

Online Session 2

Aural Hab: Child



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This Week's Learning Objectives You will be able to ...

- 1 Reference the legal rights of children with hearing loss
- 2 Provide information to families to assist them in advocating for services for their child
- 3 Describe other educational initiatives that support special services for students with hearing loss
- 4 Describe the special issues and strategies related to transitioning to preschool

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Advocating for Appropriate Educational Support for the Child with Hearing Loss

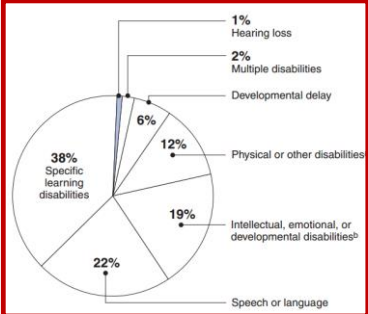
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Why families/DHH professionals need to advocate for appropriate, unique services

Percentage of all students age 3-21 in the US served by IDEA in 2008 by Primary Disability.

NOTE: children with hearing loss as a secondary disability are not reflected on this chart.

2008 - >78,000 children who are DHH received special services in schools in the 50 US states.



Primary Disability	Percentage
Specific learning disabilities	38%
Speech or language	22%
Intellectual, emotional, or developmental disabilities ⁵	19%
Physical or other disabilities	12%
Developmental delay	6%
Multiple disabilities	2%
Hearing loss	1%

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2011 Gov't Accountability Office Report

Deaf and Hard of Hearing Children: Federal Support for Developing Language and Literacy - FINDINGS

Key DHH Factors Critical to acquire language and literacy:

- Early exposure to language (brain development, critical need for consistent exposure to language in all everyday settings)
- Parents having information on the full range of communication options available so they can make an informed choice
- Education should be individualized – no 'standard approach'
- Skilled professionals to ensure that children with hearing loss receive the same access to information as hearing classmates

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2011 Gov't Accountability Office Report

Deaf and Hard of Hearing Children: Federal Support for Developing Language and Literacy - FINDINGS

Key DHH Challenges to acquiring language and literacy:

- Parents receiving limited or biased information about communication options available
- Lack of data collected limits efforts to evaluate early intervention outcomes
- Shortage of qualified teachers of the deaf/hard of hearing and interpreters
- Providing services can be costly and it is difficult for schools to provide a variety of options, especially in rural areas.

IT WILL TAKE ADVOCACY TO OVERCOME ISSUES – ONE CHILD AT A TIME!

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Federal Mandates Regarding Special Education Section 504 of the Rehabilitation Act of 1973

- Civil rights legislation that includes education services: academic, nonacademic, extracurricular activities
- Applies to any person with a disability that substantially affects life activity such as hearing – considers the abilities of the person without mitigating measures (amplification devices, tutoring, excessive studying)
- Acoustic accessibility for children with hearing loss is a barrier to listening/understanding auditory information
- 504 applies regardless of grades/'giftedness'
- Results in identification of accommodations on a 504 Plan, typically for students not eligible for Special Education. Unfunded; limited recourse if not followed.

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Federal Mandates Regarding Special Education Individuals with Disabilities Education Act

Major Principles:

- Requires each public agency to have a child find program
- Requires full comprehensive evaluation prior to placement
- Evaluations must be multidisciplinary and consider information from a variety of sources (academic + functional)
- Requires an individually designed educational program to meet the needs of the student
- Maximizes placement with children without disabilities
- Requires a continuum of alternative educational services from more restrictive to less restrictive
- Procedural safeguards and due process for disagreements

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Federal Mandates Regarding Special Education Differences between IDEA and 504

- IDEA requires adverse educational affect, 504 does not
- IDEA considers function with amplification devices, 504 does not (mitigating measures)
- IDEA is obligated to provide an appropriate education; 504 may extend beyond the common special ed programs
- IDEA has funding attached (federal + state obligations), 504 accommodations are funded via general ed funds
- IDEA has procedural safeguards; 504 –Office of Civil Rights complaint of discrimination; 'neutral fact finder', school districts must conduct impartial hearings for resolution
- IDEA services are specially designed; 504 accommodations are based on access needs to the education program

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Federal Mandates Regarding Special Education Americans with Disabilities Act

- Requirements for schools are the same as Section 504
- ADA Accessibility Guidelines serve as the basis for standards issues by the Departments of Justice and Transportation to enforce the law.
- Schools must comply with ADA requirements by providing appropriate accommodations and accessibility for all individuals with disabilities
- Access needs can include: FM system, note taker, interpreter, captioning, teacher repeating/summarizing comments of other students, periodic progress monitoring by DHH professional **Recent CART court case won!**

