

ITINERANT SERVICES FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

*Have Car,
Can Teach!*



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If you can't eat
without a
steering wheel
in front of you,

**you might be
an itinerant.**



2

If the UPS man,
asks for your list
of short cuts and
back roads,

**you might be an
itinerant.**



3

If there's no room
for groceries in
your trunk,

**you might be an
itinerant.**



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Objectives:

Effective itinerant practices:

to identify student needs
to recognize types and levels of service
to implement quality service
to teach efficiently and effectively

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A **Highly Qualified** Itinerant Teacher



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A **Highly Qualified** Itinerant Teacher

Medical



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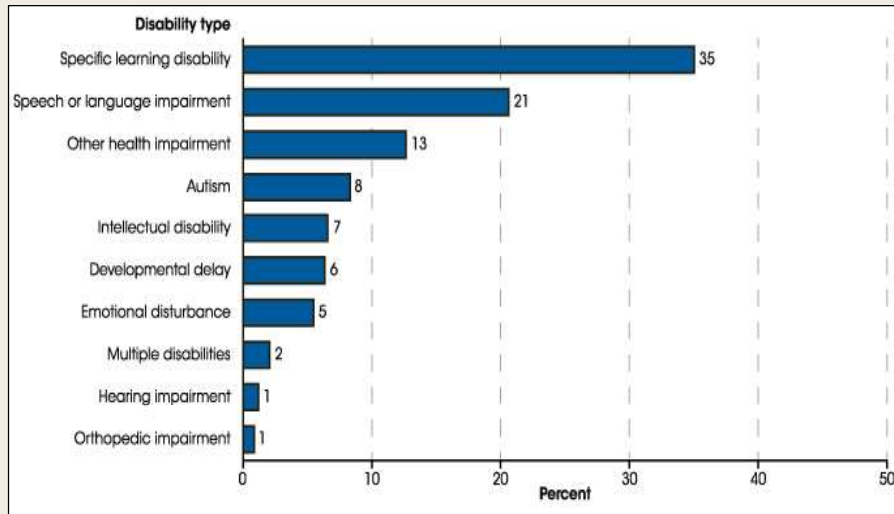
What is 'hearing impaired'?



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Hearing impaired is an IDEA disability classification

2013-14 IDEA Percentage of distribution age 3-21 (13% of all students)



Deaf

*“any person whose development of communication skills occurred primarily through visual channel, and whose current mode of **communication is primarily visually-based.**”*

*“**Audiologically** - any person whose auditory system is sufficiently damaged so as to preclude the auditory-alone development and comprehension of oral language, even with the best sound amplification.”*

Pure tone threshold average of 90dB or greater

1 to 3 per thousand births

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Hard of Hearing

*“a child that develops speech and **language skills primarily through the auditory mode** and employs a primarily auditory-verbal system of communication.”*

- *“While many may depend upon visual cues for interpersonal communication **vision is still a secondary** channel compared to audition.”*
- *“More like hearing children than they are like deaf children*
- *average between 26 and 70dB in the better ear*

16 per 1,000 school age children

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Minimal Sensorineural Hearing Loss

Unilateral

(equal to or greater than 20dB threshold average in the poorer ear)

Bilateral Minimal

(average pure-tone thresholds between 20dB and 40dB bilaterally)

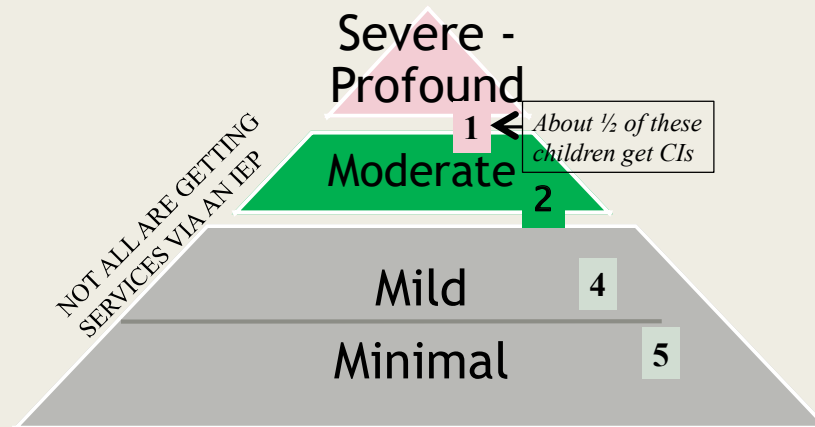
High Frequency

(air-conduction thresholds greater than 25dB at 2 or more frequencies above 2,000 Hz in one or both ears)

Overall hearing loss prevalence rate of 11.3%

with 5.4% displayed MSHL

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Relative Prevalence by Degree of Hearing Loss

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An itinerant understands and can explain hearing.

