Optimizing Outcomes for Students Who Are Deaf or Hard of Hearing

a 4-part webinar series
October 19
November 2, 9, 16

presenter:
Cheryl D. Johnson, Ed.D.

Co-editor, NASDSE 2018 DHH Guidelines

Optimizing Outcomes for Students who are Deaf or Hard of Hearing is a set of educational guidelines recommended for use by states, districts, and schools.

Published by the National Association of State Directors of Special Education, the Guidelines provide information on legal requirements, best practices, and implementation.

Session recordings available for 90 days for all registered participants.
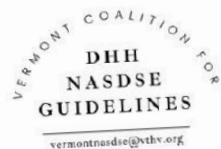
Certificate of attendance will be available.

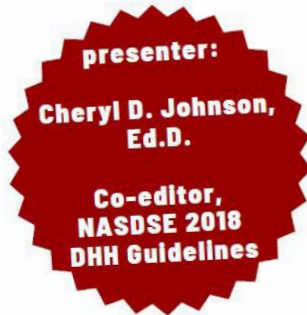Download the Guidelines at www.deafedguidelines.org

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VERMONT COALITION FOR DHH NASDSE GUIDELINES
vermontnasdse@vthv.org

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VT Coalition for D/HH NASDSE Guidelines:
How it affects ALL Children who are D/d/HH

Michelle John, MS, CEOLD

Chair, VT Coalition for D/HH NASDSE Guidelines
President, Vermont Hands & Voices
michelle.john@hotmail.com

VT Coalition Agency Members

Deaf, Hard of Hearing, and DeafBlind Educational Services Program

VT EHDI

CDCI CARES Team
Consulting • Access • Resources • Equipment Support

VERMONT HANDS & VOICES

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Coalition Short-and long-term Goals

-Ensure Coalition has members from all stakeholders, while realizing one person cannot represent an entire population

-Create awareness of the NASDSE Guidelines

-Educate all stakeholders on the details of the Guidelines; what is contained within the document

-Create plans and policies that are reflective of best practices found within the Guidelines

-Give space for families, D/HH adults, professionals, administrators and others to share what they envision the Guidelines could become within the state system

-Create enough attention, with like-minded individuals/organizations advocating for changes to policies, procedures and legislation for state implementation of the Guidelines.

Optimizing Outcomes for Students who are Deaf or Hard of Hearing

Educational Service Guidelines

Third Edition
National Association of State Directors of Special Education, Inc.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION, INCORPORATED
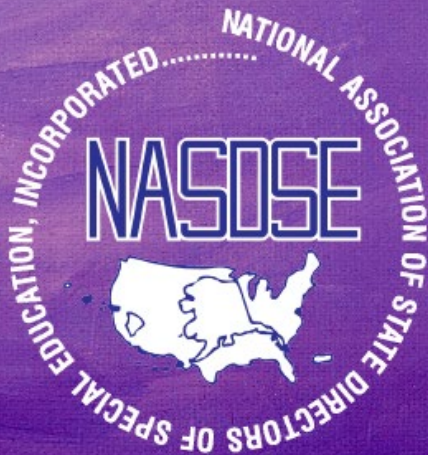
NASDSE

www.deafedguidelines.org

National Association of State Directors of Special Education (NASDSE)

Endorsements

Cheryl Johnson, Ed.D.

Via the ADE-vantage consulting, 13+ years of facilitation of state and national level projects in deaf education in multiple states that include statewide focus group data collection and analysis, improvement planning, development of practice guidelines, implementation of practice standards, summative report development, legislature- directed projects

Co-editor, NASDSE 2018 DHH Guidelines, trainer for implementation of NASDSE 2004 DHH Guidelines

DHH Consultant with the Colorado Department of Education providing leadership and TA through the state (16 years)

OVERVIEW: National Population

- Students under IDEA: 6.6 million[1]

- Deaf and hard of hearing students under IDEA: 76,000[2]

- Deaf and hard of hearing students with secondary disability: 40 percent[3]

- Most deaf and hard of hearing children attend "regular" education environment[4]

- 14,000 school districts nationwide[5]

- Average number of deaf students per school district: <6

- Most deaf students: "solitaires"

[1] National Center for Education Statistics, Fast Facts, Students with Disabilities, http://nces.ed.gov/fastfacts/display.asp?id=64
[2] *Id.*
[3] 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.
[4] National Center for Education Statistics, Fast Facts, Students with Disabilities, Inclusion of, http://nces.ed.gov/fastfacts/display.asp?id=59.
[5] 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.

