

Identifying Challenges and Adaptations for Improved Performance in the Mainstream Classroom

Karen L. Anderson, PhD Summer Institute – Day 1 Morning DHH School-Age

Objectives of this session:

- Discuss the unique skills and knowledge s/he brings to the IEP team as a strategy for effective IEP development.
- Discuss strategies for identifying the degree to which a student is accessing verbal instruction or the curriculum as a part of ongoing assessment
- Discuss methods to identify appropriate adaptations in the classroom to support success.

Sections

- What we know about the ‘new DHH learner’
- Expanded core curriculum
- Unique skills the DHH teacher brings to the team
- Common Core Standards
- Identifying access to classroom instruction
- Continuums – communication and services
- Identifying appropriate adaptations
- Considering service delivery challenges

Who are these students?

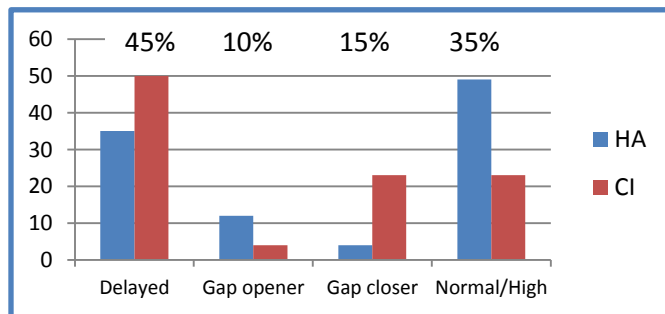
- Numbers per degree of hearing loss: For every 1 child with severe/profound hearing loss there are 2 with moderate HL and 4 with mild HL and 5 with minimal HL.
- **Mild hearing loss** (26-40dB): At 30 dB may miss **25-40%** of classroom speech; At 40 dB may miss **50%** of classroom speech. Without hearing aids, it isn't unusual for children with mild hearing loss to have a **2 year language delay** by school entry due to having a smaller listening bubble and reduced ability to overhear language.
- Children with cochlear implants: 1 out of 10 deaf children implanted in 2000; 1 out of every 2-3 implanted by end of 2010
- Changing demographics: almost 2/3 now spend most of their day in regular ed. classrooms (2008 – more now!) <http://www2.ed.gov/about/reports/annual/osep/2008/parts-b-c/index.html>
- Unilateral hearing loss: 1 of every 5 babies identified with hearing loss at birth; they are at 10x the risk for school issues
- Reading Performance AYP for reading (Colorado 2004 vs 2005): AYP 1:1 – 40%; >1 yr – 40.8%; < 1 yr – 18.7%. In WA?

New data from Christi Yoshinaga-Itano (2010)

- Language growth of 135 children age 4-7 who were cognitively normal from English speaking families with hearing parents. Assessed for language growth 3-4 times from 48-84 months of age. Median age of identification was 3 months and start of early intervention – 8 months
- **49** cochlear implant users & **38** hearing aid users (mild – profound loss)

Results were categorized into 4 groups:

- Delayed performer: any score below age level
- Gap Closer – delayed at age 4 but caught up by 7
- Gap Opener – okay at 4; significant delay by 7
- Normal/High performer
- More CI gap closers (21%) than HA (13%); More HA gap openers (18%) than CI (3%)
- CI gap closers had severe or progressive HL (not born with profound HL). No children with profound HL were gap closers
- Most CI gap closers had mother's with college degrees and graduate education
- More children with HA who had severe to profound HL were below 10% than with CI
- Difference in trajectories related to amount of language access a child had from 0-4 yrs.



Turn-and-Talk

- Briefly, what changes have YOU noticed in the abilities / needs of children who are DHH?
- Students in the mainstream especially struggle with _____

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EXPANDED CORE CURRICULUM FOR D/HH

Children with Hearing Loss....