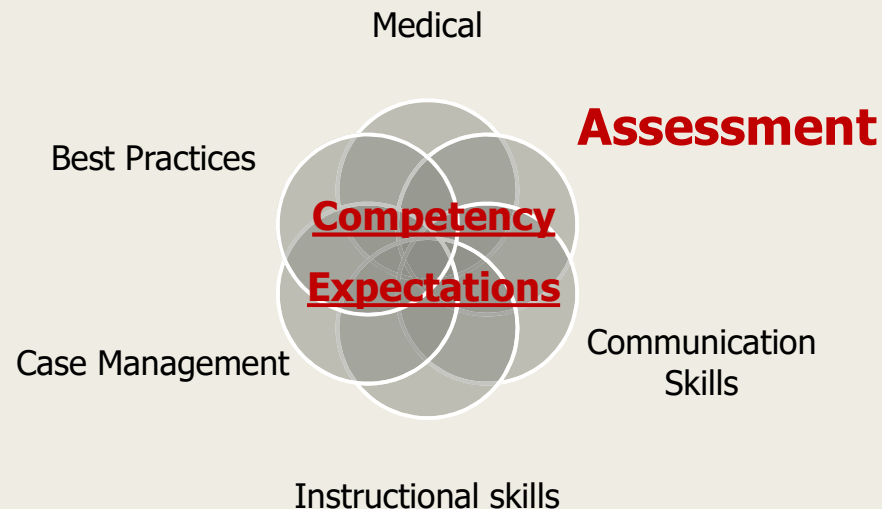
'Hearing impairment' is a low incidence area of disability,

however

hearing loss effects at least 1 in 10 school children in our country.

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Why do they need service?



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Unlike other Spec. Ed.

NOT a learning, cognitive, or attention disorder

Learning disorders

- affect **how** a person understands, remembers and responds to new information.
- an inherent brain difference
- can involve attention, speaking, reading, writing, math

“Given the opportunities to learn language and academic skills through appropriate and efficient modes of communication, a learner with a hearing loss should progress in expected patterns of growth and achievement.”

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

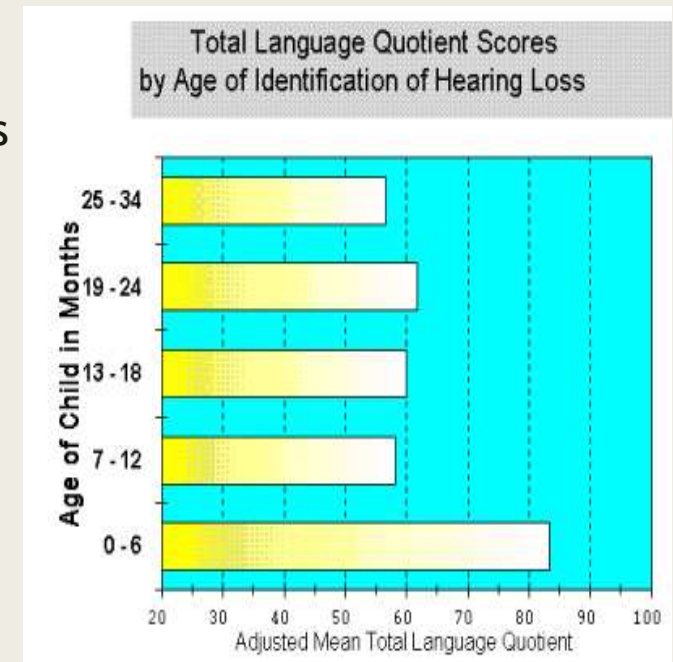
Hearing loss is an **ACCESS** Issue

- barrier to learning in the classroom
- impacts social interactions
- often *invisible*
- creates CUMULATIVE learning gaps

Hard of hearing students are often ignored or their needs are minimized because they are not ‘Deaf enough’

Hearing aids and other hearing devices

do NOT return normal hearing.

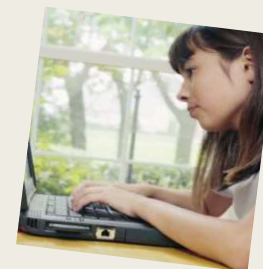


A child with hearing loss will **ALWAYS**

- miss more information
- with a greater level of effort as compared to their hearing peers



Comorbidity



40% of children identified with hearing loss have other educationally significant issues



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Does the child need service to

IDEA

“support the use of assistive technology devices and assistive technology services, to

maximize accessibility

ADA

“afforded an **equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement** as others”

November 14, 2014 DOE/DOJ Policy Clarification

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If you've seen one child with hearing loss,
you've seen **one child with hearing loss!**

