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VOICES™



ADVOCACY
SUPPORT &
TRAINING

Welcome to today's webinar

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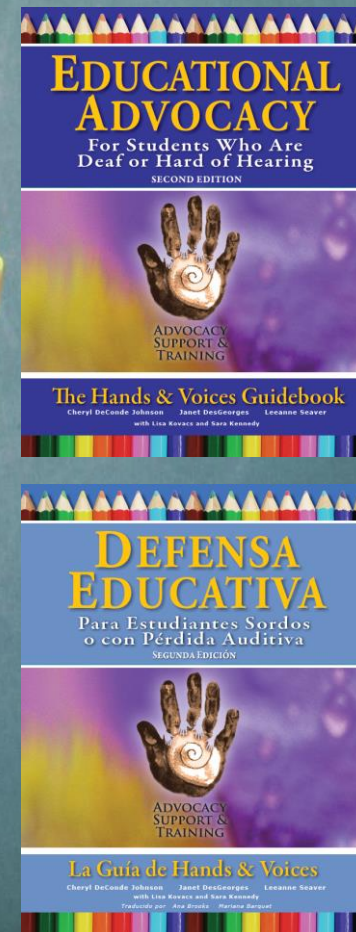
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National Association of State Directors in Special Education Guidelines Training

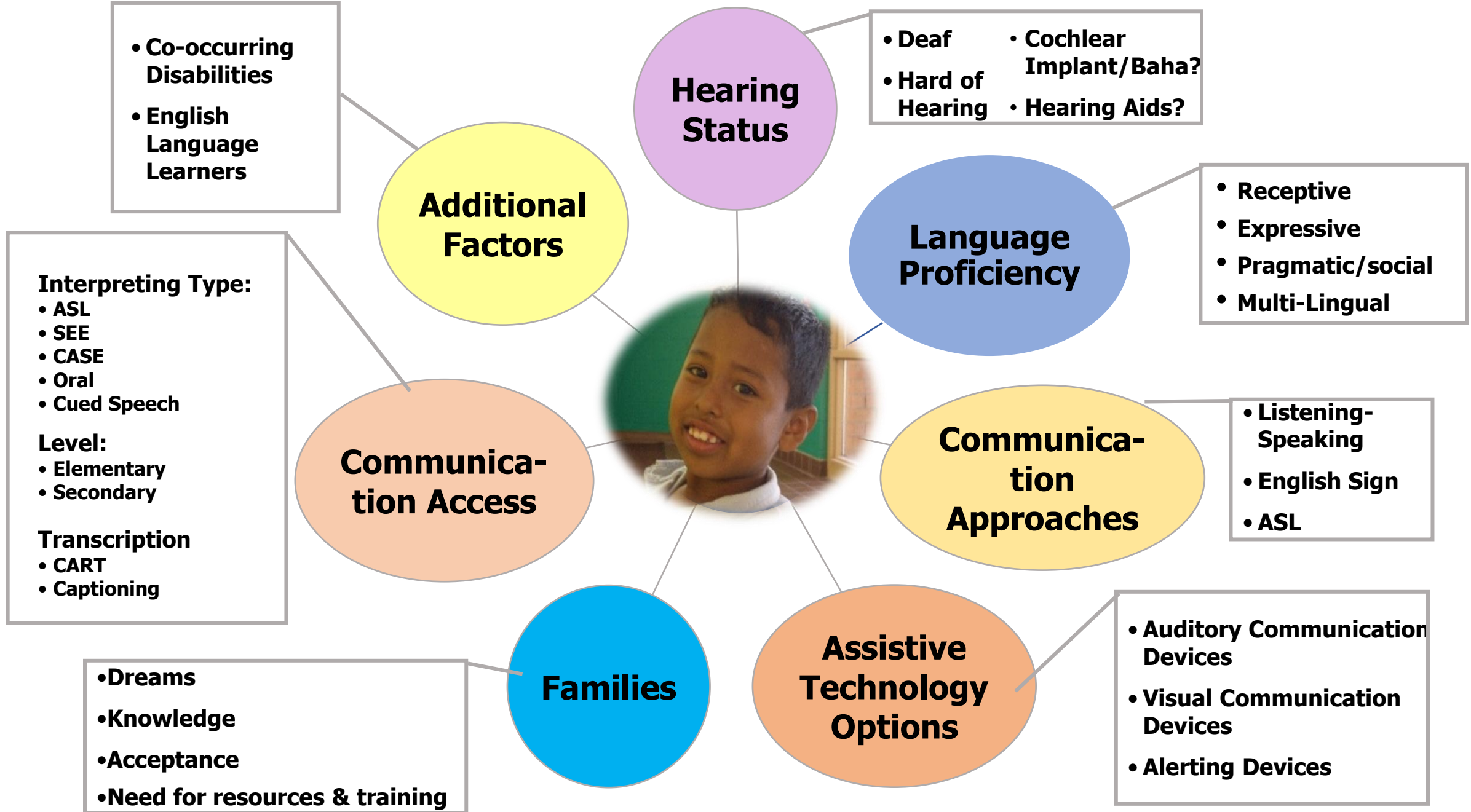
April 2nd, 2024

Cheryl DeConde Johnson – Owner/Consultant ADE-vantage, Audiology-
Deaf Education

H&V Founder/Board President



Advocacy Support & Training Webinar Series



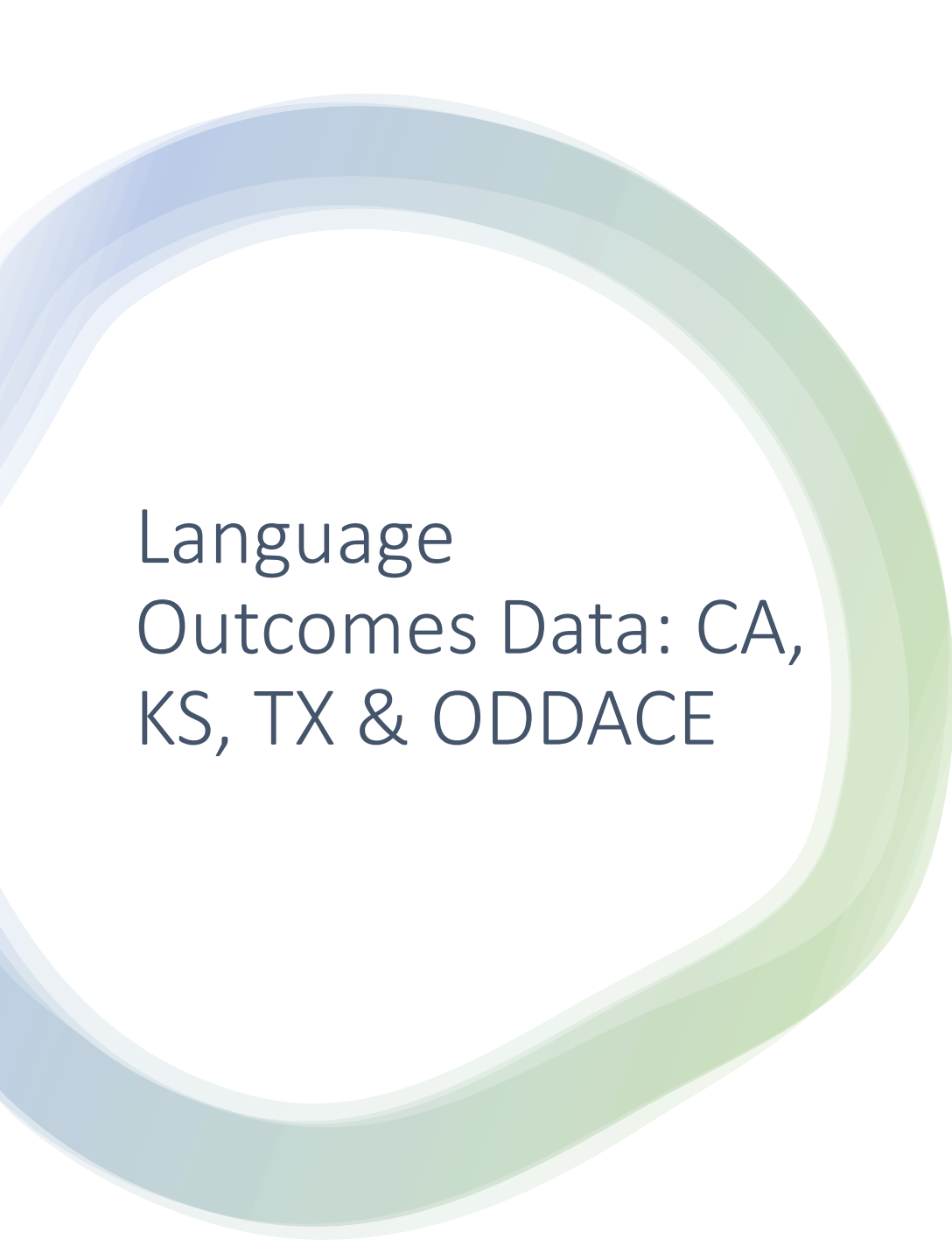
- Deaf and hard of hearing students under IDEA: 64,666¹ (1%)
- Deaf and hard of hearing students with secondary disability: 40 percent²
- Most DHH children attend school in “regular” education environments³
- Most DHH children are educated in the general education classroom (on average 77% spend > 40% of the school day)³
- Average number of deaf students per school district: <6⁴
- Most deaf students: “solitaires”
- Increasing numbers of DHH students with 504 Plans instead of IEPs



1. National Center for Education Statistics, Fast Facts, Students with Disabilities, <http://nces.ed.gov/fastfacts/display.asp?id=64>
 2. Gallaudet Research Institute (GRI) (April 2011). *Regional and National Summary Report of Data from the 2009-10 Annual Survey of Deaf and Hard of Hearing Children and Youth*. Washington, DC: GRI, Gallaudet University, p. 12.
 3. US Department of Education, OSEP, Data Analysis System, Table AB2; ^www.ideadata.org
 4. National Center for Educational Statistics, Digest of Education Statistics: 2012, Table 98, Number of public school districts and public and private elementary and secondary schools: Selected years, 1869-70 through 2010-11.

- Deaf and hard of hearing students
 - **Enter school with limited language fluency**
 - Often lack comprehensive assessment
 - Frequently under-achieve
 - Use multiple modes to communicate and learn
 - Have cognitive differences
- “Deaf children are not hearing children who can’t hear.”





