
- **Need for self-advocacy!**

Alligators and crocodiles are both members of the reptile family. Alligators have broad snouts and are found in North America, South America, and China. Crocodiles have narrow snouts and are found in Australia and Africa.

VISION PROBLEMS?



AIRPLANE



HERE ARE SOME GLASSES...



AIRPLANE



2015年10月



국립현대미술관

Select a Demo – Audio/Video

Supporting Success for Children with Hearing Loss

Resources for Parents
WHAT'S NEW updates
Resources for Professionals
CATALOG OF Products To
Support Success
Teacher Tools Membership
Webcast Presentations For
Professional Development
INTERACT – at School

Demonstrations: Simulated Listening with Hearing Loss & Devices

- Listening with Hearing Loss
- Listening with FM Systems
- Listening with Cochlear Implants
- Listening with Auditory Neuropathy Spectrum Disorder

Oticon eCaps – a powerful hearing loss simulator for the iPad or PC

Oticon USA eCaps Pro Download Page

Download eCaps Pro for iPad
Download eCaps Pro for PC

**Fred Flintstone
YouTube
Video**

<http://successforkidswithhearingloss.com/demonstrations/>

Relationship of Hearing Loss to Listening and Learning Needs

Relationship of Hearing Loss to Listening and Learning Needs

Child's Name: _____ Date: _____

41-55 dB HEARING LOSS

Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
- Consistent use of amplification and language intervention prior to age 6 months increases the probability that the child's speech, language and learning will develop at a normative - Without amplification, child may understand and conversation at a distance of 2.5 feet if sentence structure and vocabulary are known - The amount of speech input missed each 5% or more with 40 dB loss and 35% or more with 50 dB loss - Without early amplification the child is likely to have delays in developing syntax, limited vocabulary, imperfect speech production and low voice quality - Addition of a visual communication system to supplement audiological hearing aid, especially if language delays and/or additional disabilities are present - Even with hearing aids, child can "hear" but may miss much of what is said in the classroom or even at home - With personal hearing aids alone, ability to perceive speech and learn effectively in the classroom is at high risk - A personal FM system to overcome classroom noise and distance is typically necessary	- Children build trust with negative impact on self-esteem as child is accused of "hearing" "daydreaming" or "not paying attention" - Communication will be significantly compromised with this degree of hearing loss, if hearing aids are not worn - Socialization with peers can be difficult, especially in noisy environments - Cooperation in group, cooperative learning, attendance, lunch or recess - May be more isolated than classmates due to effort needed to listen	- Consistent use of amplification (hearing aids - FM) is essential - Needs favorable classroom acoustics, seating arrangements - Consistent program exposure by a specialist in child-of-hearing impairment to coordinate services is important - Depending on early intervention success in preventing language delays, special academic support will be necessary if language and educational delays are present - Attention to growth of oral communication, reading, written language skills, auditory skill development, speech therapy, self-esteem therapy - Teachers/instructors engaged with attention to communication access and acceptance

Comments:

<http://successforkidswithhearingloss.com/impact-on-listening-and-learning>

Impact on Understanding Language and Speech

Possible Social Impact

Potential Educational Accommodations and Services

9 hearing loss degrees / types

Functional Interpretation of Hearing Thresholds on the Audiogram – Make sense of FLE Results too