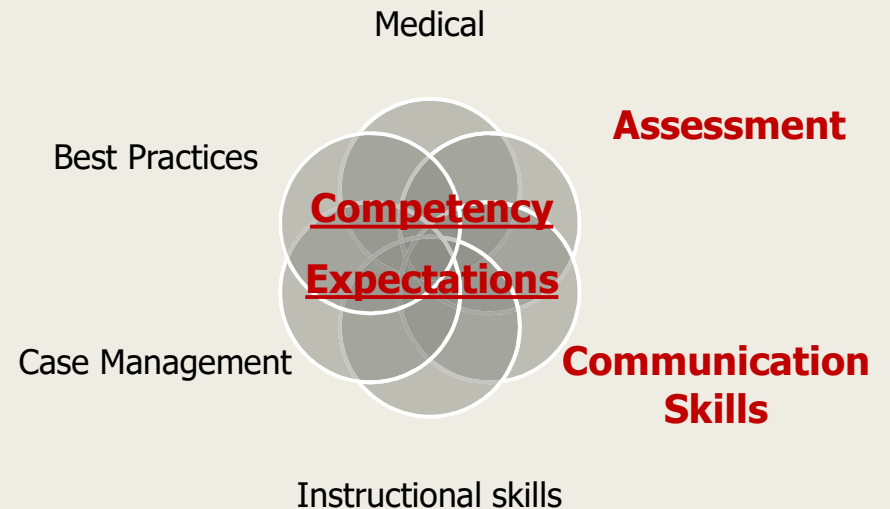
The question is not **IF** they need support,
but **HOW MUCH** support is needed to achieve commensurate to cognitive peers.

What does an itinerant do?



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At eligibility an **itinerant teacher is part of the determination team.**



IDEA states:

“Decision made by “**Multidisciplinary evaluation team**”

That includes a **minimum of 1 spec. ed. teacher or other specialist knowledgeable of each suspected disability area**

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An itinerant teacher gathers data.

IDEA states:

- **Determine the present levels of performance and the educational needs.**
- No single procedure or criterion may be used.

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Performance review:

- **Review records**
look for discrepancies, previous testing, other factors
- **Observe student in classes.**
What area of class work is the student having difficulty with and why?
What is the functional level?
- **Get teacher input**
Performance compared to cognitive peers
Evaluate rigor of class

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An itinerant develops a detailed picture of the child.

- **hearing perception** - deaf, hard of hearing, minimal
 - *Speech perception*
 - *In quiet and noise*
- **hearing health** - infections, age of onset
- **amplification** - type, quality, history
- **auditory experiences** - history of previous intervention
- **functional data** - interviews, medical records, observations
- **school issues** - academic, social, maturity

Share with ALL evaluators

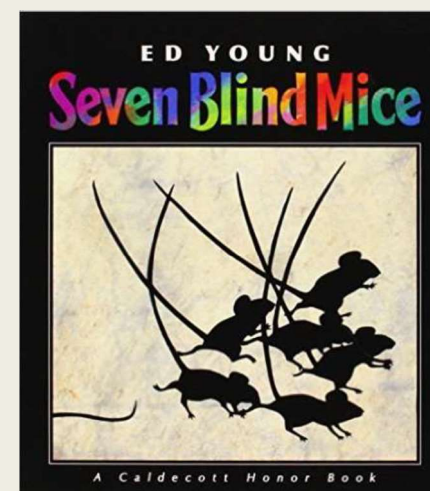


An itinerant teacher may do screenings, observations, and evaluations in:

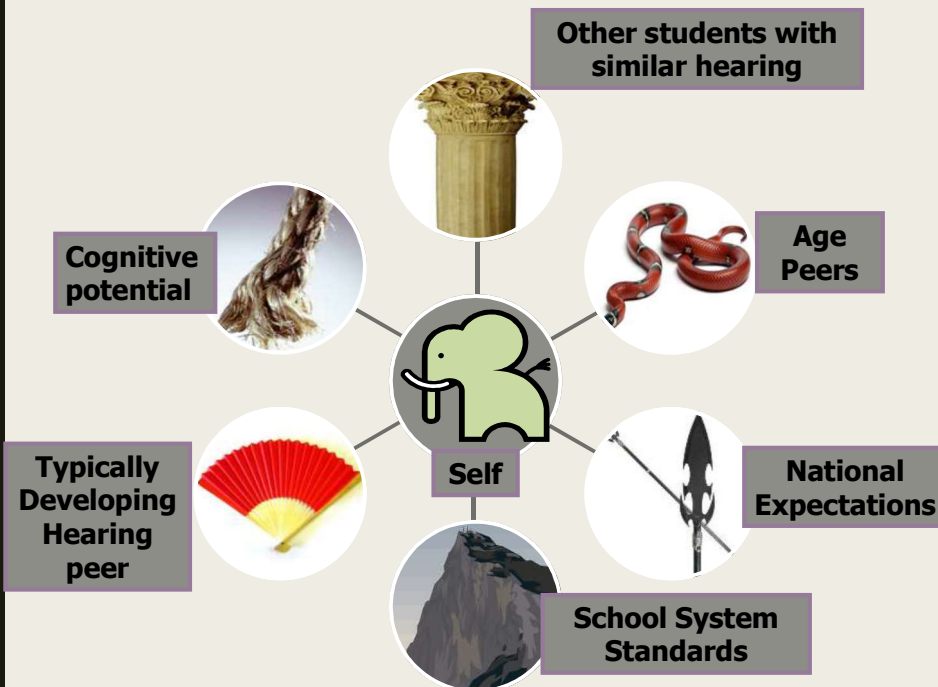
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|---------------------------|-------------------------------|
| ■ <u>Vocabulary</u> | ■ <u>Literacy</u> |
| ■ <u>Language</u> | ■ <u>Memory</u> |
| ■ <u>Listening Skills</u> | ■ <u>Functional Listening</u> |
| ■ <u>Comprehension</u> | ■ <u>Self advocacy</u> |