Language Outcomes Data: CA, KS, TX & ODDACE

- All states show decline in outcomes at preschool
- TX data shows decline continues at least through age 8
- TX and KS data show no difference between language/modality approach: ASL/visual and English/auditory
- ODDACE data shows declines begin at age 2 (Sedey, 2024 EHDI presentation)
 - Both unilateral and bilateral hearing differences are impacted



ODDACE: Risk Factors for Language Development

- Male
- Hispanic Ethnicity
- Non-white race
- Lower levels of primary caregiver education
- Higher hearing levels
- Not meeting EHDI 3 and 6 guidelines

Challenges in D/HH Education

- Part C: non-categorical
 - Qualifications of EI providers varies by state
 - Access to appropriate DHH service and resources various by state and county
- Transition to Part B: Many DHH children are not found eligible
 - For all disabilities, only 38.5% are found eligible for Part B upon exit from Part C
- Misuse of RTI/MTSS
- Inclusion has limited access to TOD direct services; Deaf education is often primarily delivered as a consultation model
 - Structuring the language environment to provide full language and communication access
 - Applying research-based methods and materials specific for DHH students
 - Achieving 1 year's growth in 1 year for typically developing DHH students
- Shortage of qualified providers: TODs, educational interpreters, educational audiologists
- Insufficient oversight and accountability
- Schools for the Deaf are evolving to serve a diverse population

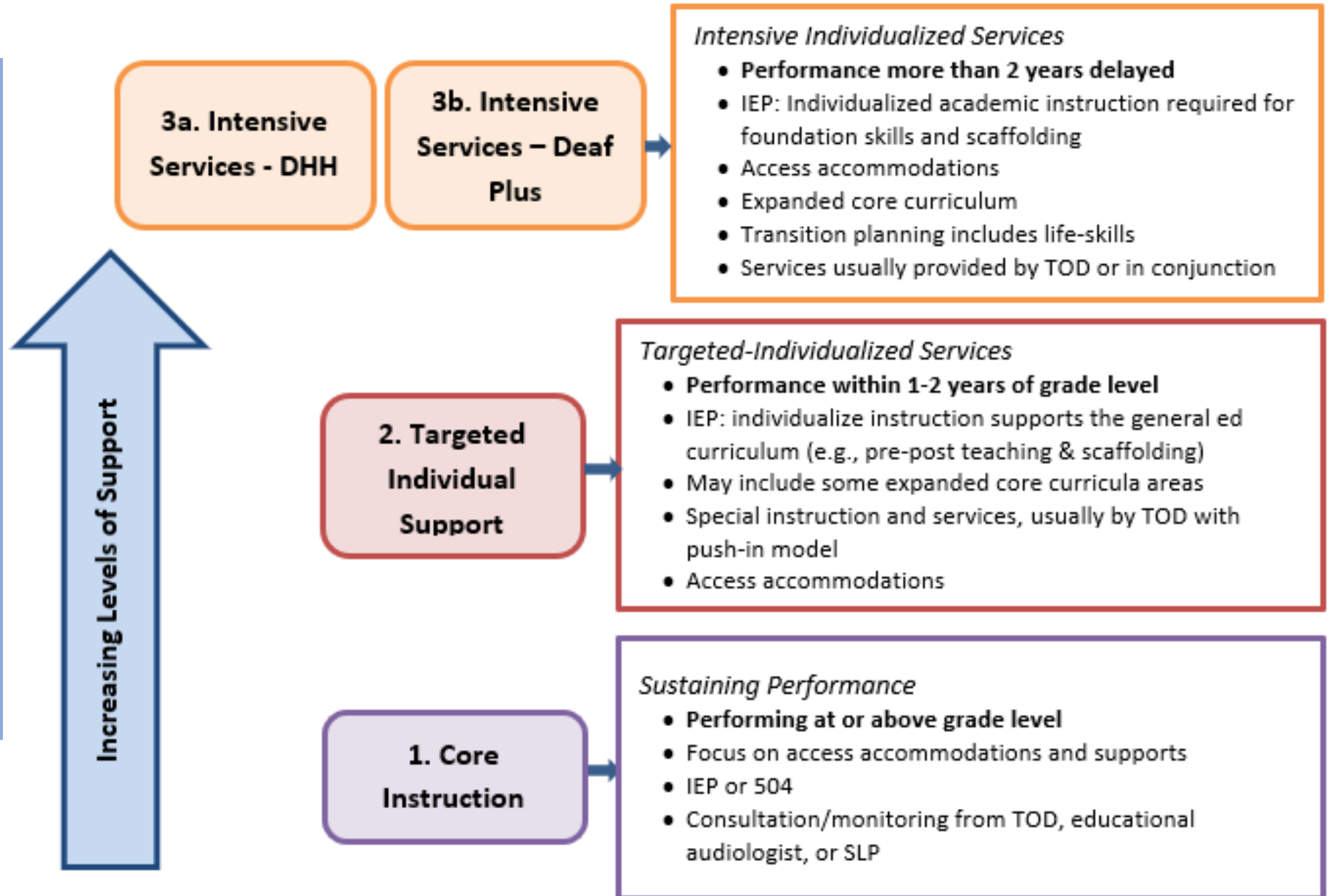
Critical Questions

- Who are the children? What is their disability label?
- Where are they served? LRE?
- How are the children doing in relation to typical peers? To their own abilities?

Additional Questions:

- Is the assessment comprehensive and at least annual with ongoing progress monitoring?
- How is communication access provided?
- What are the external barriers to learning (e.g., technology, poor classroom environment)?
- How well are general education teachers implementing the IEP services and accommodations?
- How is the learning environment assessed and managed?
- Is there access to educational audiology services and other related services?
- How are teachers recruited, paid and retained?
- What services are available for parents to support their child's educational development?