Degree of Hearing Loss	General Issues with this Degree of Hearing Loss	Audibility of Speech Sounds (percent perceivable for understanding for listening in quiet) will be significantly poorer in noise									
		"Soft speech" 35 dB HL "Conversational speech" 45 dB HL "Teacher speech" 50 dB HL									
20-25 dB	Impact of a 20-25 dB hearing loss can be compared to ability to hear when index finger is placed in ears. A 20 dB or greater hearing loss in the better ear can result in absent, inconsistent or distorted parts of speech, especially word endings (s, ed) and unemphasized sounds. Behavior may be confused for immaturity or inattention. May be unaware of subtle conversational cues which could cause child to be viewed as inappropriate or awkward.	<table border="1"> <thead> <tr> <th>Audibility</th> <th>Audibility</th> <th>Audibility</th> </tr> <tr> <th>40%</th> <th>80%</th> <th>95%</th> </tr> </thead> <tbody> <tr> <td>Missing Sounds: f, s, th, p, k, v, z, g, zh, ch</td> <td>Missing Sounds: f, s, th, p, k, v, z</td> <td>Missing Sounds: All sounds detected but not as loud as normal</td> </tr> </tbody> </table>	Audibility	Audibility	Audibility	40%	80%	95%	Missing Sounds: f, s, th, p, k, v, z, g, zh, ch	Missing Sounds: f, s, th, p, k, v, z	Missing Sounds: All sounds detected but not as loud as normal
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25-30 dB	Child can "hear" but misses fragments of speech leading to misunderstanding. Degree of difficulty experienced in school will depend upon noise level in the classroom, distance from teacher, and configuration of the hearing loss, even with hearing aids. Will miss unemphasized words and consonants, especially with a high frequency hearing loss. Often experiences difficulty learning early reading skills, i.e., letter/sound associations. Barriers begin to build with negative impact on self-esteem as child is accused of "hearing when he wants to", "daydreaming" or "not paying attention". May believe he/she is less capable due to difficulties understanding in class. Child begins to lose the ability for selective listening, and has increasing difficulty suppressing background noise causing the learning environment to be more stressful. Child is more fatigued due to effort needed to listen. FM needed to access verbal instruction. Repeat key student discussion.	<table border="1"> <thead> <tr> <th>Audibility</th> <th>Audibility</th> <th>Audibility</th> </tr> <tr> <th>25%</th> <th>65%</th> <th>81%</th> </tr> </thead> <tbody> <tr> <td>Missing Sounds: f, s, th, p, k, v, z, g, zh, ch</td> <td>Missing Sounds: f, s, th, p, k, v, z, g, zh, ch</td> <td>Missing Sounds: f, s, th, p, k, v, z, g, zh, ch</td> </tr> </tbody> </table>	Audibility	Audibility	Audibility	25%	65%	81%	Missing Sounds: f, s, th, p, k, v, z, g, zh, ch	Missing Sounds: f, s, th, p, k, v, z, g, zh, ch	Missing Sounds: f, s, th, p, k, v, z, g, zh, ch
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30-35 dB	Child can "hear" but misses fragments of speech leading to misunderstanding. Degree of difficulty experienced in school will depend upon noise level in the classroom, distance from teacher, and configuration of the hearing loss, even with hearing aids. Will miss unemphasized words and consonants, especially with a high frequency hearing loss. Often experiences difficulty learning early reading skills, i.e., letter/sound associations. Barriers begin to build with negative impact on self-esteem as child is accused of "hearing when he wants to", "daydreaming" or "not paying attention". May believe he/she is less capable due to difficulties understanding in class. Child begins to lose the ability for selective listening, and has increasing difficulty suppressing background noise causing the learning environment to be more stressful. Child is more fatigued due to effort needed to listen. FM needed to access verbal instruction. Repeat key student discussion.	<table border="1"> <thead> <tr> <th>Audibility</th> <th>Audibility</th> <th>Audibility</th> </tr> <tr> <th>15%</th> <th>45%</th> <th>60%</th> </tr> </thead> <tbody> <tr> <td>Missing Sounds: f, s, th, p, k, v, z, g, zh, ch</td> <td>Missing Sounds: f, s, th, p, k, v, z, g, zh, ch</td> <td>Missing Sounds: f, s, th, p, k, v, z, g, zh, ch</td> </tr> </tbody> </table>	Audibility	Audibility	Audibility	15%	45%	60%	Missing Sounds: f, s, th, p, k, v, z, g, zh, ch	Missing Sounds: f, s, th, p, k, v, z, g, zh, ch	Missing Sounds: f, s, th, p, k, v, z, g, zh, ch
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Teacher Tools Materials Library

Why Involve the Teacher of the Deaf/Hard of Hearing On the Student Support Group Team and the IEP?

Hearing loss is not a learning disorder. Hearing loss by itself does not affect cognitive ability or disordered language. Hearing loss reduces the ability to overhear or benefit from incidental language learning, which is how most vocabulary and social behaviors are learned. Hearing does not reduce typical hearing. This includes FM systems. Hearing does cause a barrier to accessing teacher instruction and peer-to-peer communication, especially in a typical classroom where there is some background noise and the teacher is further than 2 feet from the student.

A student may be able to "hear" the teacher, but miss enough of the speech sounds to not fully understand. The story in yellow illustrates the challenge of listening comprehension with fragmented hearing. This level of missing bits and pieces of speech is typical of what is faced by a child with extremely poor hearing aids. If you were very familiar with the story "The Country House and the City House" it may not be difficult for you to understand the story. If you had never heard the story, it would probably be difficult to understand who it was about and what happened. Certainly unknown vocabulary, listening at a distance and in a full of noise in an active classroom all work together to make accessing what is said a considerable challenge.

Areas of learning most likely to be impacted by hearing loss:

- Vocabulary: Gaps due to decreased ability to overhear incidental language
- Early reading: Phonological/phonemic awareness issues related to not distinctly hearing speech sounds
- Language processing: Issues due to fragmented hearing, vocabulary gaps, syntax, listening rate, not understanding words in context
- Syntax: Incomplete understanding of rules (i.e., cannot hear /s/ or /ed/ endings so do not understand plural, possession, past tense)
- Listening skills: Can be challenges with simple discrimination of sounds, phrases or comprehension of conversation or verbal instruction in class (they may hear but not process full meaning)
- Understanding intentions/emotions of others and nonverbal social cues
- Learning information from different perspectives, critical thinking
- Social language: socially awkward due to delays in pragmatic language development, how to interact appropriately with peers
- Attention/ distractibility: Periodic frustration due to listening fatigue and gaps in understanding, "tuning out" when it is hard to understand
- Positive or negative attitude in responding when they do not understand what was said, lack of self-advocacy
- Understanding group discussions or participating in small group work due to distance/noise in class and socially

Any of these areas can adversely impact school performance and social behavior. All of these issues can contribute to cumulative challenges in academic performance and school function over time.