- **May** have a unique language and culture. **Will** have issues regarding Hearing vs. OVERhearing. **Will** have issues related to reduced opportunities for incidental learning. This is why the Expanded Core Curriculum is necessary for children who are deaf/hard of hearing

Areas of the Expanded Core Curriculum -DHH

- Audiology
- Career Education
- Communication
- Family Education
- Functional Skills for Educational Success
- Self-Determination and Advocacy
- Social-Emotional Skills
- Technology

Why is the ECC-D/HH Necessary?

Students who are deaf or hard of hearing have specialized needs not covered in the general education curriculum. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning.

It has been estimated that for persons without hearing loss, **80%** of information learned is acquired incidentally. No effort is required. Any type of hearing loss interrupts this automatic path to gain information. This incidental information must be delivered directly to students who are deaf or hard of hearing.

The ECC-D/HH and the Deaf Educator: Most teachers without specialized training related to hearing loss do not have the expertise to address the unique needs of

students who are deaf or hard of hearing. Therefore, IFSP & IEP team collaboration with educational audiologists and teachers of students who are deaf or hard of

hearing is necessary in addressing academic and social instruction and the assessment of these areas (Denzin & Luckner, 1998).

In order to close this information gap, the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing (ECC-DHH) was developed (Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing, August 2010 , p.2)

Justify your roles and services via the importance of the ECC-D/HH:

“Access Denied Is Opportunity Denied.”

If true access to the general education curriculum is to be achieved it is critical to address:

- Allocation of appropriate technology
- accurate identification of student skills
- Skill building, i.e., communication repair issues, independence with technology
- student-focused advocacy and instructional access

This is what DHH professionals DO that is different from SLPs and LD teachers!

Expanded Core Curriculum: Skills that students need to develop to be able to be full participants in the classroom setting and access the general education curriculum as fully as possible: Social interaction and conversational skills; Communication repair; Self-concept; Self-advocacy skills and Classroom access. Writing common core standard goals to include: social participation and effectively expressing themselves including communication repair & self-advocacy.

Implementation of the ECC-D/HH

- Use the checklist to identify areas of need
- Complete the Needs Assessment for the areas of identified need
- Develop IEP goals/objectives based on identified needs

Handouts – ECC-D/HH Checklist
IEP Planning Guide for D/HH

Iowa’s Extensive ECC Materials: http://educateiowa.gov/index.php?option=com_content&task=view&id=584&Itemid=1608

Turn-and-Talk

- Turn to your neighbor. Pretend the s/he is the school principal who just asked you what you do that is different from the SLP or LD teacher. What could you say? Be sure you both have a turn! Hint: remember to use the Deaf Agenda and ECC-D/HH.

Real issue = evaluating most vulnerable areas...can be subtle! ACCESS to classroom communication issues: Pragmatics/Social Language Competence; Higher order language skills (CASLLS); Communication Repair; Self-Advocacy and Coping with new vocabulary/study skills. All of these relate to the Common Core Standards!

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What are Common Core Standards?

Common core standards define the knowledge and skills students should have within their K-12 education so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

- Why align habilitation with the standards? Many students with hearing loss require special instruction in areas supplemental to academic instruction that include language, communication, social, and self-advocacy skills. Since access to academic content is important, removal from class to address these supplemental areas reduces class instruction time. By assuring that IEP activities are linked to content standards, **students are provided additional opportunities for learning** that are relevant to required content standards as well as reinforcing the current content that is being addressed in the student's class.

Handout: Core Standards Most Vulnerable to Progress Delays Due to Hearing Loss

Summary of Steps to Develop Standards-Based IEPs:

- Start with appropriate core standard
- Use student specific performance data to define their areas of need
- Develop the goals and appropriate instruction
- Assess progress toward the goals
- The language of educators.... *John's hearing loss interferes with his ability to completely perceive speech, therefore skills associated with the common core standards for speaking & listening, language and reading fundamentals are delayed or at risk, thus necessitating appropriate accommodation and skill development.*

Find the Core Standards at: <http://www.corestandards.org/the-standards>

Turn-and-Talk

- How could you use the handout: Common Core Educational Standards Selected for Vulnerability to Progress Delays... AND Examples of IEP Goals...Common Core Standards

