**Access to Success: Ensuring Appropriate Service Delivery**

**To Students with Hearing Loss**

**Audience:**

Preservice and inservice teachers of the deaf/hard of hearing

**Description:**

Due process ensures that every learner with special education needs has access to special education services delivered by qualified providers. Teachers of the Deaf/hard of hearing are uniquely trained to understand the impact of a hearing loss on the learner’s ability to make academic progress, but are not always involved in service delivery. This presentation addresses the question, “why do we need a teacher of the deaf/hard of hearing?” by defining the role of the TODHH and matching the related competencies to the needs of learners with hearing loss. Strategies for explaining the TODHH role and tools for justifying appropriate service provision are discussed.

**Learner Outcome:**

Participants will develop strategies for ensuring that the student’s individual needs are recognized and met through special education services that promote his/her academic achievement by service providers who are trained to address the impact of hearing loss on learning.

**Activities & Assignments**:

 1. Locate the competencies cited in the Deaf/Hard of Hearing licensure requirements for your state. Do a self-evaluation of your skill set as they relate to these competencies. If your state has no specific competencies listed, discuss why that may be the case and any potential action steps; if you were to propose a set of competencies for your state, what would they be?

Explain your unique skill set to another educator, including how your expertise is essential to supporting a student with a hearing loss the general education classroom.

 2. Develop a PLAFP for a fictitious student or one from your caseload. Include information regarding how the student’s specific hearing loss has resulted in his/her current academic achievement status. Incorporate needs statements that include your competencies as a TDHH, which are be critical to ensuring progress.

3. Complete one of the case studies listed below that are contained in, Guardino, C., Beal, J.S., Cannon, J.E., Voss, J. & Bergeron, J.P. (2018). Case studies in deaf education: Inquiry, application, and resources. Washington, DC: Gallaudet University Press. IEP/504 Services: Drake, page 43-47, Sam, page 76-79 & Layla, page 131-137

1

4. Project Case Study (100 pts) (optional): *The case method combines knowledge acquisition with significant student involvement. This method brings reality into the course. A case is presented in narrative form and provides motivation for involvement and analysis of a specific situation (Pojasek, R.B. (2006). Guide to using the case method. Cambridge, MA: Harvard University)*

You may choose to work in groups of 2 or individually on this project. Using your assigned case study, students will complete 1) a written report (2-3 pages) answering the case questions, and 2) a professional presentation (format of your choice) of your case.

**Resources:**

The following resources are associated with this presentation:

* Educational Audiology Association. (2018). Supporting students who are deaf and hard of hearing: Shared and suggested roles of educational audiologists, teachers of the deaf and hard of hearing, and speech-language pathologists. Available at http://edaud.org/position-stat/15-position-02-18.pdf
* Anderson, K.L. & Arnoldi, K. A. (2011) Building skills in the fast-paced classroom. 3. https://successforkidswithhearingloss.com/for-professionals/issues-determining-servicedelivery/
* Guardino, C., Beal, J.S., Cannon, J.E., Voss, J. & Bergeron, J.P. (2018). Case studies in deaf education: Inquiry, application, and resources. Washington, DC: Gallaudet University Press. IEP/504 Services: Drake, page 43-47, Sam, page 76-79 & Layla, page 131-137
* NYC Public Schools. **Special Education Services As Part of A Unified Service Delivery System (The Continuum of Services for Students with Disabilities)** Retrieved from: <http://schools.nyc.gov/documents/d75/iep/Continuum%20of%20Services.pdf>
* PACER Center. **A Place to Start: Understanding the Present Level of Academic Achievement and Functional Performance Statement** Retrieved from: http://www.pacer.org/parent/php/PHP-c186.pdf
* Sample TODHH team/parent letter
* SEDOL IL: https://successforkidswithhearingloss.com/wp-content/uploads/2012/12/Hearing-Itinerant-Services-Rubric.pdf
* Szymanski, Christen; Lutz, Lori; Shahan, Cheryl; Gala, Nicholas. **Critical Needs of Students Who are Deaf or Hard of Hearing: A Public Input Summary** by Laurent Clerc National Deaf Education Center. Gallaudet University, Washington, D.C. 2013
* Technological Education Center for Deaf and Hard-of-Hearing Students. **Itinerant Teaching**. Retrieved from <http://deaftec.org/itinerant/indirect-services>
* *Wrightslaw IDEA Appendix A http://www.wrightslaw.com/info/iep.law.appendixa.htm*
* US Dept. of Education; A Guide to the Individualized Education Program [https://ed.gov/parents/needs/speced/iepguide/index.html#writing](https://ed.gov/parents/needs/speced/iepguide/index.html%22%20%5Cl%20%22writing)

[2](https://ed.gov/parents/needs/speced/iepguide/index.html%22%20%5Cl%20%22writing)