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Compared to what?



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1. Compared to self

- *response to intervention*
- *able to generalize across settings*



2. Compared to other students with similar hearing

- *comorbidity*
- *memory*
- *auditory processing skills*



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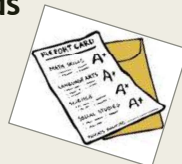
3. Compared to age peers

- *social impact of hearing loss*
- *maturity*



4. Compared to school system standards

- *grades on a report card*
- *class rank*



5. Compared to national expectations

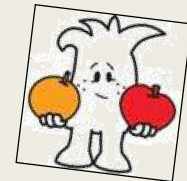
- *standardized testing*



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6. Compared to typically developing hearing student

- *HI issues, listening skills*
- *vocabulary*
- *language development*
- *degree of hearing loss*



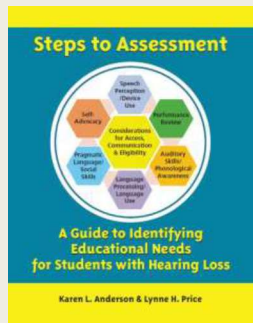
7. Compared to the future

- *potential*
- *cognitive ability*
- *transition*



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Specific Assessments:



Auditory Perception Test for HI (APT-HI)
Test of Auditory Comprehension (TACL)
Test of Auditory Perception Skills (TAPS)
Phonological Awareness Test (PAT)
The Listening Comprehension Test
Language Processing Test
Vocabulary Tests (EOW & ROW)
Communication Tests
Cognitive Assessment

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**An itinerant teacher
assures validity of results,
analyzes protocols,
discusses findings.**

IDEA requires:

IEP team include an individual who can

**interpret the instructional
implications of the evaluation results**

[IDEA §300.321(4)(i),(5)].

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Assure test validity and optimum response

Manage testing session procedure and duration
Create best listening environment

time of day length of session
location - noise level, vision support, seating

Check equipment

Attend to **student's behavior** as an indication of perception, fatigue, behavior, or thought process.

Analyze test protocols

task responses and behavior can indicate:

- *Difficulty with attending and listening,*
- *Weak processing or memory skills,*
- *Lack of repair strategies*
- *Misinterpretation of language*
- *Poor vocabulary knowledge*



Compare results with other assessment tools
done by other examiners.

Special factors ALWAYS apply.

Results are impacted by:

- the student's ability to **access** information;
- speech perception & understanding of spoken language
- history of early intervention,
- use of technology,
- language and social interaction skills



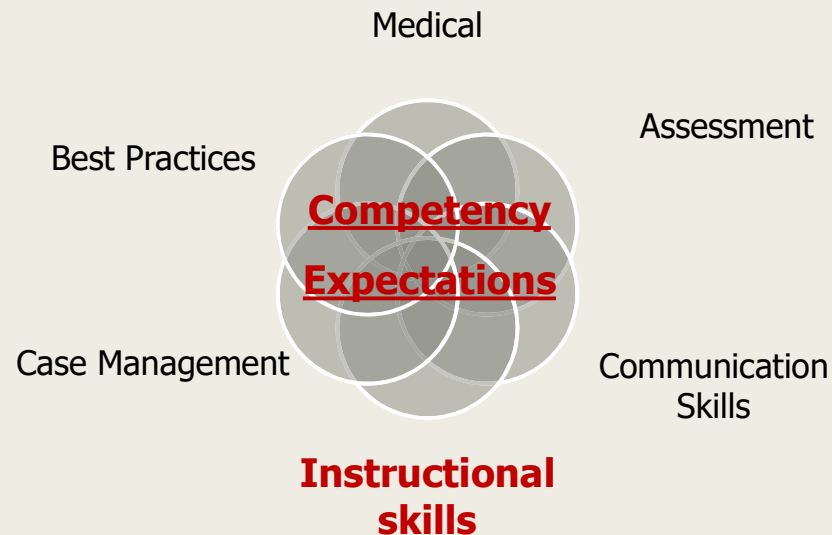
These must be considered throughout the process.