Vermont Child Count & Educational Environments (3-21 yrs)

	2010-11	2020	US 2019
Students served by IDEA	12,042	13,793	6,410,219*
Deaf/HH Students (incl 3-5)	101 (.83%)	63 (.45%)	1% (6-21)*
Deaf/HH >80% of time in gen ed (5-21)	66 (75.8%)	46 (83.3%)	63.73%
Deaf/HH 40-70% of time in gen ed (5-21)	17 (19.6%)	8 (14.5%)	14.60%
Deaf/HH >40% of time in gen ed (5-21)	4 (4.6%)	1 (1.8%)	9.89%
Deaf/HH 3-5	5	3	
Other placement	9	5	12.5% (separate placement)
FTE audiologist	4.04	3.46	
FTE Interpreter	4.32	5.4	

IDEA data has shown the DHH children consistently represent .1% of total school population

TEN ESSENTIAL PRINCIPLES FOR EFFECTIVE EDUCATION OF STUDENTS WHO ARE DEAF AND HARD OF HEARING

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

Hearing loss is often invisible. It presents unique obstacles and requires access to professionals with specialized training and expertise in working with students with hearing loss to comply with Title II of the ADA (Americans with Disabilities Act), Section 504, and IDEA (Individuals with Disabilities Education Act).[1]

Illustration by Rebecca Witzofsky

1 EACH STUDENT IS UNIQUE
A student's hearing levels do not necessarily predict their speech ability or use of sign language, nor can educators assume that students can hear because they can talk and/or use hearing technology.

2 HIGH EXPECTATIONS DRIVE EDUCATIONAL PROGRAMMING AND FUTURE EMPLOYMENT OPPORTUNITIES
Deaf and hard of hearing children require learning and academic opportunities designed to enhance their abilities, not their disabilities. A database on student progress should be maintained and monitored.

3 FAMILIES ARE CRITICAL PARTNERS
High levels of family involvement contribute significantly to positive results. Parents have the right to be informed and engaged participants in their child's educational planning.

4 EARLY LANGUAGE DEVELOPMENT IS CRITICAL TO COGNITION, LITERACY, AND ACADEMIC ACHIEVEMENT
The first five years of a child's life are critical for language development. Language competence, whether spoken and/or signed, is the foundation for social-communication and cognitive skills. Students who are English language learners may require additional program supports and services.

5 SPECIALLY DESIGNED INSTRUCTION IS INDIVIDUALIZED
Individually designed instruction, assistive technology, and accommodations help students use their strengths to become full participants in their educational experiences. Parents and students should have a voice, and a choice.

Hearing loss is a "low incidence" disability, so there aren't many of these students in each school. Most regular and special education teachers have never had training in hearing loss.[2]

6 LEAST RESTRICTIVE ENVIRONMENT (LRE) IS STUDENT-BASED
A student's LRE provides full, direct, and clear access to meaningful language, communication, instruction, and social opportunities designed to meet their individual educational needs. Full inclusion may not be the LRE for students who are deaf or hard of hearing.

7 EDUCATIONAL PROGRESS MUST BE CAREFULLY MONITORED
If students are not making appropriate progress in areas such as language, literacy, academics, or social-emotional health, the services and/or their placement must be examined and modified. Services must be based on individual needs rather than available resources.

8 ACCESS TO PEERS AND ADULTS WHO ARE DEAF AND HARD OF HEARING IS CRITICAL
Adult and peer role models are beneficial to self-awareness, social communication, and overall social-emotional well-being. The IDEA "special factors" requirement includes "opportunities for direct communication with peers and professional personnel in the child's language and communication mode."

9 QUALIFIED PROVIDERS ARE CRITICAL TO A CHILD'S SUCCESS
Personnel must meet professional standards. Without qualified staff and appropriate support services, the ability of children to achieve optimal outcomes is jeopardized. State agencies and local education agencies should provide professional development and training specific to the needs of infants, toddlers, and students who are deaf or hard of hearing.

10 STATE LEADERSHIP AND COLLABORATION IS ESSENTIAL
Strong state and local leadership with effective collaboration among key stakeholders, including parents, deaf or hard of hearing consumers, state and local educators, university teacher preparation programs, and advocacy organizations, is the key to successful systems of delivery of programs and services.

Even when hearing technology is used and accommodations are in place, the effects of hearing loss on effort, fatigue, and listening comprehension are significant, and may not be fully understood by educators.[3]

VERMONT COALITION FOR DHH NASDSE GUIDELINES
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For the full NASDSE Guidelines:

Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Educational Service Guidelines
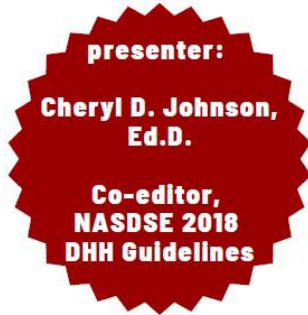http://www.nasdse.org/docs/nasdse-3rd-ed-7-11-2019-final.pdf

[1] Anderson, K. L., & Price, L. H. (2015). *Steps to Assessment: A Guide to Identifying Educational Needs for Students with Hearing Loss.* Supporting Success for Children with Hearing Loss Publications.