Teachers of the deaf/hard of hearing can recommend assessment appropriate to identifying issues in these vulnerable areas. They can provide insight into team assessment results based on their knowledge of how hearing loss impacts development and learning. Only 1% of IEPs are for children who are deaf or hard of hearing. Hearing assessment results without these insights often causes these low incidence issues to go unrecognized. Teachers can provide insight, training or consultation to school staff and families. They can assist in determining appropriate accommodations and modifications. While a special education teacher can address academic issues and a speech therapist can address speech/language issues, the teacher of the deaf/hard of hearing can address all of the issues above and support improvement in student performance, using knowledge specific to the hearing needs of students with hearing loss.

Steps to Assessment

A Guide to Identifying Learning Needs for Children with Hearing Loss

HANDOUT to share with teachers or school team

Keep in Mind:
Areas of learning most likely to be impacted by hearing loss:

And also specifics...

- General information on low incidence and behaviors (zebras, not horses)
- Allow the teacher/team to experience challenges
- Relate to specific level of hearing loss
- Relate to student's specific observable behaviors
- Relate to specific functional abilities revealed through assessment

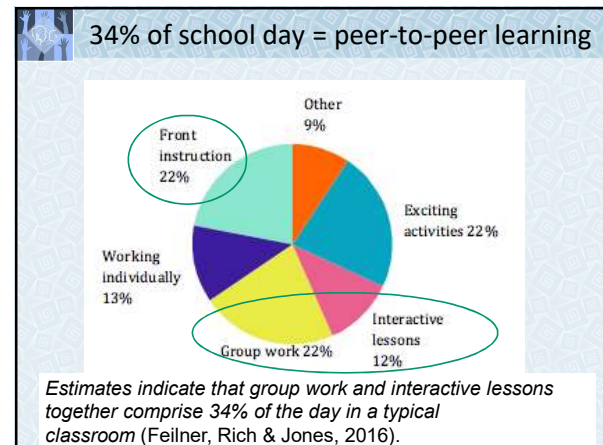
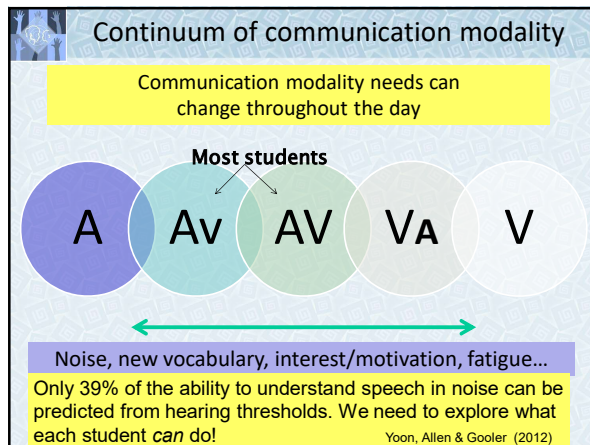
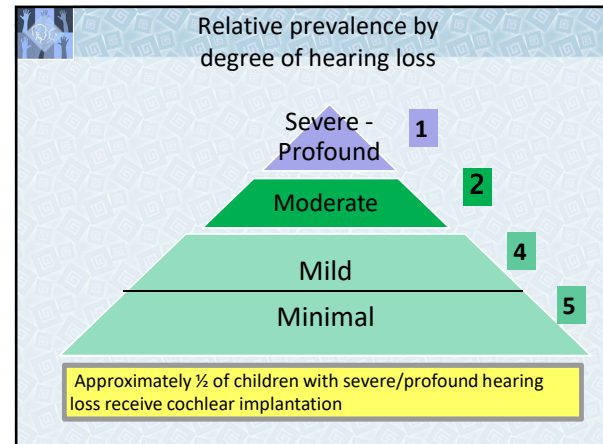
Part III

Gather data to estimate the level of access for students who are hard of hearing and also for primarily visual learners.

It all comes down to effective communication / equal access

- Growing up with a hearing loss results in students being at risk for listening, language, social issues
- The hearing loss is an access issue that interferes with effective communication in the classroom
 - Access to teacher instruction
 - Access to peer-to-peer communication
- Degree of access issues need to be identified and accommodations provided, regardless of student grades
- If you've seen one kid with hearing loss, you've seen one kid with hearing loss

We need to estimate access to classroom communication



Assessment of Communication Effectiveness

Comparing to class peers

- Classroom observation to identify functional performance issues

Auditory Learners

- Precision listening ability – what sounds are missed?
- Functional listening ability
- Student / Teacher Reflections of performance
- Listening comprehension (informal and formal)
- Other measures, including norm-referenced

What does he do with what he can hear, compared to peers with typical hearing?