An itinerant develops goals unique to each child.



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A **Highly Qualified** Itinerant Teacher



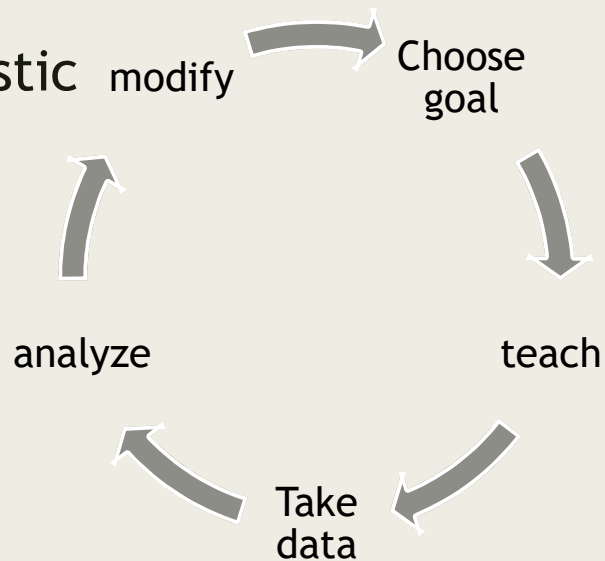
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What and how do I teach?



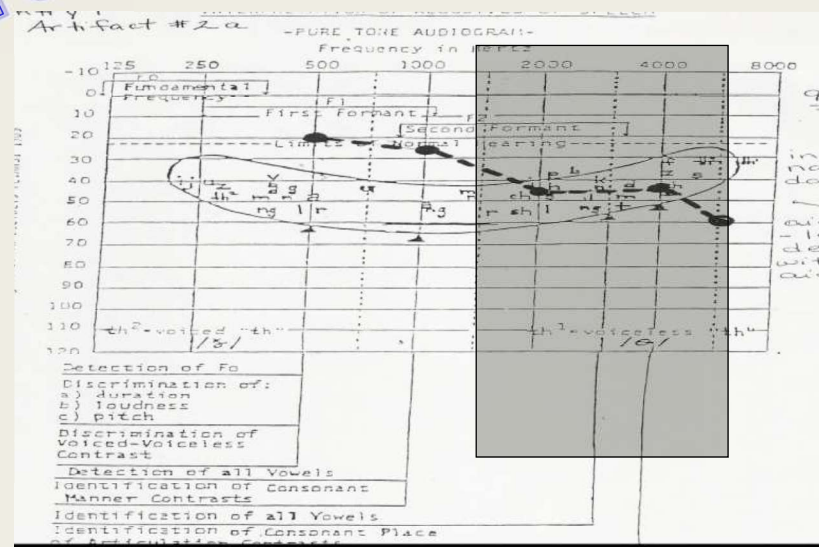
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An itinerant
uses a
diagnostic
model.



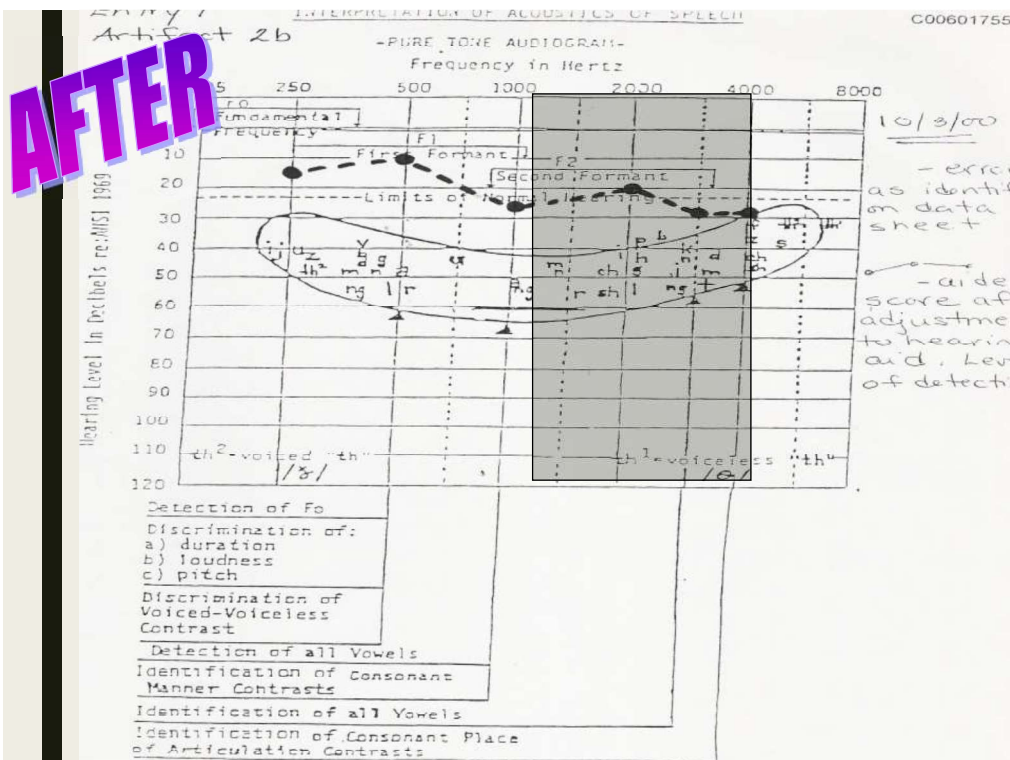
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BEFORE