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Other Initiatives Response to Intervention

- RtI is a problem-solving method of providing successively more intense interventions to address student learning and behavior issues (*came out of over-ID of LD population*)
- School-wide; applies to ALL children; frequent monitoring
- Schools CANNOT use the RtI process to deny or delay referrals for evaluation for special education for potentially eligible children
- For the growing number of children with hearing loss who are NOT found to be eligible for SpEd, the RtI model does create a viable framework to support access and learning needs outside of special education
- Emphasis on progress monitoring benefits DHH children

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For children with hearing loss, the RtI process of interventions may constitute a denial of Free and Appropriate Public Education (FAPE) as these children have sensory-based impairments that impact learning more often than learning problems that are a result of inadequate instruction. Therefore students with hearing loss should first be assessed for eligibility under IDEA when concern is raised.

From: Educational Advocacy for Students who are Deaf or Hard of Hearing
Hands & Voices.org

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Expanded Core Curriculum

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



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Iowa's Extensive ECC Materials

Audiology: Deaf and Hard of Hearing Education

The Expanded Core Curriculum For Students Who Are Deaf Or Hard Of Hearing (ECC-DHH)


In addition to the essential skills and concepts of the Iowa Core, students who are deaf or hard of hearing have specialized needs not covered in the general education curriculum. The purpose of the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing (ECC-DHH) is to be a resource for IEP and IFSP team members when developing educational plans for a student who is deaf or hard of hearing. This tool is designed for teachers of students who are deaf or hard of hearing and education audiologists to address these identified areas that are either not taught or require specific and direct teaching. The intent of the ECC-DHH is to be a framework for addressing unique needs of students who are deaf or hard of hearing.

The following nine documents comprise the ECC-DHH and accompanying resources:

1. 8 ECC-DHH August 2013
2. 8 ECC-DHH and Iowa Core Alignment
3. 8 ECC-DHH Directions for the IFSP
4. 8 ECC-DHH Directions for the IEP
5. 8 ECC-DHH Checklist
6. 8 ECC-DHH Needs Assessment
7. 8 ECC-DHH Worksheet
8. 8 ECC-DHH Assessments
9. 8 ECC-DHH Assessment Matrix

Thanks for your support! This document is the first of its kind in the nation!

http://educateiowa.gov/index.php?option=com_content&task=view&id=584&Itemid=1608



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Areas to address that enhance full participation in the general education setting

IEP PLANNING GUIDE FOR STUDENTS WITH HEARING LOSS

Student: _____ Grade: _____
 School: _____ IEP Due Date: _____

When discussing the development of an IEP for a student with hearing loss, the following areas should be considered *in addition* to traditional domains (academic, speech-language, motor, transition, etc.):


- **Speech Audibility:** Under typical classroom conditions, how does the student understand speech in noisy and quiet situations? What accommodations, technology and/or supports does he need to access instruction?
- **Speech Perception and Listening Skills:** What is the student's range of speech perception under typical classroom listening conditions? What is her level of listening skill development and how does each deficit area impact her academic achievement?
- **Self-Concept:** How would you rate the student's self-concept? Does he admit to having a hearing loss and can he explain its impact on social situations? What are peer relationships like? For example, is the student passive or assertive in getting his needs met?
- **Self-Advocacy:** Can the student maintain her amplification adequately? Does she transfer the transmitter as needed? Does he use the FM or aid consistently? Can she answer questions about its use? Can she describe her needs for accommodations and strategies she can use to address his hearing needs? Does she seat herself appropriately? Does she use mediated communication services effectively (interpreter, transliterator, notetaker, captionist, etc.)?

What information should be collected and considered?

- **Social and Communicational Competence:** Does the student demonstrate pride in accomplishments? Know how to handle defeat, disciplinary action, negative comments, bullying? Establish friendships? Initiate conversations? Maintain topics? Give-and-take in conversation?
- **Communication Repair:** Does the student recognize when he is missing information? Ask for repetition or clarification when he doesn't understand? Clarify communication? How does the student's level of skill development in this area impact achievement?
- **Access to Instruction:** How does the student handle questions posed by the teacher during typical instruction? Does she understand various forms of figurative language, including idiomatic expressions used in conversation, instruction and in grade-level reading materials? Can she follow multi-part directions in both oral and written formats? Does she comprehend the print posted in the classroom and school environment? Can she comprehend grade-level texts adequately enough to access critical content? Is she able to fully participate in classroom rituals and routines? Can she demonstrate knowledge using typical testing procedures?
- **Additional Considerations (Please note: The IEP team is required by IDEA to consider special factors related to the child's language and communication needs, ensuring that the student be provided with opportunities for direct communication with peers and professionals and instruction in his or her communication mode at his or her language and academic level. The need for assistive technology devices and services must also be considered in this context):**

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 Core Content Standards?