Classroom Observation

- **Communication Lens**
 - How much instruction does the student understand?
 - What is his level of classroom interaction?
- **Participation & Social Language Lens**
 - What self-advocacy strategies are used?
 - What does he do when he doesn't understand?
 - How well does he understand/interact socially?
- **Curriculum Lens**
 - Strengths/gaps observed during verbal instruction?
 - Strengths/gaps during class/group discussion?
 - Use/benefit of hearing/access technology?

Gather Data on Specific Behaviors

FREQUENCY – # of times, or how often a student behavior occurs

- “Tyler turned to watch his peers offering oral responses 2/9 times or 22% of the time.”

DURATION – total time a student is engaged in a specific behavior

- “During Marianne’s 45 -minute civics class on October 12, she attended to the interpreter 44% of the time. The longest interval of attending was 5 minutes.”

LATENCY – elapsed time between an event and the expected behavioral response

- “In the morning it takes William 7 minutes to follow instruction after the teacher gives a direction. In the afternoon it takes William 4 minutes to follow instruction after the teacher gives a direction.”

Systematic Classroom Observation

Observational Record of Behavior of Deaf and Hard of Hearing Students

Student: _____ School: _____ Date: _____ Observer: _____

Observe the student during an instructional or non-instructional period. Rank as follows:
0 – not observed, 1 – frequently observed, 2 – infrequently observed, 3 – rarely observed

Rank	Comments
0	
1	
2	
3	

Handout

Example: Teacher Interviews

Preschool S.I.F.T.E.R.
Screening Instrument For Targeting Educational Risk
In Preschool Children (age 3 through Kindergarten)

S.I.F.T.E.R.
Elementary Grade Screening Instrument For Targeting Educational Risk

Secondary S.I.F.T.E.R.
Screening Instrument For Targeting Educational Risk in Secondary Students

LM's Preschool SIFTER results

May of Kindergarten

The above child is suspect for hearing problems which may affect his/her ability to listen, pay attention, develop language, follow teacher instruction and learn normally. This rating scale has been designed to fit out children who are at risk for educational delay and who may need further evaluation. Based on your knowledge of this child, circle the number that best represents his/her behavior. If the child is a member of a class that has students with special needs, comparisons should be made to normal learning characteristics of normal developmental children. Please share additional comments about the child on the reverse side of this form.

Question	ABOVE	AVERAGE	BELOW	Rank	Comments
1. How well does the child understand basic concepts when compared to classmates (e.g., colors, shapes, etc.)?	5	4	3	1	
2. How often is the child able to follow two-part directions?	5	4	3	2	
3. How well does the child participate in group activities when compared to classmates (e.g., coloring, sharing)?	5	4	3	1	
4. How distinguishable is the child in comparison to his/her classmates during large group activities?	5	4	3	2	
5. What is the child's attention span in comparison to classmates?	5	4	3	2	
6. How well does the child pay attention during a small group activity or story time?	5	4	3	2	
7. How does the child's vocabulary and word usage skills compare to classmates?	5	4	3	2	
8. How proficient is the child at relating an event when compared to classmates?	5	4	3	2	
9. How does the child's overall speech intelligibility compare to classmates (i.e., production of speech sounds)?	5	4	3	2	
10. How often does the child answer questions appropriately (verbal or sign)?	5	4	3	2	
11. How often does the child share information during group discussions?	5	4	3	2	
12. How often does the child participate with classmates in group activities or projects?	5	4	3	2	
13. Does the child play in socially acceptable ways (i.e., turn taking, sharing)?	5	4	3	2	
14. How proficient is the child at using verbal language or sign language to communicate effectively with classmates (e.g., asking to play with another child's toy)?	5	4	3	2	
15. How often does the child become frustrated, sometimes to the point of losing emotional control?	5	4	3	2	

<http://successforkidswithhearingloss.com/tests/>

LM's SIFTER

Nov. of Grade 1

The above student is suspect for hearing problems which may or may not be affecting his/her school performance. This rating scale has been designed to fit out students who are educationally at risk possibly as a result of hearing problems. Based on your knowledge from observations of this student, circle the number best representing his/her behavior. After answering the questions, please record any comments about the student in the space provided on the reverse side.

Question	ABOVE	AVERAGE	BELOW	Rank	Comments
1. What is your estimate of the student's class standing in comparison to that of his/her classmates?	5	4	3	2	
2. How does the student's achievement compare to your estimation of his/her potential?	5	4	3	2	
3. What is the student's reading level, reading ability group or reading readiness group in the classroom (e.g., a student with average reading ability performs in the middle group)?	5	4	3	2	
4. How distinguishable is the student in comparison to his/her classmates?	5	4	3	2	
5. What is the student's attention span in comparison to that of his/her classmates?	5	4	3	2	
6. How often does the student hesitate or become confused when responding to oral directions (e.g., "Turn to page...")?	5	4	3	2	
7. How does the student's comprehension compare to the average understanding ability of his/her classmates?	5	4	3	2	
8. How do the student's vocabulary and word usage skills compare with those of other students in his/her age group?	5	4	3	2	
9. How proficient is the student at telling a story or relating happenings from home when compared to classmates?	5	4	3	2	
10. How often does the student volunteer information to class discussions or in answer to teacher questions?	5	4	3	2	
11. With what frequency does the student complete his/her class and homework assignments within the time allocated?	5	4	3	2	
12. After instruction, does the student have difficulty starting to work (fidgets at other students working or asks for help)?	5	4	3	2	
13. Does the student demonstrate any behaviors that seem unusual or inappropriate when compared to other students?	5	4	3	2	
14. Does the student become frustrated easily, sometimes to the point of losing emotional control?	5	4	3	2	
15. In general, how would you rate the student's relationship with peers ability to get along with others?	5	4	3	2	