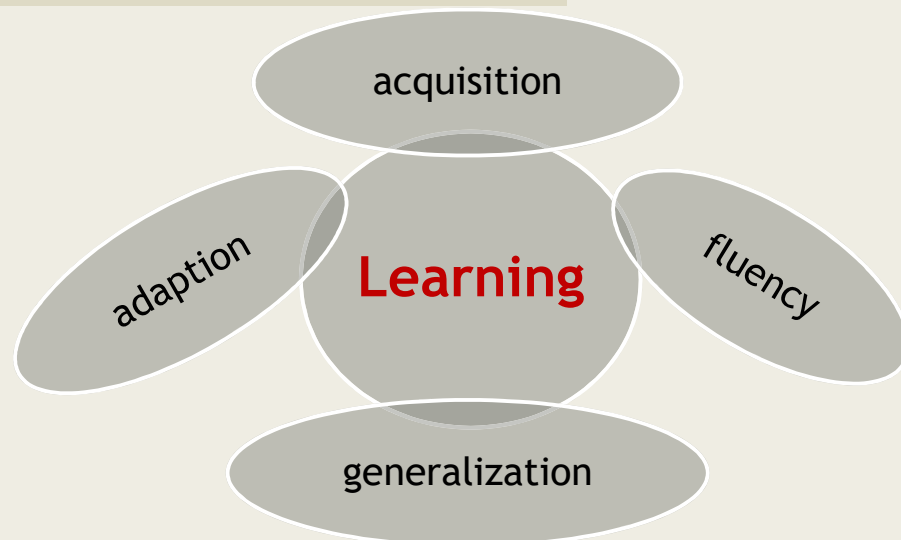


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An itinerant develops deep learning.



Stage 1: Acquisition

What is learned?

Measure:

Percent Correct

■ Instructional strategies:

1. Modeling
2. Demonstration
3. Prompting

Stage 2: Fluency

What is the response rate?

Measure:

Behavior per amount of time

■ Instructional strategies :

1. Drill: Active repeated responses
2. Overlearning (Maintenance)

Stage 3: Generalization

What is applied?

Measure:

Transfer to a new setting

Instructional strategies:

- Practice - new response with other responses.
- Discrimination - Behavior in presence of one stimulus but not another.
- Differentiation - reinforce responses to stimulus while slowly varying one essential aspect of the stimulus

Stage 4: Adaption

What's new?

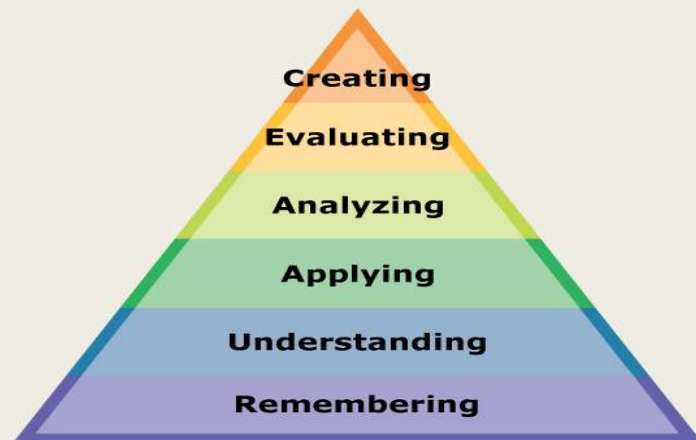
Measure:

Change response when needed.

Instructional strategies:

- Problem solving
- Multiple experiences multiple environments with heavy feedback

Cognitive - thinking



Goals based on learning hierarchy.

Knowledge - *answer* who, what, when and where questions.

Understanding - *explain* the relationship between key elements in the story.

Apply - *connect* elements in the story to personal experience.