DHH Tiered Educational Model of Support



Perez v Sturgis Public Schools (MI)

Questions and Take Aways

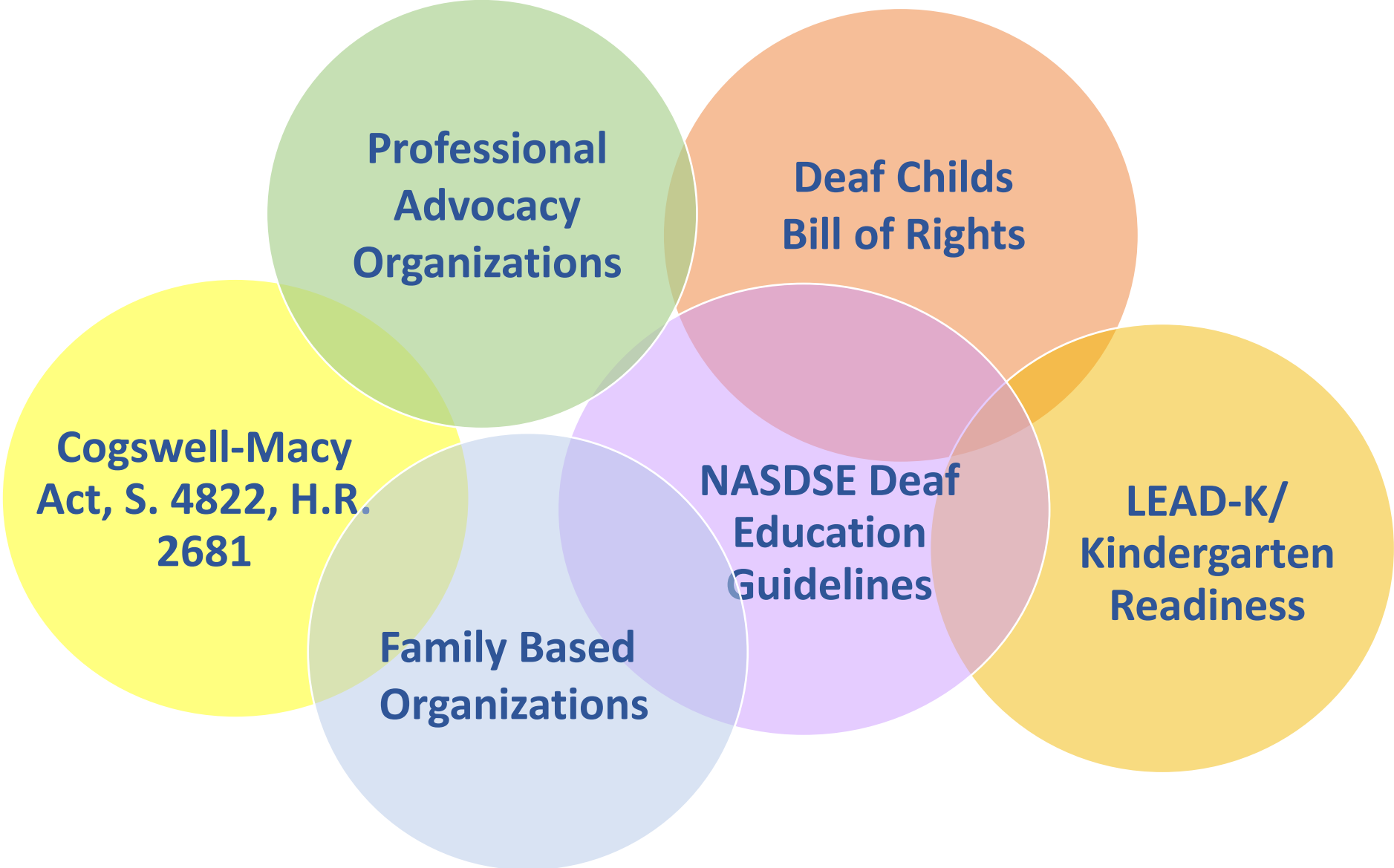
Questions

- Who's minding the store?
 - Classroom aid who does not sign or know deaf ed
 - Where is the TOD?
 - Who is doing assessment? Eligibility and Triennial evaluations, progress monitoring
 - Communication Considerations?
- Role of ethics
- Length of time lawsuits take (2017-2023)

