

Itinerant Services for students who are deaf or hard of hearing

Have car, Can teach

Lynne H Price – lhprice@msn.com

Objectives:

- ways to identify student needs
- describe types and levels of service
- give models of implementing service
- what to teach and how to teach it

Hearing loss has an overall prevalence rate of 11.3% with 5.4% displayed MSHL

“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.

- Is a barrier to learning in the classroom
- Impacting social interactions
- Is often *invisible*
- Creates CUMULATIVE learning gaps due to lack of incidental learning

A child with hearing loss will ALWAYS miss more information with a greater level of effort as compared to their hearing peers.

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

IDEA states: “support the use of assistive technology devices and assistive technology services, to maximize accessibility for children with disabilities.”

ADA states: “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”

What does an itinerant do?

- Member of multidisciplinary evaluation team because requires minimum of 1 spec. ed. teacher or other specialist knowledgeable of each suspected disability area
- Assess aspects in area of disability – vocabulary, language, listening skills, comprehension, decoding, memory, functional listening, self-advocacy
- Determine present level of performance and educational need by gathering data
- Conduct a performance review – records review, observation, teacher input
- Interpret evaluation results and instructional implication by assuring validity, analyzing protocols, and discussing findings

Compare performance to:

- self – performance over time,
- other students with similar hearing
- age peers
- national expectations – SAT, ACT
- school system standards – grades, EOG, EOC
- typically developing hearing peer
- cognitive potential

Itinerant model is a diagnostic teaching model that develops deep learning.

- Stage 1 – acquisition – model, demonstrate, prompt
- Stage 2 – fluency – drill and over learn
- Stage 3 – generalization – practice, discriminate and differentiate
- Stage 4 – adaptation – problem solve and have multiple experiences

Goals based on learning hierarchy (Bloom's taxonomy)

- 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*

Goals and objectives are both academic (teach underlying auditory and language skills) and functional

(self-advocacy - 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.)

Goals focus on helping student become an effective communicator, competent reader, and knowledgeable consumer of goods and services

Self- advocacy – elementary and early middle school

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. Determining Accommodation Needs & Best Advocacy 8. Understanding Privacy & Rights

- Secondary level

C.O.A.C.H – a student/teacher partnership instructional model that develops problem solving skills and teaches underlying skills to support access.

Instructional 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

Caseload management –

Scheduling service delivery

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

Include: observation time, assessment, collaboration

Yearly Calendar:

Month:	Caseload Management	Communication:	Instruction:
May:	Observe and recommend teachers for next year.	May is Better Speech & Hearing Month - promote	Teach routines & procedures for next year.
	Review goals & summarize	In-service general school staff	
	Chart caseload & predict need		
August:	Do an assessment profile and timeline for each student	In-service individual teachers & staff	
(before school:)	Create or update student files	Establish school contact procedure	
	Chart caseload – pull out time	Contact parents and address concerns	
		Teacher questionnaire	
1st Month of school:	Set up contact list for each student & school	Establish presence at school	Locate key places in school
	Get a location to work	Visit principal & staff	Locate & meet key people in school
	Observe in class	Observe in class – get student & teacher use to seeing you there	Establish common interests & background with student
Fall:	Concentrate on skill mastery & data collection		Concentrate on specific skill instruction
	Assess need for service changes		
Winter:	Make changes to service delivery plans	Communicate with administration as to needs	Concentrate on skill instruction
	Look at next school year	Plan & establish next year schedule (secondary)	Plan & establish next year schedule (secondary)
Spring:	Analyze year's growth in skills & determine areas needing further study		Assess mastery of goals

“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*)

A highly qualified itinerant teacher's competency expectations