Introducing Abe Age 9

- Attends 4th grade mainstream classroom >80% of day
- Average hearing loss 70 dB bilaterally
- Communication mode: **Av** for classroom instruction
- Hearing aids at 3 months, worn consistently age 3+
- Language within 1.0 - 1.5 SD of peers (SS 77-85)
- Issues: social communication, following directions, comprehension of language of instruction, reading comprehension, self-advocacy

Abe (Av, grade 4): Core Content Standards addressing social needs

1. Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.

- Goal: **Works cooperatively by completing a project**

During a cooperative work period the student will use the following strategies at least once to complete the assignment with 80% accuracy as measured by teacher recording: share ideas, ask questions and answer questions. Speaking and Listening K-5

2. Standard: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade-level topics and texts, building on others' ideas and expressing their own clearly.

- Goal: **Use of Assertive communication style** vs. Passive or Aggressive Speaking and Listening K-5
- Goal: **Use of effective listening** via demonstrating ability to **summarize other's ideas and viewpoints**

3. Standard: Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and large groups

- Goal: **Requests information using yes/no or WH-questions** Speaking and Listening K-5
- Goal: **Appropriately asking for repetition or clarification during participation in collaborative conversations**

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Handout: Examples of IEP Goals for Students with Hearing Loss Based on Common Core Standards

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ACCESS TO INSTRUCTION – Consideration #1: Classrooms are auditory-verbal environments

- Listening is the cornerstone of the educational system
- If a child cannot clearly hear and attend to spoken instruction, the entire premise of the educational system is undermined
- Classrooms can be noisy, reverberant learning environments

WHAT IS THE STUDENT’S LEVEL OF AUDITORY ACCESS?

- Listening in a Sea of Noise
- Analogy tool: Picking speech out of background noise
- Visual analogy of speech sounds smearing together as RT increases
- Distance MATTERS! Effect of distance on speech recognition (typical hearing) **6 feet – 85%; 12 feet – 62%; 24 feet – 44%** Crandell, Flexer & Smaldino
- *Most hearing aids and cochlear implants are designed to work best at a conversational distance of 3 – 6 feet*
- Apps! There are inexpensive telephone apps that are available for measuring background noise and reverberation. There are national standards in the US for the allowable noise and reverberation in classrooms. Identifying the acoustic setting should be a consideration in child placement (i.e., Studio Six Digital)

Visual Analogies for speech perception challenges when listening in a classroom available at:
<https://successforkidswithhearingloss.com/resources-for-professionals/impact-on-listening-and-learning>

Competing in the classroom – How well do class peers repeat words?

- We need to ESTIMATE: the student’s ability to perceive speech with hearing devices to perceive speech sounds (close, quiet) based on hearing thresholds audibility of speech with and without hearing devices. Identify challenging sound discrimination pairs. Estimate word understanding under varying listening conditions (close, distant, quiet, noise, watching, not watching). Only 39% of the ability to understand speech in noise is predicted from hearing thresholds (Yoon, Allen & Gooler 2012).

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. Compare estimated ability to perceive speech.

FLE is at <http://successforkidswithhearingloss.com/tests/tests-by-other-authors>

Info on the results of typically hearing 3-17 year olds is at:

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

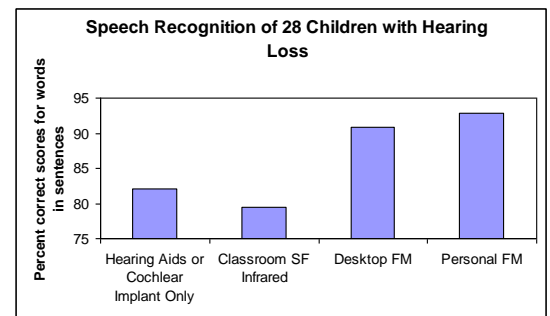
Recorded Functional Listening Evaluation Using Sentences – CD available: SSCHL Wepman Auditory Discrimination Test – available: SSCHL

	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				

Be diagnostic! (ADT) Wepman’s Auditory Discrimination Test: 40 word pairs; Same/Different task; Form A & Form B; Normed on 2000 age 4-8 year olds; Results in qualitative listening score (-2 to +2); Can compare skill to similar age; Can perform in quiet and noise (noise not comparable to norms); Can look at errors diagnostically for initial, medial, final.