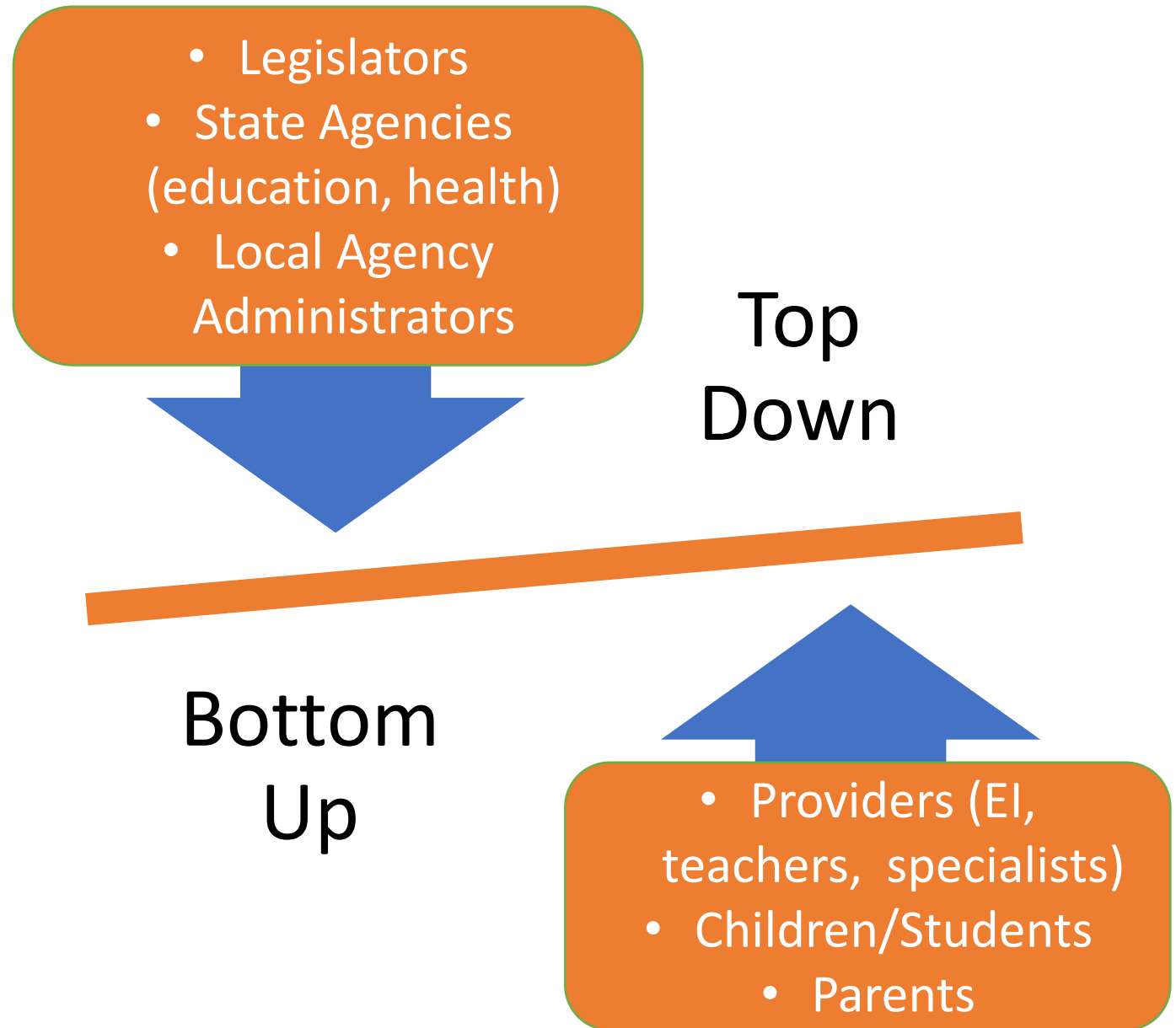
Take Aways:

- Qualified providers are essential
- TODs must manage assessment and IEP services including communication access
- Advocacy for student
- Discuss IEP goal benchmarks/progress in relation to grade level status with student and parents
- Transparency and communication with family is required; offer parent counseling and training
- Seek special consultation for unique cases (e.g., state School for the Deaf)
- Look at ELL programs for additional cultural support