The 1997 Amendments to IDEA strongly emphasized access to the general education curriculum for children with disabilities per IEP requirements that:

- each child's IEP include annual goals to enable the child to be involved in and make progress in the general education curriculum,
- and a statement of the special education and related services and supplementary aids and services to enable the child to be involved and make progress in the general education curriculum.
- This is a requirement for all students except for those with the most significant cognitive disabilities who are taught to alternative achievement standards.

<http://nichcy.org/schools-administrators/hq/idea> (71 Fed. Reg. at 56552)

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.

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

Vulnerable Standards for Hearing Loss Relate to:

- Communication interaction**
 - needs based on delays in skills
- Communication access**
 - needs based on information missed
- Both Interaction and Access**
 - Needs based on information missed and skill delays

Interaction – i.e., *Continuing a conversation through multiple exchanges*
Access – i.e., *Using singular and plural nouns with matching verbs in basic sentences*
Both – i.e., *Determining main ideas and supporting details of a text read aloud*

COMMON CORE EDUCATIONAL STANDARDS: Selected for Vulnerability to Progress Delays Due to Hearing Loss

The entries below are from the recommended core education standards in the areas of (1) Listening and Speaking, (2) Language, and (3) Reading Fundamentals.
 NOTE: Score items for the child's current grade and all lower grade items.

GRADE	Standard Description	Ability Rating	1	2	3	4	5
	Speaking & Listening, Language NOTE: these skills should also be age appropriate when the child is listening in the presence of typical classroom noise and across distances during class discussion.						
K	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [var age appropriate vocabulary]	X					
K	Continue a conversation through multiple exchanges.	X					
K	Ask/answer questions to seek help, get information, or clarify something not understood.	X					
K	Speak audibly and express thoughts, feelings, and ideas clearly.	X	X				
3	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [deficits in general knowledge may interfere]	X					
3	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics under discussion).	X	X				
3	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	X					
3	Speak as complete sentences within appropriate to task and situation in order to provide requested detail or clarification.	X					
6	Follow rules for discussions, set specific goals/deadlines, define individual roles as needed.	X	X				
6	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	X					
6	Interpret information presented in diverse media and formats (e.g., visually, orally, quantitatively) and explain how it contributes to a topic, text, or issue under study.	X	X				

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Most reading standards are speech perception related

Grade	Standard Description	Ability Rating	1	2	3	4	5
	Reading Fundamentals (affects speech perception) NOTE: these skills should also be age appropriate when the child is listening in the presence of typical classroom noise and across distances during class discussion.						
K	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). [Rapidly occurring words are often not heard or misheard]	X					
K	Count, pronounce, blend, and segment syllables in spoken words.	X					
K	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	X					
K	Associate long and short vowels with common spellings for the five major vowels.	X					
1	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). [High frequency words that occur very briefly are often not heard or misheard]	X					
1	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home). [High frequency words that occur very briefly are often not heard or misheard]	X					
1	Spell untaught words phonetically, drawing on phonemic awareness & spelling conventions.	X					
1	Distinguish long from short vowel sounds in spoken single-syllable words. Isolate and pronounce initial, medial vowel, and final phonemes in single-syllable words. Segment single-syllable words into their respective sequence of individual phonemes.	X					
2	Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme (consonant-vowel-consonant) words.	X					
3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X	X				

Insert 1-5 score from each age-appropriate item into a box below. Total the scores in the appropriate grade row for a grade score. Grades 1, 2, 3 and 5 also include performance for lower grade items. NOTE: Some items will be scored for both areas of communication interaction and communication access. Reference for Recommended Core State Standards: <http://www.corestandards.org/the-standards> From *Building Skills for Success in the Fast-Paced Classroom* (2011)

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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.

Make It Yours

- You have a 2nd grade-age patient that you've served since he was an infant. He is moving to a new school district and mom wants to get updated audio information to share with the school.
- In addition to interpreting speech perception information, how would you use the information from the Expanded Core Curriculum and Common Core Standards to help make the case that this seemingly successful communicator will still need support?

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The Power of Parents!

PARENT RIGHTS

- The right to examine records. Copying fees may apply. You can request all documents on which decisions are based that are kept in the student's file or in places other than the file.

You have the right to know what the school knows!

- The right to participate in meetings. You must receive a notice of meetings in which the child's identification, evaluation, educational placement and program are discussed.

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The Power of Parents!

