

## **Accessibility Considerations Worksheet For Students with Hearing Loss**

Student \_\_\_\_\_ School \_\_\_\_\_ Date of accessibility review \_\_\_\_\_

Review performed by \_\_\_\_\_

**Title II of the ADA requires that school ensure effective communication for all students with known hearing loss, including assessment of needs and reassessment of effectiveness of communication regularly as a situation changes.**

**Evidence-based decision-making regarding the level of effectiveness of communication is based on gathering functional performance data generated by formal or informal assessments, observation and student interview.**

**After the name of each of the following activities circle the type of communications occurring within that setting. Add as appropriate. Specifying the data collected, develop a statement describing the student's level of communication effectiveness. Consider how to maximize a student's privacy and independence while optimizing communication effectiveness.**

### **Teacher instruction:**

brief exchanges, question/answer, simple instructions, new vocabulary, complex information, tests with auditory elements.

### **Class discussion:**

brief exchanges, question/answer, simple instructions, new vocabulary, complex information, tests with auditory elements.

### **Small group learning:**

brief exchanges, question/answer, simple instructions, new vocabulary, complex information, tests with auditory elements.

### **Learning via media (computers, television, videos, SmartBoard, etc):**

brief exchanges, question/answer, simple instructions, new vocabulary, complex information, tests with auditory elements.

### **School announcements:**

brief exchanges, question/answer, simple instructions, new vocabulary, complex information, tests with auditory elements.

### **School assemblies:**

brief exchanges, question/answer, simple instructions, new vocabulary, complex information, tests with auditory elements.

### **Physical education and/or school-related sports activities:**

brief exchanges, question/answer, simple instructions, new vocabulary, complex information, tests with auditory elements.

### **School media center (library):**

brief exchanges, question/answer, simple instructions, new vocabulary, complex information, tests with auditory elements.

## Accessibility Considerations Worksheet For Students with Hearing Loss

**Title II of the ADA requires that school ensure effective communication, including assessment of needs and reassessment of effectiveness of communication regularly as a situation changes.** For more information on ADA requirements for schools go to [Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools](#)

**Evidence-based decision-making regarding the level of effectiveness of communication is based on gathering functional performance data generated by formal or informal assessments, observation and student interview. Communication effectiveness needs to be reconsidered as situations change.**

**What is this student's level of communication effectiveness during:**

**Teacher instruction:** necessary to process extensive, important and complex information.

Data examples: Results of Functional Listening Evaluation (with and without amplification, hearing assistance technology), fine auditory discrimination measure, listening comprehension testing, auditory memory as a precursor to listening comprehension, language processing evaluations, spot classroom comprehension checks, Listening Inventory For Education Student Appraisal, After LIFE self-advocacy strategy use appraisal, indication of function in various communicative situations per family completion of the Children's Home Inventory of Listening Difficulties, etc. Grades or progress on curriculum based measures are not specific enough to determine the level of communication effectiveness.

**Class discussion:** necessary to process brief communication, varying complexity; must effectively receive both question and peer responses.

Data examples: comprehension questions as part of a student interview following class discussion, student data collection (i.e., note with hash marks for each student/teacher exchange and an indication of if each was understood), After LIFE self-advocacy strategy use appraisal, etc. Asking student "Did you understand?" does not constitute gathering evidence for how effectively the student is able to access communication during class discussion.

**Small group learning:** necessary to process student discussion from near distance typically in the presence of noise; information shared builds on contributions by all group members as a vehicle for completing a specific learning goal.

Data examples: Group members rate each other for level of contribution to group performance, including ratings of how well each group member understood the point of what other members said; record group discussion (i.e., via a Smart Phone) and review as part of an interview with the student to gather data about how effectively he or she understood the comments of peers; observe student use of self-advocacy skills to obtain clarification if information was not understood, etc. Asking student "Did you understand?" does not constitute gathering evidence for how effectively the student is able to access communication during small group learning activities.

**Learning via media (computers, television, videos, SmartBoard, etc):** May include access to high stakes testing with auditory components, audio/video segments to enhance learning to communicate important or complex information.

Data examples: Listening comprehension check of presented material without visual supports as compared to a small number of typical class peers. Reliance on visual supports to understand information (i.e., captioning). Ability to connect hearing devices to technology to receive high fidelity audio input. Interfacing hearing devices with media can often result in audio interference. It cannot be assumed that media interface is working well without assessment.

**School announcements:** specific information with social elements important for self-concept and social acceptance.

Data examples: comprehension spot check in class; student writes down each item covered in the announcement for a specified number of days and the result is checked for accuracy. Asking student "Did you understand?" does not constitute gathering evidence for how effectively the student is able to access communication during school announcements.

**School assemblies:** specific, sometimes complex, information, often with social elements.

Data examples: Student is asked to repeat the key information presented during the school assembly along with parts of the information presented that he felt he missed receiving information.

**Physical education and/or school-related sports activities:** specific instructions, call-out plays during activity, possibly peer-to-peer communication.

Data example: teacher observation of ability to follow instructions; student interview including a report of challenging situations.

**School media center (library):** Can be brief requests/answers to much more complex communication.

Data example: teacher/media center staff report of any issues; student interview including a report of challenging situations.