What type of S/N technology is best? Summary of 3FM study is at

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



Turn-and-Talk

- How do you currently gather information to estimate a student’s level of access to verbal instruction in the classroom?
- New ideas to try?

Data gathering to estimate student ability to access classroom communication

- Obtain information from the family: Children’s Home Inventory of Listening Difficulties (CHILD); Starting School LIFE
- Obtain information from the student: Student LIFE-R =Classroom Situations +Additional School Situations
- Obtain information from the teacher: Teacher LIFE-R <https://successforkidswithhearingloss.com/tests/life-r>

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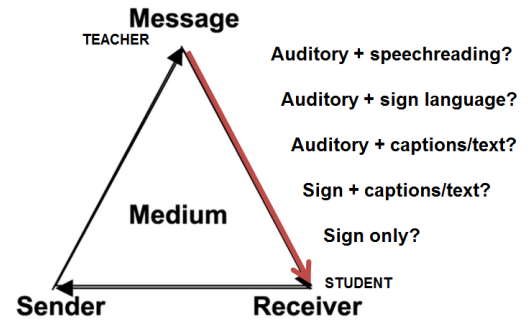
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Comments on Using the LIFE-R?

The most effective medium for student access needs to be determined

- Data gathering to estimate student ability to access classroom communication
- Should be a focus of systematic classroom observation techniques and/or
- Should be a focus of gathering informal assessment data outside of the classroom



Estimate Listening Comprehension

1. The observer scripts everything that is said by the teacher and peers as quickly as possible.
2. Immediately following the observation, ask the student 15 to 20 questions from the lesson. Do the same with 2-3 typical classroom peers. Tally correct answers to obtain a percentage.
 - **70% correct** is considered average listening comprehension for a student with normal hearing in grades 1-12.
 - **50% correct** is considered average in kindergarten.

Other considerations for access to verbal instruction: Analyze the script of the lesson later to ascertain how the language of instruction matches the linguistic and language competencies of the student with hearing loss. Collecting this information also provides information to the IEP team on how the student is generalizing and transferring skills learned in special education settings to the classroom. **This level of detail may be critical to obtain to justify eligibility of services for students with ‘good language’.**

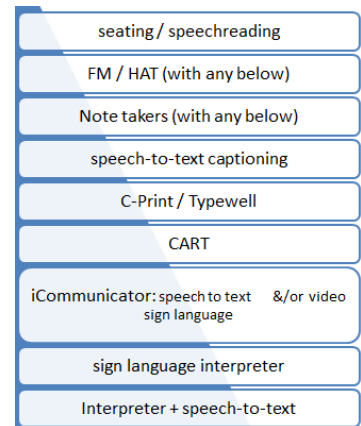
Interpret the results: a. How much the student understood the teacher. b. How much the student understood peers. c. What kind of information was understood. d. What kind of information was missed (e.g., main idea of the lesson, detailed information, directions, comments from peers, vocabulary concepts?). e. Compare the student’s results with typical peer. f. Analyze results; share with team.

Continuum of Accommodations

Continuum of communication modality and accommodation choices: not 1:1!