Language – Basis of Understanding

- Relationship between thought and word
- Medium for access and interaction
- Works with memory to connect ideas
- Controls emotions (inner voice)

Precision Listening

Precision Listening: Iowa Medial Consonant Test

- Worth the time! Doing the Ling sounds and WDS testing does NOT inform you as to the completeness of the child's speech perception.
- Administer the sounds from 10 feet to a friend wearing earplugs. How long did it take to do?

<http://ct-c>

HANDOUT

Find the "Listening Bubble" size for Ling Sounds

Ling Sound Listening Bubble Checklist For Young Children

Listening to Ling Sounds at Different Distances

Based on the child's responses to sound, place Y (Yes), M (Maybe), or N (No) in the boxes.

Ling Sound	AMPLIFICATION Hearing Aids (Age 35 m, HAge 29 m)				
	15 FEET	10 FEET	6 FEET	3 FEET	1 FOOT
OO	N	Y			
AW	N	Y			
EE	N	Y			
M	N	M	Y		
SH	N	M		Y	
S	N	N	N	Y	
VOICED TH	N	N	N	N	Y

<http://successforkidswithhearingloss.com/tests>

ELFLing Results

- At a distance of 6 feet, which is typical of a being preferentially seated in a classroom, Willy is able to respond only to the loudest and lowest pitch sounds (oo, ee, aw, m, sh) in quiet.
- Although he may be able to detect speech (oo, ee, aw) at 6 feet in noise (you 'see' that he hears you) the signal is not clear enough for consistent understanding.
- At further teaching distances (i.e., 10-15 feet), Willy's ability to detect to any of the sounds was not possible in any noise.
- Thus, his "listening bubble" for optimal speech perception, and therefore language learning, is from 1-3 feet in quiet or noise. Therefore FM use is necessary and he will have significant difficulty understanding peers.

ELFLing

Comparing Functional Listening in the Classroom – How well do class peers discriminate words?

Results in %	Age 3-5 M - F	Age 6-8 M - F	Age 9+ M - F
Quiet 50 dB	98-98	98-98	99-96
Quiet 35 dB	95-96	97-98	98-96
50 dB @ +5 S/N	93-94	94-95	97-93
50 dB @ 0 S/N	91-92	91-93	95-93
35 dB @ 0 S/N	90-92	91-90	91-90

How do children without HL perform in noise?

- 1999 data from Bodkin, Madell, and Rosenfeld
- 126 typically hearing children ages 3-17 years
- Listening at 35 and 50 dB HL
- Age appropriate open set single word lists (NU-C, PBK, W-22)
- Competing noise = 4-talker babble.

The typical child performed at 90% or better = GOAL

Functional Listening Evaluation 8 conditions

- Child repeats age appropriate words, phrases or **sentences**
- Lists presented close (3 ft or 50 dB) and far (12 ft or 35 dB) to represent classroom communication
- Quiet/Noise while Watching/Not Watching
- Compare estimated ability to perceive speech

	close/quiet 50 dB	close/noise +5 S/N 50 dB	distant/quiet 35 dB	distant/noise +5 S/N 35 dB
Auditory only	95% or better?	90% or better?	95% or better?	90% or better?
Auditory and visual				

FL is at <http://successforkidswithhearingloss.com/tests/tests-by-other-authors>
Recorded Functional Listening Evaluation Using Sentences available: SSCHL

Recorded FLE Practice Sentences

- The fruit came in a box
- A boy ran down the path
- The match fell on the floor
- The milk is by the front door
- The new road is on the map
- A broom is in the corner



<https://www.youtube.com/watch?v=4tOxoMaKXG4&feature=youtu.be> 75-minute FLE webcast too!