PARENT RIGHTS

- The right to participate in placement decisions. Any "group" making decisions about the child's educational placement must include the parents. The people who are able to make decisions on the full continuum of placements should be at the meeting.**
 - If members of the IEP team cannot attend the meeting the parent must provide consent that it is okay to go ahead with the meeting without them.
 - This may be an issue with classroom teachers, DHH teachers that travel widely across distance, SLPs that are in multiple buildings, etc.
 - You can cancel or call it a 'planning meeting'

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The Power of Parents!

PARENT RIGHTS

- The right to an Independent Educational Evaluation. This request is made when parents disagree with the school's evaluation(s) of their child. The school must provide the parent with information about where and IEE can be obtained from a qualified provider. Without delay the school must ensure that the IEE is provided at school expense OR file a due process complaint requesting a hearing to show why it believes its evaluation is appropriate
- Prior written notification must be provided whenever any change is proposed or initiated

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The Power of Parents!

- Parents are ultimately responsible for the quality control of the eligibility/IEP process since they are the ongoing, 24/7/365 caregivers for their child
- The IEP is a written contract describing a plan that is reasonably calculated to enable the individual child to benefit from a free and appropriate education
- Parents are required members of the IEP team
- If it isn't in the IEP then the school does not legally have to provide it
- It is up to parent to advocate for their child's unique needs and work with the IEP team to develop the services and accommodation the child needs to **benefit and make sure they are included on the IEP**

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The Power of Parents!

Under IDEA, parents can provide input into the decision but cannot demand a specific type of equipment or service. The ADA recognizes the individual diversity of communication accommodations that work best for each person.

Therefore, when the family requests a particular assistive technology device or service, they can advocate via the ADA that the school **"must honor the choice, unless it can demonstrate that another equally effective means of communication is available or that the means chosen would result in a fundamental alteration in the service, program."**

(Americans with Disabilities Act, 28 CFR Sec. 35.160 (B) (2))

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Make It Yours

- Your next patient is a parent with a 5-year-old who will be starting kindergarten soon. The family is nervous about the eligibility process, especially since the boy has really good speech, despite a 70 dB bilateral hearing loss.
- What will you discuss with mom re: rights?

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What sets students with hearing loss apart in the special education process....

- For every 100 children who are served via special education, only 1 will be due to hearing loss
- The needs of those few students may have been VERY different from the needs of the children that you see.
- Fewer children are entering school with large language delays and learning via sign language – hearing loss is invisible so that those who have ‘good speech’ may be assumed to ‘be okay’
- The requirement that the IEP team must **consider special factors**

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The IEP team must....

iv) Consider the communication needs of the child, and in the case of the child who is deaf or hard of hearing, consider the language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode, and (v) Consider whether the child requires assistive communication devices and services. 34 CFR 303.324(2)

We will break this down into 5 sections....

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Special Considerations for Students who are Deaf or Hard of Hearing – 1. Communication Needs

- Each eligibility and program planning meeting should begin with a discussion of how a student is accessing communication in the environment (*how does the child function in noise?*)
- And how that access may change during the day requiring different kinds of accommodations (e.g. an assembly, during sports play, small group learning)
- Discuss the child's primary language and the primary communication mode
- The key is understanding not just *what* mode or method the child uses, but also *how, when, where, why* and *who* aspects of its use.

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The communication driven, “child-centered” approach is essential to creating educational programming that is

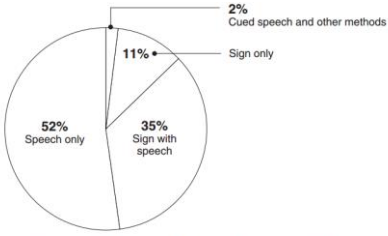
DRIVEN BY THE RIGHT TO FULLY AND EFFECTIVELY ACCESS COMMUNICATION that makes benefiting from his education possible



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Communication Modality

2007-2008 Results of survey of primary mode of commun. used for instruction



Modality	Percentage
Speech only	52%
Sign with speech	35%
Sign only	11%
Cued speech and other methods	2%

Source: Gallaudet Research Institute (November 2008). Regional and National Summary Report of Data from the 2007-08 Annual Survey of Deaf and Hard of Hearing Children and Youth. Washington, DC: GRI, Gallaudet University.