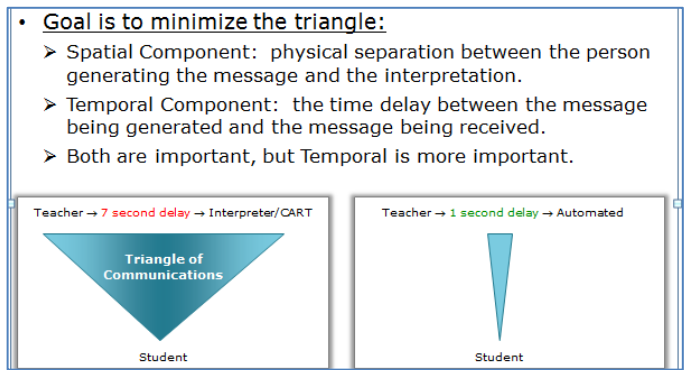
Solutions to Improve Access to Verbal Instruction

1. Improve the auditory signal (refer back to classroom S/N technology comparison study)
 - Consistent hearing device wear
 - Use of S/N enhancing technology
 - Mic options so peer responses can be heard
2. Improve comprehension by adding visual accommodations
 - Sign language interpreter, etc. ~ 7 sec. delay
 - CART or Captioning ~ 7-10 second delay
 - Speech-to-Text translation – <2 sec. delay
3. Improve understanding via the use of self-advocacy strategies
 - Solutions to Improve Access to Verbal Instruction



Some research on different methods of communication accessibility

Accuracy of Sign Language Interpreters Results of a 2005 study of 2100 educational interpreters in the US. All evaluated using the Educational Interpreters Performance Assessment. Results: approximately 60% of the interpreters evaluated had inadequate skills to provide full access. The study suggests that many DHH students receive interpreter services that will seriously hinder reasonable access to class curriculum and social interaction. Schick, Williams & Kupermintz <http://jdsde.oxfordjournals.org/content/11/1/3.abstract>



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Comprehension: Sign vs Captions 2010 study of comprehension of online learning materials by deaf students when exposed to interpreter bubble or captions + interpreter bubble. Mean comprehension (significant difference): Interpreter only: 66.13%; Interpreter + captions: 73.23%. No difference in cognitive load or motivation. Joong-O Yoon; Heaun Choi

Accuracy of sign interpretation vs CART: 2009 study focused on the accuracy of translation as measured by number of key science words included in the CART transcript or videos of sign interpretation. “Best” interpreters /CART providers were selected; knew the study was about accuracy. Accuracy of sign language interpreters: 81%, 80.1%, 62.7%. Average was 75%. Accuracy CART: 98.5%, 96.9%, 97.2%. Average 97% K.L. Sadler

Comprehension: Sign vs Captions: 2010 study of comprehension of online learning materials by deaf students when exposed to interpreter bubble or captions + interpreter bubble. Mean comprehension: (significant difference) Interpreter only: 66.13%. Interpreter + captions: 73.23%. No difference in cognitive load or motivation. Joong-O Yoon; Heaun Choi

Appropriate speed of captions: Deaf 9-16 year olds’ comprehension of captions is poorer at 180 wpm than at 90 or 120 wpm regardless of reading ability. Caption rates at 90/120 equivalent results. Comprehension by less proficient readers was around 15% correct based on 10 questions for each documentary. Comprehension by more proficient readers about 44%.

50% is average result for typically hearing age peers (11-13 yr olds). Tyler, et al, 2009

Quick Review of Communication Accommodation Choices

Communication Access Realtime Translation – CART: Provided by a trained court reporter. Translation of the spoken word into English text using a stenotype machine, notebook computer and realtime software. Can project onto a screen or a computer. Can be onsite or remote (needs internet and quiet classroom). CART certification requires 180 wpm with 96% accuracy. Time delay to appear – 7-10 seconds. Per hour fees vary - \$75 - \$140.

C-Print: Speech-to-text system developed at NTID and RIT. C-Print captionist uses text-condensing strategies using an abbreviation system, which reduces keystrokes. Uses special computer software. Captionist – estimated training time 60 hours. Must type 60 wpm+. Ability to pay attention and ‘condense’ meaning. Cost – 2 computers, software, training plus salary (What happens when the captionist calls in sick or decides to leave mid-year?). Pay about \$15-\$30/hour. Consumer comments = C-Print is SLOW.