THE RECORDED FUNCTIONAL LISTENING EVALUATION USING SENTENCES

Recorded so you can play the CD through your computer or on an iPad

Condition order:

- Auditory/visual/quiet/close
- Auditory/quiet /close
- Auditory/visual/noise/close
- Auditory/noise/close
- Auditory/visual/noise/far
- Auditory/noise/far
- Auditory/quiet/far
- Auditory/visual/quiet/far

Also lists for FM use:
Only conditions from far distance
3 extra lists in quiet

Recorded FLE YouTube Intro and Webcast



<https://www.youtube.com/watch?v=4tOxoMaKXG4>

THE RECORDED FUNCTIONAL LISTENING EVALUATION USING SENTENCES: Calculable Summary Form

Auto-calculating summary form

The FLE is one of the most powerful tools we have to get across the listening challenges of students with hearing loss and the benefit of hearing assistance technology.

	close/quiet 50 dB	close/noise +5 S/N 50 dB	distant/quiet 35 dB	distant/noise +5 S/N 35 dB
Auditory only	84%	72%	72%	64%
Auditory and visual	92%	84%	80%	68%

How much would this student hear/understand when a peer answers a question from across the room?

Does this student have communication access that is as effective as class peers?

Remember 34% of the school day is peer-to-peer learning.

Visual Analogy of Functional Listening Comprehension

86% 72%
76% 64%

IMPACT OF HEARING LOSS ON LISTENING COMPREHENSION

Listening in quiet from a close distance 86%

Listening in quiet from across the room 72%

Listening in noise from across the room 64%

Listening in noise from across the room 76%

<http://successforkidswithhearingloss.com/tests>

- | Type of Situation | Add together the responses to the following question numbers: | Total | Average |
|-------------------|---|-------|---------|
| Quiet | $1 + 2 + 3 + 15 = \underline{\quad} + \underline{\quad} + \underline{\quad}$ | | |
| Noise | $6 + 9 + 12 + 14 = \underline{\quad} + \underline{\quad} + \underline{\quad}$ | | |
| Distance | $7 + 11 + 13 = \underline{\quad} + \underline{\quad}$ | | |
| Social | $5 + 9 + 11 = \underline{\quad} + \underline{\quad} + \underline{\quad}$ | | |
| Media | $4 = \underline{\quad}$ | | |

What if the student was only observed in a quiet 1:1 setting? Would this information truly provide information about the equality of communication access/ effectiveness?

**STUDENT
L.I.F.E.**

Always difficult.



LIFE-R Classroom Situations - Teacher talking in front of room - Teacher talking with back turned - Teacher talking while moving - Student answer during discussion (FM mic?) - Understanding directions (given 1-2) - Other students making noise - Noise outside of room - Multimedia - Listening in fan noise - Simultaneous large and small group	LIFE Additional/Social Listening Situations - Cooperative and small group learning - Announcements - Listening in a large room - Listening to others when outside - Listening to students during informal social times
---	---

Photos, student selects answer and the LIFE-R forwards to the next question

- “paper versions” free on SKHL.com/tests
- “photo version” in Teacher Tools Library
- Free internet version that engages students in answering the 15 questions

Listening Inventory for Education
Life Student Appraisal

<http://successforkidswithhearingloss.com/tests/life-r>

The e-LIFE-R Generates Reports!
Accommodations, Self-Advocacy, Challenges!

Listening Inventory for Education

- Instruction Manual
- Record Student Information
- Before-LIFE Questions - Tell Me About the Listening Setting
- LIFE Student Appraisal
- Questions - Current Self-Advocacy Strategies
- Report: Generate Accommodations Suggestions
- Report: Generate Self-Advocacy Suggestions
- Report: Summary of Listening Challenges
- Downloads:
 - LIFE Teacher Appraisal (Pre-test/Post-test)
 - LIFE Teacher Checklist of Student Self-Advocacy Strategies

Summarizes the most challenging situations.

Valuable pre/post test information.

Easily prioritized for discussions on self-advocacy activities.

Easy to see areas of communication challenge that REQUIRE effective accommodation

Summary of School Listening Challenges

Name: Alex Jones
Grade: 5
Date completed: Friday, August, 2012
Session ID: 1345229942
Teacher: Thomas
School: Happy Valley

Hearing Aid: Left and Right
Cochlear Implant: None
Bone Anchored Device: None
Type of Classroom Hearing Technology: Personal FM
Trial Period: None

Of the 15 Listening Inventory For Education questions, the following situations were rated as Always Difficult (☹☹☹), Mostly Difficult (☹☹), or Sometimes Difficult (☹):

Alex's most challenging listening situations:

- Teacher talking while moving
- Student answering during discussion
- Multimedia (video, computer)
- Listening with fan noise on
- Cooperative small group learning
- Announcements
- Listening in a large room (assembly)
- Listening to others when outside
- Listening to students during informal social times

TOP PRIORITIES

Student/teacher strategies should be implemented for the following school listening situations:

- Cooperative small group learning
- Listening in a large room (assembly)
- Listening to others when outside
- Student answering during discussion
- Announcements

Listening Inventory For Education-Revised (LIFE-R.)
Teacher Appraisal of Listening Difficulty

By Karen L. Anderson, PhD, Joseph J. Smalino, PhD, & Carrie Spangier, AuD

Name: _____ Grade: _____ School: _____
Teacher: _____ Hearing Aid: ☐ User: _____ Date LIFE Completed: _____
Type of Classroom Hearing Technology: _____

LIFE Classroom Listening Situations

Headnote: Based on your observations, please mark the response that best describes the student's level of challenge when listening and learning in each of the situations described below. If you have no idea how to answer an item, leave the item blank. Thank you for your assistance.