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Issues that may need to be addressed based on the individual needs of the child include:

- **Language and communication modes**
- **Delineating when/how different communication modes are used at different times**
- **Objective measurement of the student's ability to access information in preferred communication mode**
 - Parents: Anecdotal instances of challenges communicating with peers; fill out the Pragmatics Checklist, complete the CHILd and Starting School LIFE; keep a running list of common age vocabulary your child did not know/understand, etc.
 - Audiologist: Functional listening evaluation
 - School: Ability to comprehend key information from short passages or actual material presented via verbal instruction

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Issues that may need to be addressed based on the individual needs of the child include:

- **Impact of transitions throughout the day**
 - Fatigue, extra time to reorient, need for teacher to provide directions again 1:1, etc.
- **The plan for access to inferential learning**
 - Teacher repeating student comments; preteach vocabulary; opportunities for social communication in a quiet setting with 1-2 peers (i.e. lunch in another room)
- **Access to verbal communication in a room with excess reverberation/noise**
 - Teacher management of class noise, use of FM, need for acoustic treatment in room, pass FM mic, consider alternative quieter classrooms (i.e., away from gym)

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Issues that may need to be addressed based on the individual needs of the child include:

- Functional listening ability in the classroom
 - Type of assistive listening devices and communication technology the student uses
- Access is so important that the IDEA statute (20 USC 1400(c)(5)(H)) specifies "supporting the development and use of technology, including assistive technology devices and assistive technology services, to maximize accessibility for children with disabilities."*
- *Hearing aid, FM, CI, note taking, captioning, etc.*
 - **Back up plan when the technology or communication breaks down (there is a court case based on this!)**

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Issues that may need to be addressed based on the individual needs of the child include:

- **Assessment of student's language level and it's adequacy for grade-level achievement**
 - How does the level relate to the teacher's instructional language level
 - Not just Exp/Rec Vocabulary – also syntax, writing and especially pragmatics
- **Environmental impacts in the classroom**
 - Access auditorily/visually from his seat (arrangement?)
 - Amount of teacher roaming
 - Use of small group learning; accommodations
 - Visual clutter if a visual learner; noise if an auditory learner
- **Fatigue due to maintaining attention for extended periods**

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Possible action plan items to address the language and communication issues

- Use of personal listening devices (hearing aids, CI)
- Acoustical adaptation of the environment
- Administering Functional Listening Assessment
- Use of hearing assistive technology (i.e., FM)
- Captioning for all videos / TV monitors
- Announcements also posted in writing
- Test accommodations (i.e., extra time, no oral tests)
- Use of educational interpreter
- Parent training in sign language, auditory training
- Special seating arrangements
- Attention to speechreading needs
- Down time / "listening breaks"

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Special Considerations for Students who are Deaf or Hard of Hearing – 2. Direct Communication

- The opportunity to communicate and have meaningful relationships with peers (DHH or hearing) must be considered in the development of the IEP
- Communication access challenges can create isolation and loneliness, even in a room full of kids!
- For mainstreamed students, effective facilitation of peer and professional interactions should be discussed, regardless of communication mode

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Example

Julie is a fourth grade student in her neighborhood school. She has bilateral CIs and is the only deaf student in school. She typically accesses communication effectively in the classroom, but struggles to engage socially with peers during lunch in the noisy cafeteria.

Action Plan: The school principal arranges a small room off the side of the cafeteria during the lunch period where Julie and three friends can eat lunch in a quieter setting. This also gives her an opportunity to create more meaningful friendships that carry over to other parts of the day.

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Special Considerations for Students who are Deaf or Hard of Hearing – 3. Academic Level

- Every student with an IEP must have a statement of the present levels of academic achievement and functional performance
- The PLAAFP also provides an explanation of how the child's disability affects his or her involvement and progress in the general curriculum
- In the case of the DHH student who is below grade level academically or challenged due to language and communication access the IEP team should develop an action plan that addresses needs relative to the student's academic level.

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Special Considerations for Students who are Deaf or Hard of Hearing – 4. Full Range of Needs

- Ensure that there are opportunities for social learning and self-esteem building.
- Encompasses academic, expanded core curriculum, social needs, and all things related to supporting them that are often overlooked in the typical IEP discussion
- Communication access OUTSIDE of the classroom should also be addressed
- The student's social, communication, and educational needs should all be addressed in the IEP process.

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Direct Instruction Examples of Issues to be Considered

- Ensuring that the teacher who is instructing matches the student's mode/language (i.e., simplifying lang.)
- Implementing co-teaching to enhance direct instruction
- Ensuring that teachers and other staff are aware of instructional strategies and use of technology by children who use spoken language
- Determining student placement outside the school district in a program that can provide direct instruction

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Eligibility

Children with hearing loss have accessibility barriers to verbal instruction and classroom communication. The question is not IF they need support, the question is HOW MUCH support is needed for the student to benefit from the regular education setting.

- Will she require "specially designed instruction" or
- Can her needs be met with the basic accommodations of 504 Plans

This decision will be based on collected data (academic and FUNCTIONAL), and should not be ruled by 'we've always done it this way' or by history with one or more communication modes.

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When the bar is high....