Typewell: Originally developed as an improvement of C-Print. Transcriber uses a notebook computer with abbreviation software to transcribe what is said meaning for meaning in lectures and discussions. Students can also type questions and comments to the transcriber during class, and take their own notes on the reader computer. TypeWell transcribers provide students with a summary of information about both class content and social interaction. Capture speed is from 60 wpm to 100 wpm. Typical speed of speech is 100 – 180 wpm. Pay about \$15-\$30/hour.

Caption Mic: A person trains the Caption Mic system to recognize their voice. This voice captioner echoes or repeats what is being said at the live event or on the audio track. The voice captioner uses a mask microphone. The mask contains or silences the user’s voice. The captions are displayed on the student’s computer. Captioners typically perform at 95 to 98% accuracy. Caption Mic is self trained using computer prompts and the training materials. A person can train to be a voice captioner in a matter of days to weeks. Cost of software + mic = \$4000 + computer + captioner.

iCommunicator: Software program that converts speech to text and video sign language in real time. User training recommended. Uses Dragon Naturally Speaking 8.0 Professional software. Price \$6500 + computer + \$500 annual support.

Dragon Naturally Speaking: Initial training with Dragon was 98% accurate. As the teacher used the program he could not see the errors and therefore did not error correct. As the weeks went by, the accuracy dropped to 70% and then down to 10%. When the teacher is putting the boom microphone on, it is critical to have the Boom Microphone placed with the correct orientation to the mouth. One student with a cochlear implant was not looking at the teacher and trying to get all of his information from the captioning. He worked twice as hard to get the information because the screen was not accurate. Final model: the aide worked as a redictator by listening to the teacher/speaker then dictating what was said to the computer and into Dragon Naturally Speaking. Cost: laptops, FMs, Dragon software + aide.

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Interact-AS Speech-to-Text Translation: Captions classroom conversations. Also a speech generation device: Voices aloud what a student types or writes. Save transcript as Word or Google doc. Transcript includes a synchronized voice recording. Language modules available. Runs on your PC or media device (i5 processor and 4GB RAM necessary). Interfaces with some personal FM devices. Translation is ~90% accurate. <http://successforkidswithhearingloss.com/interact-as>

Interact-AS speech-to-text: microphone requirements: MUST use a boom microphone within about 1" of teacher's mouth (highest S/N possible needed). Can use a personal FM transmitter. FM receiver needed so the computer can 'hear' the teacher. FM receiver needs to be able to plug into computer – not all FM receivers are compatible (Phonak MyLink+, Oticon Amigo Arc). You will need a 6" male-to-male cable for the FM to plug into the computer.

Interact-AS: Negatives: Need a separate license (\$765 - \$815) for each student to use on a computer. Needs a newer computer than most schools have 'laying around'. Best to involve IT specialists for set up. Each teacher needs to set up an account (about 5-10 minutes of reading to computer). Does NOT pick up peer communication – only what goes through teacher mic within about 1" of mouth. Text file is lengthy without paragraph or punctuation breaks (no punctuation). Most students still benefit from a note taker. About 90% accurate – worse for 'mumblers'.

Interact-AS: Positives: Will accommodate some regional accents. Initial accuracy improves with more samples. Built in account for substitute teachers. Promotes student INDEPENDENCE – no extra person tagging along (more 'real world'). Can add specific vocabulary; expansions of acronyms. Playback of audio file allows 'listening training'. Transcript for studying. Only use in classes as needed. COST TO DISTRICT! Also inexpensive remote language translation (38+ lang.) for \$50 more per permanent license.

Key issues when considering the need for visual accommodations

- **Language level** - how well would he understand if word-for-word was presented?
- **Reading fluency** – can he keep up?
- **Reading comprehension** – if he can keep up, can he understand similar to peers?
- **Attention/Distractibility** – how will he tolerate a triangle of communication?
- **Listening/speechreading** proficient enough to understand most? Just needs a 'boost' when he misses a word or phrase? Refer to Speech-to-Text Readiness Checklist. (Also Mediated Communication: Student Readiness Checklist pg 461 of *Building Skills* book).