National Advocacy Efforts

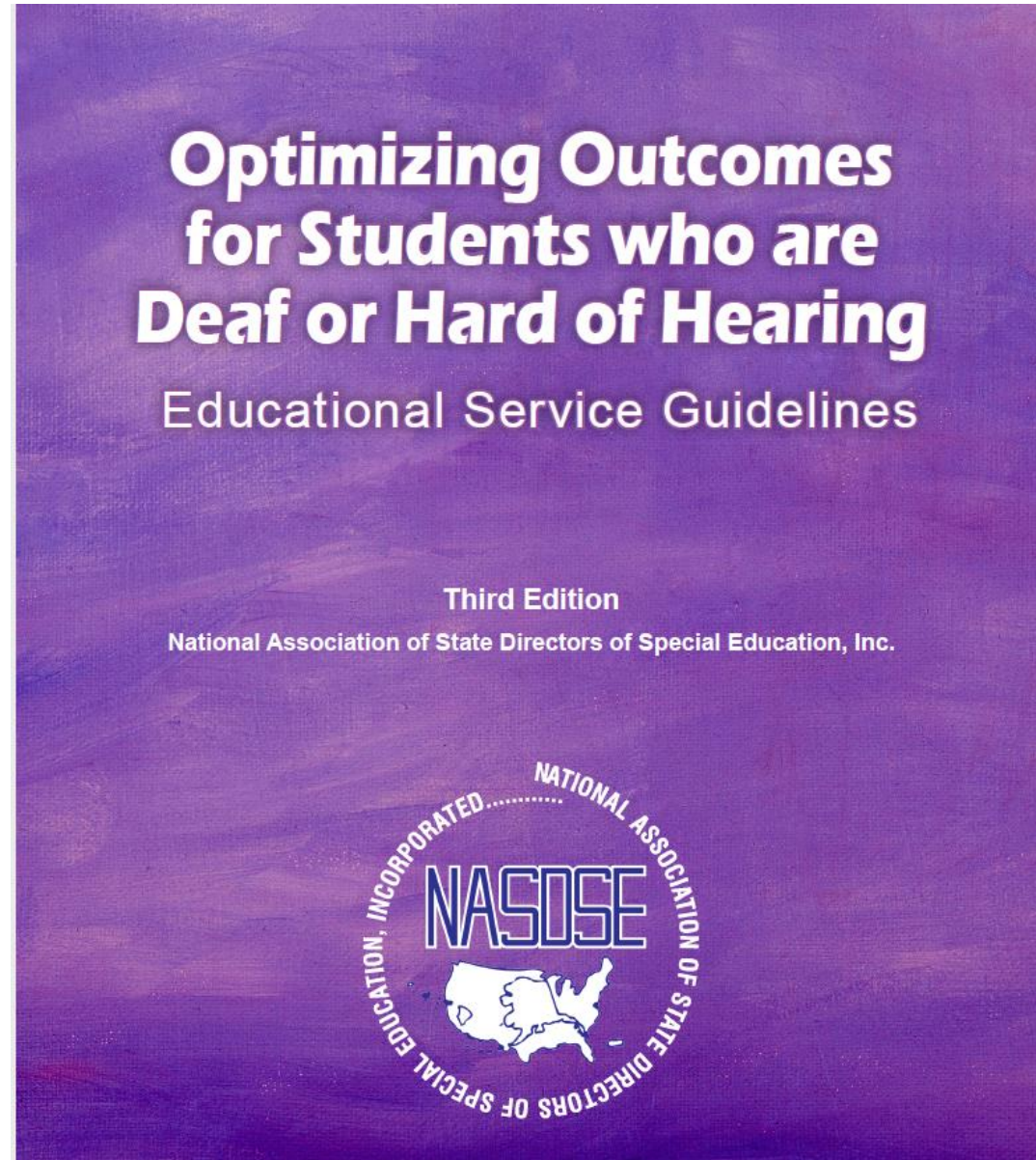


Systems Advocacy



National
Association of
State Directors
of Special
Education
(NASDSE), 2018

www.nasdse.org/docs/nasdse-3rd-ed-7-11-2019-final.pdf



Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Educational Service Guidelines (3rd Ed) 2018

- Essential Principles to Optimize Education of Students who are Deaf or Hard of Hearing
- Federal Laws and Policies
- Early Identification and Intervention
- Evaluation and Eligibility
- Goals, Services and Placement
- School Environment Access and Accommodations
- Post-Secondary Transition
- Personnel
- Implementation: Deaf and Hard of Hearing Program and Service Review Checklist

Free download:

www.nasdse.org

www.deafedguidelines.org

Chapter 1: Essential Principles to Optimize Education for Students who are Deaf/Hard of Hearing

1. Each student is unique.
2. High expectations drive educational programming and future employment opportunities.
3. Families are critical partners.
4. Early language development is critical to cognition, literacy and academic achievement.
5. Specially designed instruction is individualized.
6. Least restrictive environment (LRE) is student-based.
7. Educational progress must be carefully monitored.
8. Access to peers and adults who are deaf or hard of hearing is critical.
9. Qualified providers are critical to a child's success.
10. State leadership and collaboration is essential.

Chapter 2: Federal Laws and Policies

- **Section 504 of the Rehabilitation Act of 1973**, as amended (most recently by the Workforce Innovation and Opportunity Act), and the **Americans with Disabilities Act** require schools to provide students who are deaf or hard of hearing equal communication access to all school related programs and activities.
- The **Individuals with Disabilities Education Act** (IDEA, most recently reauthorized in 2004) spells out requirements for individualized education programming for eligible students with disabilities, including programming that supports the language and communication access and development of students who are deaf or hard of hearing.
- The **Every Student Succeeds Act** (ESSA), which amended the Elementary and Secondary Education Act in 2015, is currently our nation's primary general education law, applies to all students in public schools, and sets out accountability requirements at the school, district and state levels.

Chapter 3: Early Identification & Intervention

- Early hearing detection and intervention **(EHDI improves outcomes. (1-3-6))**
- **Specialized providers** with expertise working with infants and toddlers with hearing loss are essential to achieving the best outcomes.
- Even with appropriate early intervention, children who are deaf or hard of hearing remain at risk, **requiring continued supports, including specially designed instruction, and close monitoring when transitioning to Part B services.**
- **Thorough assessments** must guide a child's transition from Part C to Part B services.

Chapter 4: Evaluation and Eligibility

- **Thorough assessment** is needed for eligibility determination to uncover any potential language and learning gaps or other situations that affect progress.
- **Do not underestimate the impact of compromised hearing ability:** mild, minimal, unilateral or single-sided deafness conditions can have the same consequences as more significant hearing levels and deafness.
- The **expertise of the multidisciplinary team** is essential; for students with complex needs, additional expertise may be necessary.

Chapter 5: Goals, Services & Placement

- Goals, services and placement must be based on **assessment of academic and functional data**.
- A **communication plan** is one way of meeting IDEA's requirement to consider the child's language and communication needs.
- The **Expanded Core Curriculum** for students who are deaf or hard of hearing can help IEP teams develop education plans.
- Educational placement must be in a setting where the **student's language and communication needs are met**.
- Given **effective educational planning**, students who are deaf or hard of hearing, including those who are deaf with disabilities, **can attain high levels of achievement**.

Special Factors

(IDEA 34 CFR
300.324 (a) (2))

Requires consideration and documentation of:

- Language and communication needs
- Opportunities for direct communication with peers and professional personnel in the child's language and communication mode
- Academic level
- Full range of needs, including opportunities for direct instruction in the child's language and communication mode.
- Need for assistive technology and assistive technology services

Deaf Child Bill of Rights/Communication Plan

See NAD, www.nad.org

- Deaf, Hard of Hearing and Deaf-Blind children
- 17 states have DCBR legislation
- Components include:
 - recognizes right as an independent and fully actualized child
 - individualized and appropriate early intervention that supports acquisition of language
 - placement options and placement best suited to child's needs including qualified professionals
 - provision of adult role models
 - peer opportunities
 - full range of support services
 - involvement of deaf and hard of hearing or deaf-blind adults in program and service development
 - Communication Plan describes child's language modalities, services and supports to achieve full potential

What does the deaf education teacher/specialist contribute?