	Always Easy (☺☺☺)	Mostly Easy (☺☺)	Sometimes Difficult (☺☹)	Mostly Difficult (☹☺)	Always Difficult (☹☹☹)
1. Student's ability to focus on/follow large group verbal instruction (i.e., teacher front of room):	5	4	3	2	1
2. Student's ability to focus on/follow verbal instruction when you are moving about the room:	5	4	3	2	1
3. Student's ability to focus on/understand verbal responses by other students seated across the classroom from him/her:	5	4	3	2	1
4. Ability to attend when listening to directions presented to the whole class (focus):	5	4	3	2	1
5. Ease of following directions provided to large group (hesitation before beginning work):	5	4	3	2	1
6. Ability to focus on/understand peer comments during small group work:	5	4	3	2	1
7. Comfort during social involvement (informal peer conversation in comparison to peers):	5	4	3	2	1
8. Overall rate of listening/learning in comparison to class peers (rate of comprehension):	5	4	3	2	1

Comments: (Additional equipment use problems, etc.) _____

CLASSROOM LISTENING SCORE

Sum of items 1-11 (0-55 possible)	Post test _____
No listening challenges at all	55
Occasional listening challenges	40
Sometimes experiences listening challenges	25
Often or regularly has listening challenges	10
Almost always has listening challenges	5

Ratings:

- No challenge or very rare
- Occasionally challenged
- Sometimes challenged
- Often/regularly challenged
- Almost always challenged

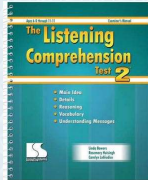
Informal Assessments of Listening Comprehension

- **Estimating Listening Comprehension – 1**
 - Teacher reads a passage from a text and have the student answer prepared comprehension questions. Perform several trials and average % correct.
 - Compare to at least 2-3 'typical' class peers.
 - Can also listen to a lecture during observation and come up with 15-20 questions.
 - Typical listening comp. is 70% for gr 1-12 when known vocabulary is used

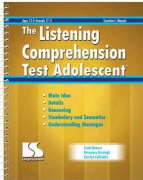
Do the same for visual learners, this time also have the interpreter/transliterators providing visual access of the information to the student.

- **Estimating Listening Comprehension - 2**
 - Use listening comprehension materials available for ESL populations.
 - Teacher reads the paragraph and then asks the questions provided from 'typical' distance OR plays the YouTube video of the story and questions, in audio only condition
 - Do so with/without various accommodations
 - For evidence-based practice, a minimum of 2-3 'typical' learners should also be assessed for the sake of comparison of communication effectiveness of peers <https://en.islcollective.com>

Listening Comprehension Test



Age 6 to 12



Age 12 to 18

Looks at classroom situational listening

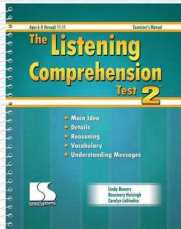
- Main idea
- Details
- Reasoning
- Vocabulary
- Understanding the message

Can be administered to auditory AND for visual learners

Listening Comprehension in Background Noise in Children **with Normal Hearing**

- 2013 Study of eighteen 6-10 year olds
- Performed Listening Comprehension in a booth with -5 S/N noise
- All areas affected in high noise
- Least affected was main idea (1/2)
- Most affected was details
- Understanding messages subtests

**Extra effort needed to process what is said
Interferes with memory/comprehension**



• **How are DHH students truly comprehending?**

Informal Assessment of Fatigue & Listening

Informal Assessment of Fatigue and Learning

Fatigue Scale		0	1	2	3
0 = less of a problem than is usual for my age	2 = more than usual				
1 = no more than usual	3 = much more than usual				
1. Do you have problems with tiredness?					
2. Do you need to rest more?					
3. Do you feel sleepy or drowsy?					
4. Do you have problems starting things?					
5. Do you lack energy?					
6. Do your muscles have less strength (feel weak)?					
7. Do you feel weak?					
8. Do you have trouble concentrating?					
9. Do you make slips of the tongue when speaking?					
10. Do you find it more difficult than others to find the correct word?					
11. How is your memory?					
Fatigue Total					

Maximum typical scores in each area provided for grades 4-9

Developmental Test of Auditory Perception (DTAP)

- Norm referenced – comparing student with hearing loss to performance of age peers
- Student (age 6+) listens to a CD; 5 subtests
 - Phonemes in isolation
 - Word discrimination (bed-beg: same or different?)
 - Rhyming sounds (all language related)
 - Tonal patterns
 - Environmental sounds (nonlanguage related)

Results in normed scores

- Language Auditory Perception Index
- Nonlanguage Auditory Perception Index



Developmental Test of Auditory Perception
DTAP
Examiner Record Form
Carol R. Reynolds, Judith K. Voors, M.A. Pearson