Analyze - *demonstrate* awareness of story components and key concepts

Evaluate - *evaluate* importance and value of content

Create - *create* a new idea related to story content

An itinerant teaches both skills.

academic

Content information and vocabulary

Measured by curriculum tools

Emphasis on amount and accuracy of knowledge

functional

Situation information and vocabulary

Measured by application of learned skills

Emphasis on problem solving skills and communication ability

An itinerant teach underlying auditory skill to support academics

- Vocabulary
- Listening Skills
- Memory
- Comprehension
- Decoding

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An itinerant develops functional self advocacy skills.

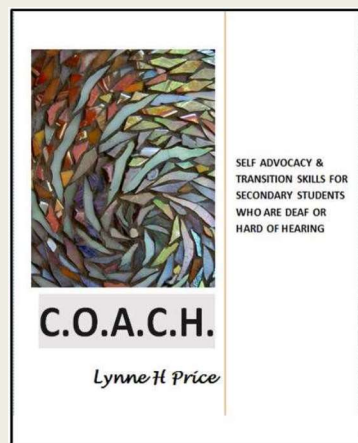
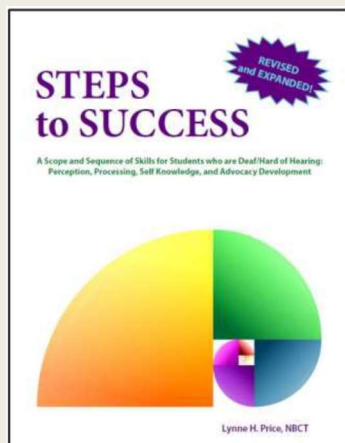
How to:

communicate effectively and efficiently
access to information through technology
participate fully in a chosen situation
analyze situation for needs,
plan for and accessing support, and
use social skills to support interaction

The **GOAL** is:

an effective listener,
a successful communicator,
a proficient reader,
and
a knowledgeable consumer
of goods and services.

Skill development



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Steps to Success goal areas:

Perception and Processing:

1. Understanding hearing
2. Using technology
3. Developing language processing skills

Knowledge of self:

4. Self knowledge
5. Social interaction & language
6. Self management - organization, decision making

Advocacy:

7. Rights & access
8. Accommodation and advocacy

Goal 1 - Hearing Science

	Basic	Intermediate	Advanced
Strand 1 Anatomy, mechanics & process of hearing	Label and locate basic parts of the ear on a diagram. State the function of parts of the ear. Explain different types of hearing loss in relation to parts of the ear.	Label & locate all parts of the ear on a diagram. Sequence the hearing process. List and describe key causes of hearing loss including genetics, illnesses, and drug use.	Use appropriate terms for structures of the ear in oral and written communication. Describe changes in types of energy during the hearing process. Give a personal hearing history timeline including onset, diagnosis, treatments, and any changes in hearing status.
Strand 2 Audiogram	Locate & define information on an audiogram. Describe differences in degrees of hearing. Describe role of professionals – ENT, audiologist.	Describe personal perception of sound and speech as shown on an audiogram. Explain difference between aided & unaided perception. Name and list contact information for personal support staff	Compare audiological information over time to determine stability of hearing. List listening difficulties based on intensity and frequency of perception. Delineate process of accessing professional support in any situation.

C.O.A.C.H. instruct areas

C - Concern

- Conversation - review of issues in each class
- Knowledge of self and emotional factors

O - Observe

- Functional listening
- The Human Factor - Social Intuition

A - Access

- Identify accommodation options
- Situation analysis
- Timeline of access

C - Collaboration

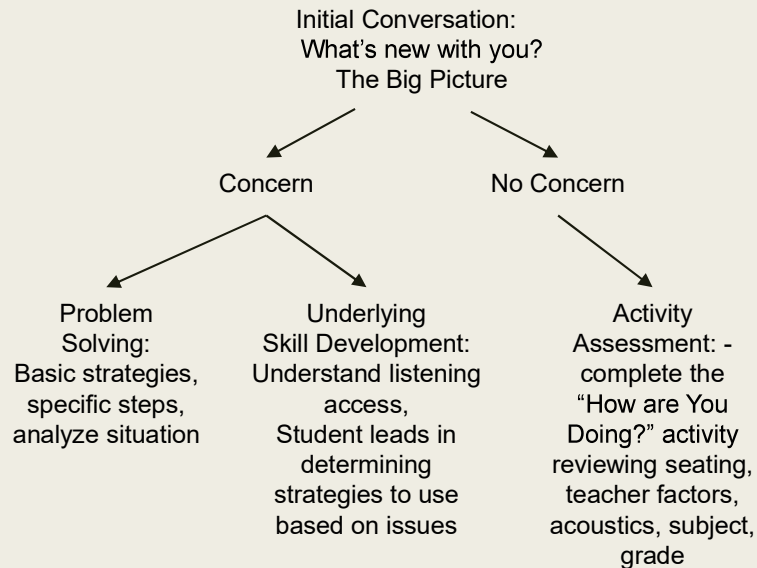
- Social language
- The issue of disclosure