Expanded
Core
Curriculum

- Understanding challenges of access
- Auditory & listening skill development
- Language and communication expertise (American Sign Language, LSL, Cued Language)
- Family education- Parent training and counseling
- Peers and Role Models
- Social skills
- Self-advocacy skills
- Technology training
- Transition planning
- Leadership development
- Deaf studies
- Relationship of hearing status with other disabilities

Chapter 6: School Environment Access & Accommodations

- **Full access** is essential.
- Access and accommodations are an **education system's responsibility**.
- Gaps in access limit access to content.
- **Accommodations are personal**; one size does not fit all.
- Recommended accommodations are only as good as **how well they are implemented**.
- **Teachers need support** to implement accommodations with fidelity.

Universal Design for Learning Guidelines

Provide multiple means of
Engagement →

Affective Networks
The "WHY" of learning



Provide multiple means of
Representation →

Recognition Networks
The "WHAT" of learning



Provide multiple means of
Action & Expression →

Strategic Networks
The "HOW" of learning



Student, Environment, Tasks, Tools (S.E.T.T.) Framework (Zabala)

- Analysis of the learning environment to identify all factors that lead to various technology accommodations
 - Evidence and justification for use based on analysis of each element of S.E.T.T.
 - Training for implementation of technology

<u>S</u> tudent	Describe the student's hearing status and auditory access needs.
<u>E</u> nvironment	Describe pertinent components of the learning environment, i.e., background noise, lighting, teacher instructional style.
<u>T</u> asks	Describe the learning tasks that are required of the student, i.e., large group lesson, small group table discussions, lab work.
<u>T</u> ools	Identify the tools that could be considered to provide access to the classroom and the specific learning tasks.

IDEA: Assistive Technology

Assistive Technology Devices 300.5

Assistive Technology Services 300.6

Assistive Technology – use out of school 300.105 (a)(2)

Special Factors-Assistive Technology: 300.324(2)(v)

Dear Colleague Letter 1.22.24: Myths and Facts

Surrounding Assistive Technology Devices and Services

Assistive Technology Services 34CFR300.6(Part B) &
34CFR303.13(b)(1)(i)(Part C)

(a) The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment;

MYTHS AND FACTS
SURROUNDING
ASSISTIVE TECHNOLOGY
DEVICES AND
SERVICES



U.S. DEPARTMENT OF
EDUCATION

JANUARY 2024

<https://sites.ed.gov/idea/files/Myths-and-Facts-Surrounding-Assistive-Technology-Devices-01-22-2024.pdf>

Chapter 7: Post-Secondary Transition: From Part B to Education, Training, Employment & Independent Living

- When students who are deaf or hard of hearing are actively engaged in their own transition planning, successful post-school transitions are most likely to occur.
- Students who are deaf or hard of hearing need to have members on their transition IEP team who have specialized knowledge of the unique communication and language challenges they face and their impact on postsecondary education, employment and independent living.
- The amount of time for students who are deaf or hard of hearing to complete post-secondary education programs may be longer than it is for students who are not deaf or hard of hearing.
- Students with higher levels of self-determination are more likely to have positive adult outcomes.
- Access, discrimination, and communication barriers can all contribute to employment struggles for students who are deaf or hard of hearing. As a result, employability training and work-related experiences while in high school are important programming considerations.

Chapter 8: Personnel

- Providers of services to students who are deaf or hard of hearing require **specialized expertise to address the unique language, communication and social implications** of their hearing status.
- **Each student has complex individual characteristics** that require consideration and planning by a multidisciplinary team.
- **Outside support** from state schools for the deaf, regional day school programs serving students who are deaf or hard of hearing, or the state education agency may be necessary to appropriately evaluate, plan and serve students.

Chapter 8 Content


- Training & Supervision
- Recruitment & Retention
- Licensure & Certification
- Knowledge and Skills – TODs CEC-DCD
- Personnel Roles & Responsibilities
- Early Intervention Providers
- Teachers of the Deaf/Hard of Hearing
 - Early Childhood Teacher
 - Center-based/School for the Deaf
 - Co-Teacher
 - Itinerant Teacher
 - Teacher Consultant
- Specialized Instructional Support Personnel (SISPs)
 - Educational Audiologist
 - Educational Interpreter/Transliterater
 - Tutor
 - Classroom Real-Time Speech to Text Provider
 - ASL Specialist
 - Deaf Mentor
 - LSL Specialist
 - Occupational Therapist
 - Physical Therapist
 - Counselor or Social Worker
 - School Nurse
 - School Psychologist
 - Educational Diagnostician
 - Transition Specialist
 - Instructional Assistant/Paraeducators
 - Other Support Specialists

Teacher Consultant Roles & Responsibilities (p 69)

- Inservice training
- **Monitoring test** accommodations
- **Recommending specialized** services, materials, & equipment
- **Providing specialized resources** and visual aids
- Recommending **inclusion of DHH students in school activities**
- Facilitating opportunities for **peer social interactions**
- **Keeping parents informed** of methods/techniques to reinforce language and academic development
- Evaluating and recommending **appropriate environment accommodations**
- **Assessment** of academics, language, communication, social-emotional learning and transition
- **Recommend IEP goals and objectives**
- Assisting IEP team in **placement decisions** that results in 1:1 growth
- **Coordinating** students' services
- **Monitoring** personal and assistive hearing technology
- **Meet regularly** with program coordinators or IEP team members to discuss concerns
- **Meet regularly** with general education teachers and other support personnel to ensure communication is effective as with typical peers