How can we assess the level of student visual access to teacher instruction? Observe & Record

RECORD the number of times/how long a student behavior occurs

- "Tyler turned to watch his peers offering oral responses 2/9 times or 22% of the time."
- "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."
- "During Sam's 45 -minute history class he maintained visual attention on the caption text 67% of the time. The longest interval of attending was 15 minutes."
- "During a 30-minute science lesson, Latoya was looking at captioning 5 minutes. The longest interval was for 30 seconds."
- "During a 30-minute math lesson, Amy glanced at speech-to-text captions 4 times, ranging from 2-25 seconds. She began work on the assignment that followed within 30 seconds (typical of peers)."
- "During a 30-minute language lesson introducing new story vocabulary, Amy glanced at speech-to-text captions 21 times, ranging from 4-42 seconds. She was unable to begin the assignment that followed until the teacher was able to repeat the directions to her 1:1."

Access to Verbal Instruction

- DHH professionals need to be aware of classroom conditions that impact access to verbal instruction (acoustics, teacher roaming, repetition of peer comments, etc.). We need to estimate a student's ability to access verbal speech in typical classroom conditions (quiet/noise, close/far, audibility). We need to assure that accommodations are provided if there is a demonstrated area of need (*next!*),

Turn-and-Talk

- How do you currently determine which, on the continuum of accommodations, a student should be provided in order to maximize access to verbal instruction?
- What could you do differently?

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Effects of Hearing loss on Learning: Barriers to Access “Some individuals think that if we remove communication barriers through sign language, cochlear implants, environmental accommodations, etc. deaf children should learn the same material at the same rate in the same ways as hearing children. That is not the case however.” Mark Marschark, Ph.D. & Peter C. Hauser, Ph.D.

Suggested Accommodations for Auditory Access Issues

- Obtain the Suggested Accommodations Report generated following completion of the LIFE-R.
<http://successforkidswithhearingloss.com/tests/life-r>

Factors Impacting Access For The Student With Hearing Loss In The Integrated Classroom

- The rate and pace of classroom instruction
- The rigor of general education curriculum and expectations
- The incidental learning/listening issues inherent with hearing loss in integrated settings
- The complexity of the language of instruction

Critical Classroom Access Issues

- Language of instruction
- Environmental print
- Test-taking
- Classroom rituals and routines
- Textbooks
- Paper-and-Pencil Assignments

INSTRUCTIONAL ACCESS HANDOUT

Turn-and-Talk

How would you use the LIFE-R Accommodations Report and the following information when planning for Abe’s student needs? Refer to the INSTRUCTIONAL ACCESS HANDOUT. For workshop participants only!

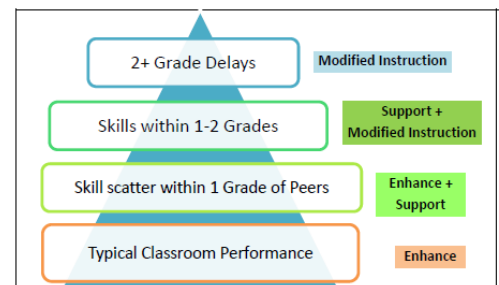
Supporting the Student with Hearing Loss

- Early hearing loss identification, early intervention & awesome technology give kids the possibility of a ‘fair start’
- Changing demographics – many more ‘hard of hearing’ in the mainstream class who ‘look okay’
- Many fewer ‘hard core’ delayed DHH kids’
- DHH Teachers have expertise in ECC areas
- Good news but many challenges!
- *IDEA Law information at <https://successforkidswithhearingloss.com/resources-for-professionals/iep-issues>*

Discussion: Service Delivery Considerations

Consider *Access to Instruction Checklist* & *Pg 1: Case Study of Sally*

- What level would you **guess** that Sally would fall into?



- How could this model of service provision assist you?