- The gains of early ID and early intervention toward typical language ability must be functionally maintained by school districts.
- The challenge for the school program becomes how to sustain the progress made by children age 0-3.
- Progress has occurred because of the significant support of the EI program and family during the window of opportunity for language learning.
- Just because a DHH child has 'met the bar' at preschool doesn't mean that the bar stops moving.
- The change to a noisier group learning environment should be thoroughly considered as the child transitions.

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Sidelined by "Low Incidence"

- Preschool services available are frequently non-categorical so they are not designed to address the specialized needs of the child with hearing loss
- These program inadequacies often stall the growth afforded by the early intervention program
- This can result in children entering kindergarten with a greater gap than when they began preschool
- The local education agency is accountable for children it finds ineligible for special education and/or 504 supports.
- If those students do not make adequate progress (1 year growth for 1 year time) then parents can take legal action to prove the school's liability which could result in an award of compensatory damages for the family

www.wrightslaw.com/law/caselaw/ussupct.forest.grove.ta.pdf

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Eligibility = Verifying Adverse Educational Affect

- **Need to consider:**
 - Did the person conducting the assessment have appropriate skills/experience to evaluate DHH children?
 - Were assessments used in depth enough and did they focus on vulnerable areas of development, such as pragmatics, phonemic awareness, listening skills, syntax
 - Was at least one DHH professional present to interpret the assessment findings 'through a Deaf lens'?
 - Were Special Considerations discussed thoroughly?
 - For children transitioning from EI, did discussion occur of how the school plans to sustain the current level of progress if special education services were not offered?
 - Were 504 accommodations discussed – is FM available on a 504 plan?

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Socially Inappropriate or Communication Compromised?

IEP teams should consider the links between hearing loss and social/behavioral problems in that social problems can undermine academic performance.

- Have academic and FUNCTIONAL assessment information been thoroughly considered?
- Has sufficient assessment been done to evaluate social and behavioral problems?
- Does the IEP team have knowledge of the impact of hearing loss on social/emotional development?
- Does the IEP recognize that "adverse affect" on education includes these areas?

More on social development covered in future weeks

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FAPE ≠ Best

- Free and appropriate public education – appropriate, not best
- The definition of the ability to 'educationally benefit' in the regular classroom is not clear, nor is 'sufficient services' to allow education benefit
- Parents DO need to be objective and realistic about what they can advocate for
- They must be ready to discuss a student's needs at the IEP meeting by having data and a well thought-out, documented, research-based plan of supports and services needed in order for their child to receive an effective, appropriate education.

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Data is Powerful!

- The IEP team, including the parents, must understand the nature of the hearing loss and/or learning problems, child strengths/challenges, how this information should be addressed and how progress should be monitored
- Questions parents/professionals should be able to answer:
 1. What developmental/academic areas have been affected by HL?
 2. How is he functioning compared with others the same age/gr?
 3. What does the early trajectory of progress look like?
 4. How much progress has he made since he was last tested?
 5. Are the child's grade equivalent gains comparable to peers?
 6. Is it possible for my "gut instincts" about this child to be measured objectively?

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Model of Child Aural Habilitation

Assessment

Define the impact of the hearing loss on life function
Under what situations is the child's ability to function impaired?
When/how will participation be restricted?

Talk about abilities not dB

Personal Factors – Skills

- Language use/communication
- Socialization skills
- Psychosocial/self-concept
- Additional Learning Challenges

Environmental Factors

- Speech perception under varying conditions
- Ability to attend / fatigue
- Speechreading benefit
- Accommodations currently in various environments

Get the Data

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Assessments

IDEA requires full evaluation using “a variety of assessments tools and strategies to gather **relevant functional**, developmental, and academic information about the child, including information provided by the parent.” (3CFR.300.304 (a)(1))

For children who are deaf/hard of hearing relevant information should always include hearing function, vision, language, communication, academic performance, social and emotional function, and self-determination and advocacy.

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Make It Yours

RECAP

- Your next patient is a 5-year-old who will be starting kindergarten soon. The family is nervous about the eligibility process, especially since the boy has really good speech, despite a 70 dB bilateral hearing loss (consistent HA user).
- What information will you obtain to demonstrate impact on functional listening ability?
- How could you help mom strategize using Special Considerations? (*remember, they are ONLY applicable to children who are Deaf/Hard of Hearing*)

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Service Delivery Considerations

Increasing Levels of Support

2+ Grade Delays Modified Instruction

Skills within 1-2 Grades Support + Modified Instruction

Skill scatter within 1 Grade of Peers Enhance + Support

Typical Classroom Performance Enhance

1. Core Instruction

2. Targeted Individual Support

3a. Intensive Services - DHH

3b. Intensive Services - Deaf Plus

Modified Instruction (Resource/Intense support) – alternative format to learn content that focuses on developing missing language skills (i.e., when classroom reading materials are at frustration level)

Support (Intense support) – helping the student to keep up the pace of the increasing demands in text and verbal language by (1) targeting grade level spoken/written language comprehension and competence (specific language goals) & (2) checking comprehension of key concepts

Enhance (Targeted support) – emphasis on developing targeted higher level language skills (i.e., irony, humor) and self-advocacy skill

Goal of Transition to School

A smooth transition to an appropriate placement and services that meet the needs of the student.