Chapter 9: Deaf and Hard of Hearing Program and Service Review Checklist

- Synthesis of the 10 essential recommended practices
- Provides a practical and systematic method to reflect on current practices, stimulate conversations about them and guide improvements that impact student outcomes
- How to Use:
 - Identify your review team
 - Read guidelines
 - Review practices and provide evidence to support practices in place – may occur over sessions
 - Based on findings, develop next steps (form provided)
 - Flexible – can be adapted to individual program needs



Checklist

3. Families as Critical Partners

1. Are specific strategies used to include parents in all levels of planning and decision making for their children?
 2. Are parents' preferences and choices valued throughout educational planning?
 3. Are specialized activities and programs available for parents?
 4. Are parent counseling and training services provided routinely through the IEP to assist parents to support their child?
 5. Are parents and families involved in discussions about a student's eligibility for obtaining a regular diploma, or lack thereof, at IEP meetings before and during high school?
 6. Are specific strategies used to include parents of children who are deaf or hard of hearing in general school activities?
- 
- 

Implementation Activities

- Communities of Practice
- Parent to parent support
- Service Review Checklist – state and local
 - Review gaps in services
 - Develop workplan based on priorities
- State Adoption
- Statewide Training
- Trainer of Trainer model



Identifying State Needs

- **Address unique needs and considerations:**
 - Student outcomes
 - Qualified providers/shortages
 - Multi-tiered Systems of Support
 - Deaf Education Programs at the state, local, and school level specific to the unique needs of Deaf and Hard of Hearing Students
 - Every Student Succeeds State Plans to address Personalized Learning within a Universal Design for Learning Network
- **Collaborate with families, organizations, agencies, and legislative opportunities to implement the guidelines as a best practice tool** to provide information, assess needs, and consider a compilation of resources for implementation, and
- Participate in ongoing Regional and National virtual or face to face opportunities to build a **community of practice** that allows collaboration to share information, discuss needs, and consider opportunities to improve outcomes



Can you answer these questions if asked by an administrator?

- ✓ What is different about services from a TOD or DHH specialist?
- ✓ Why is that special expertise important?
- ✓ How will their special expertise impact student outcomes?

Deaf Education Guidelines

Optimizing Outcomes for Students who are Deaf or Hard of Hearing

Home **About the Guidelines** **Team** **State Activities** **Endorsing Organizations** **Contact** **Forum**



www.deafedguidelines.org

(Original artwork by Rebecca Witzofsky.)

Guidelines Resources



Laurent Clerc National Deaf Education Center

Video: Introduction to the Guidelines

<https://www.youtube.com/watch?v=fliAJHZ6Z-M>

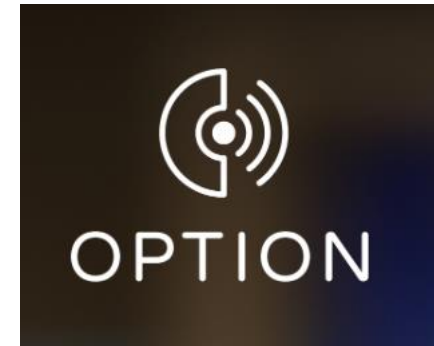
Endorsements



Division for
Communication, Language, and
Deaf/Hard of Hearing



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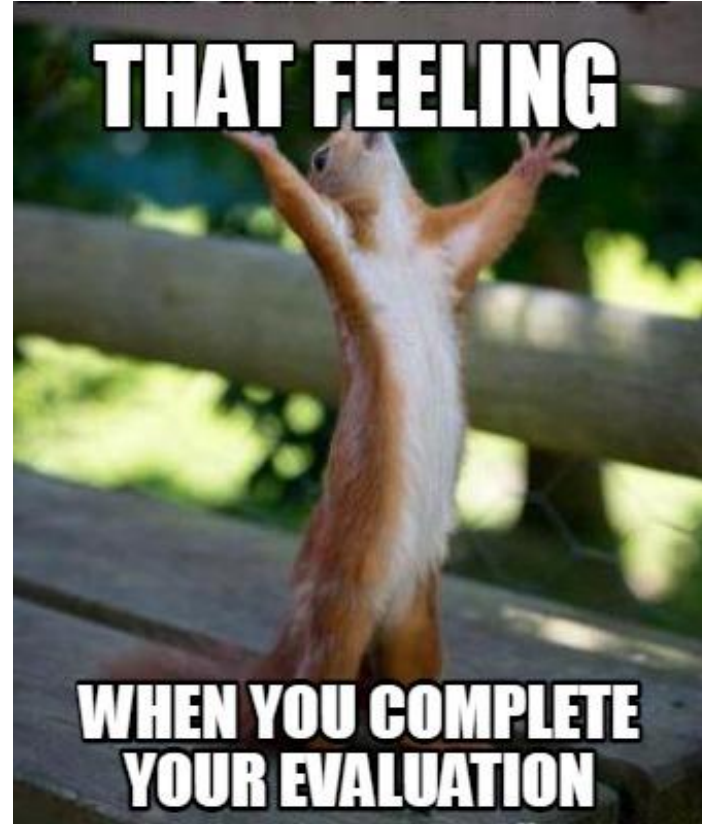


Your Turn...

Please type your questions in the Q&A box



Thank you!



<https://www.surveymonkey.com/r/ASTraWebinar3>

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<https://handsandvoices.org/astra/webinars/>