H - make it Happen

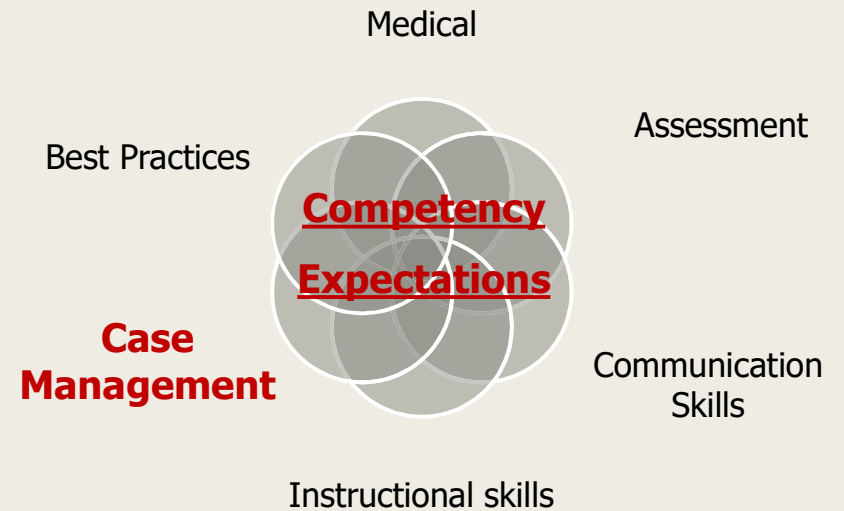
- Problem solving

C.O.A.C.H. Instructional Model

Session Steps



A **Highly Qualified** Itinerant Teacher



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How do you manage caseload?



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30 minutes twice a week?

Scheduling service delivery

- # times per report card period
- one on one & in class time
- skill driven
- weekly or block

Include:

observation time,
assessment,
collaboration



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Yearly calendar



Begins in May

“I’ll have a tall nonfat soy with whip” (caseload)

“This is a hearing aid. If you see it, please pick it up & take it to the office.” (communication)

Pat on the back time. (caseload)

♪ Put your right foot in, take your right foot out.♪
(instruction)

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Aug. (before school)

Can’t be in 2 places at the same time (caseload)

You are the apple of my eye. (communication)

♪ I’ll be there. ♪ (communication)

Beginning of school year

“and who are you?” (caseload, communication)

Walk the halls (instruction)

Meet n’ Greet (instruction, communication)

Watch n’ Learn (instruction)

♪ Getting to know you ♪ (instruction)

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‘Till winter break

Don’t Get Sick (instruction)

Check the horizon (management)

Spring is coming!

Still, don’t get sick (instruction)

Add and delete (management)

Beg, plead, justify, negotiate (communication)

Second period science (management & communication)

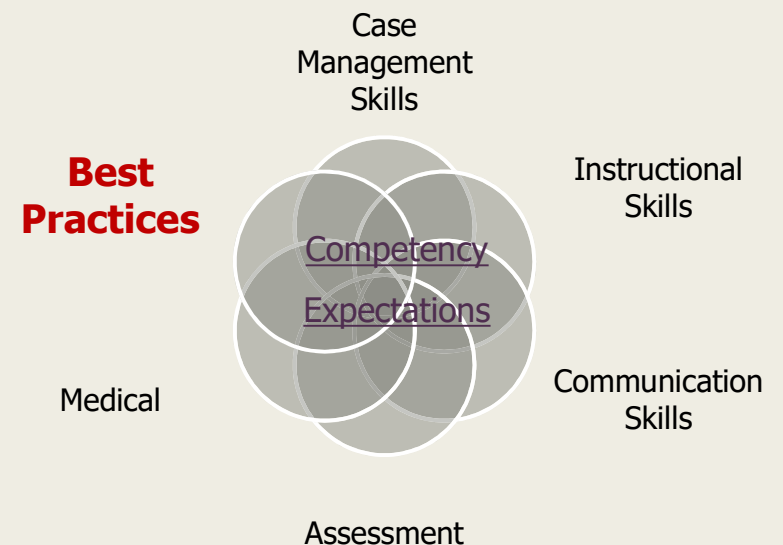
After Spring Break

“.....and the winner is!” (communication, instruction)

Heart to heart (management)

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An itinerant handles it all.

“Given the **opportunities** (*access*)
to learn **language** (*vocabulary, literacy, pragmatic, social*)
& **academic skills** (*knowledge, comprehension, application*)
through **appropriate & efficient modes of communication**,
(*accommodations & self advocacy*)

a learner with a hearing loss should progress
in **expected patterns** of growth and achievement.”
(*issue of comorbidity*)

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