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Transition Challenges

- Part C services are family-centered. Family involvement is mandatory and parent’s are expected to be the decision makers for their child’s services.
- Part B services are child-centered. For Part B, services school assumes the primary education responsibility. The values and priorities of the parents may not match those of the educational team.

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Children's Home Inventory for Listening Difficulties (C.H.I.L.D.)

Family Member

NOTE: #8 will indicate whether you should talk to the family about a bed shaker/ pillow vibrator assistive device

Children's Home Inventory for Listening Difficulties (C.H.I.L.D.)

Family Member

Family Member Responses for the C.H.I.L.D.

1. Is the child able to hear when you talk to him/her?
2. Does the child seem to hear when you talk to him/her?
3. Does the child seem to hear when you talk to him/her?
4. Does the child seem to hear when you talk to him/her?
5. Does the child seem to hear when you talk to him/her?
6. Does the child seem to hear when you talk to him/her?
7. Does the child seem to hear when you talk to him/her?
8. Does the child seem to hear when you talk to him/her?
9. Does the child seem to hear when you talk to him/her?
10. Does the child seem to hear when you talk to him/her?
11. Does the child seem to hear when you talk to him/her?
12. Does the child seem to hear when you talk to him/her?
13. Does the child seem to hear when you talk to him/her?
14. Does the child seem to hear when you talk to him/her?
15. Does the child seem to hear when you talk to him/her?

Understand-o-Meter

1. Understand-o-Meter

2. Understand-o-Meter

3. Understand-o-Meter

4. Understand-o-Meter

5. Understand-o-Meter

6. Understand-o-Meter

7. Understand-o-Meter

8. Understand-o-Meter

9. Understand-o-Meter

10. Understand-o-Meter

11. Understand-o-Meter

12. Understand-o-Meter

13. Understand-o-Meter

14. Understand-o-Meter

15. Understand-o-Meter

Obtain an average/overall listening difficulty score per the Understand-o-Meter rating

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Relating CHILD results to school

- Obtain ratings of a child's observed ability to hear and understand in different situations
- Question responses are grouped into different types of communication situations – these ALSO occur in a school setting

Type of Situation	Add together the responses to the following question numbers:	Total	Average
Quiet	1 + 2 + 3 + 15 = _____ + _____ + _____ + _____		
Noise	6 + 9 + 12 + 14 = _____ + _____ + _____ + _____		
Distance	7 + 11 + 13 = _____ + _____ + _____		
Social	5 + 9 + 11 = _____ + _____ + _____		
Media	4 = _____		

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Case Example: Willy



- Age 2:11, average HL 70dB bilaterally
- Hearing aids worn since age 9 mos
- Language level 2:9 (Rec.), 2.6 (Exp.)
- Some social and behavior issues

Type of Situation	Add together the responses to the following question numbers:	Total	Average
Quiet	1 + 2 + 3 + 15 = 7 + 6 + 5 + 8	26	6.5
Noise	6 + 9 + 12 + 14 = 2 + 3 + 2 + 3	10	2.5
Distance	7 + 11 + 13 = 3 + 1 + 2	6	1.5
Social	5 + 9 + 11 = 5 + 3 + 1	9	3.0
Media	4 = 2	2	2.0

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Case Example: Willy

Implications:

- FM use?
- Social skill support?
- Control of classroom noise?
- Seating?

Understand-O-Meter	4 IT TAKES WORK BUT USUALLY CAN GET IT
8 GREAT Hear every word, understand everything	Hear most of the words, understand more than half of what was said
7 GOOD Hear it all, miss part of occasional word, still understand everything	3 SOMETIMES SOCIAL SOMETIMES hear words but
6 PRETTY GOOD Hear almost all of the words and usually understand everything	NOISE and less than half of what was said
5 OKAY BUT NOT EASY Hear almost all the words, sometimes misunderstand what was said	2 TOUGH GOING MEDIA Sometimes dc
	DISTANCE way that talking, miss most of message
	1 HUH? Don't know that someone is talking, miss all of message

What if the Transition team only observed Willy function in a quiet 1:1 setting? Would this information potentially change educational program and support recommendations?

