**Placement and Service Considerations for**

**Students Who Are Deaf orHard of Hearing**

**Audience:**

Preservice and inservice teachers of the deaf/hard of hearing

**Description:**

Every learner with identified special education needs has the right to access special education services delivered by qualified providers in an environment in which he or she can achieve academically. The determination of need must be based on the collection of appropriate data which is included on the learner’s IEP. This presentation identifies some options for determining student placement and services and suggests data sources that can facilitate the development of an appropriate IEP.

**Learner Outcomes:**

Participants will be able to:
 - identify some options for D/HH service delivery
 - describe methods of collecting student data that will assist in determining student service needs

**Assignments**:

1. Observe a student who is deaf or hard of hearing in the environment of your choice and interview his/her case manager. Report the following:
	1. What data would be useful in determining which environment is appropriate for the student, based on identified needs?
	2. What data would be helpful in determining if the current placement is working for the student?
2. Develop a decision-supporting grid, including data collection tools that could be used in determining placement and service needs.
3. Develop an observation guide that would include quick checkpoints re: the student’s academic status in relation to his/her environment, i.e., how is the student’s current placement type and classroom environment hindering or supporting his/her academic and social-emotional growth?
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). Conduct a case study reflecting the learner outcomes for this module. 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.

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**Resources:**

The following resources are associated with this presentation:

* Anderson, Karen L. and Arnoldi, Kathleen. A. **Building Skills in the Fast-Paced Classroom: Optimizing Achievement For Students with Hearing Loss**, 2011
* Anderson, Karen L. PhD & Cheryl DeConde Johnson, EdD Based on work by Mary Ellen Nevin & Ashley Garber, 2011.**Considerations for Assessment, Service Provision for Children with Hearing Loss .** 2012
* Center for Deaf and Hard of Hearing Education, **Guidelines for the Assessment and Educational Evaluation of Deaf and Hard of Hearing Children in Indiana**, Rev. May, 2018
* **IA Area Education Agencies Special Education Procedures. 2014. Retrieved from:**

<http://www.aea1.k12.ia.us/documents/filelibrary/special_education_services/procedural_safeguards_manual/Special_Education_Procedures_July_1_A0BB7D3777EC0.pdf>

* Johnson, C.D. and Seaton, J.B. (2011) **Educational Audiology handbook-2nd** ed. Clifton Park NY; Cengage Learning Inc.
* Michigan Department of Education-Low Incidence Outreach. **Educational Impact for Student who are Deaf or Hard of Hearing: Student Profile**. 2012
* 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>
* Pojasek, R.B. (2006). Guide to using the case method. Cambridge, MA: Harvard University
* **SEDOL IL: https://successforkidswithhearingloss.com/wp-content/uploads/2012/12/Hearing-Itinerant-Services-Rubric.pdf**
* WI Dept. of Public Instruction. **Options for Determining Caseload**. 2001
* US Dept. of Education; **A Guide to the Individualized Education Program** <https://ed.gov/parents/needs/speced/iepguide/index.html#writing>

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