Section 1. Identifying Information
Name: Amber Johnson Female ☒ Male ☐ Grade: 3
Teacher/Guardian Name: _____
Date Tested: _____
Date of Birth: _____
Age: 8 6 10
School: _____
Examiner's Name: _____
Examiner's Title: _____

Section 2. Record of Scores and Interpretation/Examiner Notes

Auditory Perception Index	Raw Score	Index Rank	Descriptive Term	Index	Difference Score	Interpretation
Language (LAP)	62	1	Substantially Below Average	35	27	Not Significant
Nonlanguage (NAL)	51	52	Average	101	50	Not Significant
Background Noise (BN)	38	4	Substantially Below Average	74	36	Not Significant
No Background Noise (NBN)	77	27	Average	91	14	Not Significant
Composite Auditory Perception (CAP)	43	3	Substantially Below Average	79	36	Not Significant

Interpretation: This student's hearing loss substantially impacts auditory perception, especially in background noise. She also performs substantially more poorly on language-loaded items. This appears to be consistent with her later amplification use and self-reported language delay.

"Thus, listening for fine auditory differences was a challenge for Amber, especially when background noise was present."

Compared to typically hearing and typically developing age peers, Amber's auditory perception was significantly impaired."

Test of Auditory Processing Skills - 3

Focuses on higher order functions involved in understanding of spoken language
AGEs 4-19 years

Measures:

- phonologic ability
 - Word discrimination
 - Segmentation
 - Blending
- memory
 - Forward & reversed
 - Word
 - Sentence
- auditory cohesion
 - Comprehension
 - reasoning

Digs into our kids' vulnerable areas!

Assessment of Communication Effectiveness

Comparing to class peers

- Classroom observation to identify functional performance issues

Communication effectiveness is reliant on the skill level of the interpreter/transliterator.
Need to assess their skills!

Visual Learners and SimCom/TC Learners

- Tracking and attention in the classroom – compare to peers
- Functional listening ability including sign conditions
- Student / Teacher Reflections of performance
- Comprehension of visual inputs (informal & formal)
- Other measures, including norm-referenced

What does he do with what he can perceive visually, compared to peers with typical hearing?

Tracking Visual Attention

- Record and/or observe a student during verbal instruction and peer-to-peer activities.

WHO IS THE STUDENT WATCHING?

- Teacher - Peers - Interpreter - Off-Task Behavior
 - Lecture, including when i.e., SmartBoard is referenced
 - Assignments/directions
 - Class discussion / Group work
- "During Marianne's 45 -minute civics class on October 12, she attended to the interpreter 44% of the time. The longest interval of attending was 5 minutes." **What was she doing the other 56% of the time? Effective comm?**
- In general, how well are other visual supports accessed?

Adapted FLE for Visual Learners

	Close (3 ft) Auditory	Close Aud + Vis (Lipreading)	Close Sign (+ Auditory)	Far (12 ft) Sign (+ Auditory)
Quiet	95% or better?	95% or better?	95% or better?	90% or better?
Noise	90% or better?	90% or better?	90% or better?	90% or better?

If no amplification is used then only close and far sign would be performed.

Response: Students could write down the sentences to determine if meaning perceived is equivalent to the written sentences.

Expressive Communication Effectiveness

Record/observe the student throughout all class communication types below. How does he express himself when the opportunity arises in each situation?

- Through interpreter
- Student voicing
- Student texting
- Nonverbal gestures
- Passing handwritten notes
- Other method used in class
- Also collect information on any methods used for expressive communication for homework other than written assignments (i.e., VLOG)



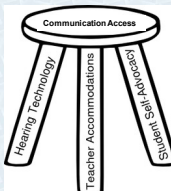
- Assess Student Sign Skills to Indicate the Foundation of Access
- Receptive and Expressive Communication Continuums
 - Identify the student's optimal type of communication based on school situations A Av AV VA V for both receptive and expressive communication
 - https://texasdeafed.org/uploads/files/general-files/Clerc_Center_Student_Language_and_Communication_Profile_Summary.pdf
- ASL Receptive Skills Test (ages 4-13)
 - <http://vl2.gallaudet.edu/resources/asl-assessment-toolkits/asl-receptive-skills-test/>

Access – the name of the game

Goal: access to the general education curriculum

How:

- **Maximize Input** – hearing technology/visual input
- Teacher provides **accommodations** to make verbal instruction and class discussion as fully accessible as possible
- Student learns skills to allow him to fully benefit from classroom communication – **Self-Advocacy**



The diagram shows a stool with three legs. The top horizontal bar is labeled 'Communication Access'. The three legs are labeled 'Hearing Technology', 'Teacher Accommodations', and 'Student Self-Advocacy' from left to right, respectively.

Summary



- Understand and advocate for “access as effective as others” in school
- Gather data to estimate how well the student is able to access communication in the classroom
- Use data to ‘get the point across’ and to justify the need for accommodations
- Gather data to determine if recommended accommodations are effectively allowing student to ‘compete’ in accessing verbal instruction and supporting full participation in the mainstream classroom