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Special Challenges in Early Childhood Education

- Children learn about 80% of language from overhearing
- Noisy childcare, preschool and kindergarten settings make this a special challenge for children with HL
- Maxwell & Evans 2000:
 - 4 year olds in a daycare center; average noise 76 dBA
 - Room was sound treated, improvement to 71 dBA
 - Teachers rated skills before and after abatement
 - Children had better language skills in a quieter setting (intelligible speech, uses sentences)
 - Better performance on cognitive language skills
 - Better attention and perseverance to more quickly solve a puzzle problem
- A child with HL in an adverse acoustic learning setting may experience learning delays

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GOING TO SCHOOL SHOULD NOT CAUSE A LEARNING DELAY

Audiologists provide vital information that needs to be taken into account during program planning for PS-K children with hearing devices.



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Make It Yours

RECAP 2

- Your next patient is a parent with a 5-year-old who will be starting kindergarten soon. The family is nervous about the eligibility process, especially since the boy has really good speech, despite a 70 dB bilateral hearing loss.
- How you state information to families and in reports will effect the seriousness with which your recommendations are considered.
- What information could you share in your report to the school regarding an appropriate acoustic learning environment? How could you state the information so it is taken seriously?

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Continuum of Services

- Central to the concept of special education is the idea that the Individual Education Planning Team (IEPT) will collaboratively determine the special and general education services a student needs, based on the goals and objectives developed for him or her.
- This process is meant to ensure that each student will receive services tailored specifically to his or her unique set of needs.
- Common practice, however, sometimes follows the reverse of this process: IEPTs often determine programs and services based on what is available, **rather than what is appropriate and necessary to meet specified goals** and objectives. In order for this process to be effective, a full continuum of service options must be available.

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Continuum of Special Education Services

Self-Contained Classroom	Resource Room	General Education
60% or more of the day in a special education classroom	Less than 60% of the day in special education placement	Majority of the day spent in general education
Primary curriculum provided through special education	Primary curriculum provided through general education	General education curriculum
Explicit, direct remedial instruction provided	Support for general education and explicit, direct remedial instruction provided	
For students with significant disabilities		
<div style="border: 1px solid black; padding: 5px; display: inline-block; margin-bottom: 10px;">Handout on continuum of services</div>		

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Service Delivery Considerations

Modified Instruction (Resource/Intense support) – alternative format to learn content that focuses on developing missing language skills (i.e., when classroom reading materials are at frustration level)

Support (Itinerant support) – helping the student to keep up the pace of the increasing demands in text and verbal language by (1) targeting grade level spoken/written language comprehension and competence (specific language goals) & (2) checking comprehension of key concepts

Enhance (Targeted support) – emphasis on developing targeted higher level language skills (i.e., irony, humor) and self-advocacy skill

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Brief Summary of Case Law Implications

1. A child is not ineligible for services based on academic performance alone. Functional assessment information must be considered.
2. A child cannot be exited from special education support because they are doing well academically (with the SpEd support)
3. The IEP must include a back-up plan for what will happen if the FM is nonfunctional
4. Every child with significant hearing loss is eligible for 504 accommodations.
5. ADA requires equal access to communication. CART can be provided, even if there is no IEP

<https://successforkidswithhearingloss.com/resources-for-professionals/iep-issues>

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Supporting Families: Results

- “I just wanted to say thank you for all that you do and for sharing so much valuable information. Your sites have been a huge help to us in learning about hearing loss and what’s needed at school for our daughter. I reached out to you for some help on occasion the last few months and I wanted to give you a brief update to how things are going.”
- “Thanks to the help of The Children’s Miracle Network my daughter got her hearing aid yesterday and is starting to adjust to it and already we see a big difference in how she hears. It’s amazing to hear her tell us the new sounds she hears that many take for granted.”
- “We also talked the school into contracting an Educational Audiologist to come into the school and we just sent the referral form back to our school district to keep the process going smoothly and hopefully quickly. Without your help and sites I wouldn’t know as much as I do to help my daughter and I wanted to thank you for that as it means so much to us!”

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Make it Yours!

Education systems are increasingly limiting services for students with hearing loss in the mainstream. Parents need to advocate for appropriate support so their child experiences equal access to classroom communication and can fully participate in the mainstream.

As a community audiologist, what information do you think it is important to routinely discuss with families of the children you serve?

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Preview for Next Week

- **Hearing Aids for Infants & Children**
 - Ensuring appropriate fitting
 - Red Flags for fittings
- **Expanded information on Unilateral Hearing Loss**
- **Expectations for children wearing hearing aids**



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