[2] Meyer, K. (2020, October 20). Children with hearing loss need an educational audiologist on their team. [Blog post]. Retrieved from https://www.wrightslaw.com/info/rel.svcs.ed.aud.meyer.htm

[3] Anderson, K. (2014). *The Cascading Impact of Hearing Loss on Access to School Communication.* Supporting Success for Children with Hearing Loss Publications.

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Certificate of Participation

Participant Name

has been awarded 4 hours of attendance time for participating in the webinar series, "Optimizing Outcomes for Students who are Deaf or Hard of Hearing".

Cheryl D. Johnson

Cheryl D. Johnson, Ed.D.
Co- Editor 2018 NASDSE
Guidelines

Michelle John

Michelle John, MS, CEOLD
Chair, VT Coalition for D/HH
NASDSE Guidelines

Relevance to EHDI Stakeholders

-Best practices should start from birth

-Transitions from Early Intervention into school system should be seamless

-Transitions should always include best practices

-Children who are d/hh must continually be monitored from actual or suspected diagnosis onward, regarding language acquisition (manual or oral), technology if applicable, and general developmental milestones

-Providers need an understanding of d/hh educational needs at all stages of life in order to prepare the child for the next educational step.

Characteristics of Deaf Education

- Deaf and hard of hearing students often under-achieve
- Enter school lacking language fluency
- Service providers struggle to structure the language environment and provide language and communication access
- Shortage of qualified teachers of the deaf and hard of hearing and educational interpreters
- Shortage of research-based methods and materials
- Cognitive differences
- "Deaf children are not hearing children who can't hear."

Marschark, M., Shaver, D., Nagle, K., and Newman, L. (Except Child. 2015 Apr; 81(3): 350–369.
Published online 2015 Jan 20. doi: 10.1177/0014402914563700)

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 3 Early Identification & Intervention

- Early hearing detection and intervention (EHDI) improves outcomes.

- 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.

What went well? Take these with you!

- Registration Google Form could automatically be converted into Sheets document. Easy way to keep track of registrants, and certificate attendance.

-Having the series live, with recordings and accompanying documents

-Having the same Interpreters and Captioner/Captionist for each session

-Having pre-written introductions, endings

-The recordings be available for 90 days was a huge help!

-Giving registrants reminders at 60, 30, 15 and 5 days appeared to be helpful reminders for those procrastinating

What else went pretty well?

-Having a presenter versed in the material was the most important thing!

-Good communication between only one Coalition member and the presenter, Interpreting agency and Captioning agency for ease of point person

-Having the discussion of finances up front! Who pays for what? What are the fees? Don't go forward unless you have the funding

-Access for all! We chose to automatically have spoken English, Captioning and Interpreters, but asked registrants to share other accommodations that could be helpful. Follow through on these requests!

-Giving copies of materials, acronyms and other relevant information to Interpreters and Captioning prior to the meeting. This creates better access with knowledgeable tools.

Are there more positives? Yes!

-Having regularly scheduled meetings with Coalition members, including check-ins on progress. Have an agenda, attendance, minutes for every meeting. One individual should be "chair" or "moderator"; able to give appropriate feedback and use reflective practices, "I think I hear you/the group saying...is that correct?", etc.

-Assist members with discussion points disagreed upon. Allow members to feel heard, but not dominate

-Clearly define who will work on what, and by when

-Edit documents as a group

-Have an email list for interested parties who do not want to be active participants in the group, but want basic updates. They can be sounding boards for the group to ask feedback or questions.

Lessons for you to learn from...

-Ensure there is a plan with Interpreters for switching

-Plan meetings in advance

-Never have expectations all members will get along- personality conflicts, changes in employment or funding. Awkward is exactly that...

-Expect things to go awry. Trial ahead of time, have a back-up plan

-One person cannot do the Zoom admittance, recording, insert Captioning link for those who prefer separate entity, lead the introduction, monitor chat activity and be in charge of spotlighting individual speaker or interpreters, and keeping attendees muted and videos off, and...and....and...

Are there other lessons to learn from?

-YES!

But, I'm (nearly) out of time…

Identifying State Needs

- Address unique needs and considerations:
  - Every Student Succeeds State Plans to address Personalized Learning within a Universal Design for Learning Network
  - 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

- Work with families, organizations, agencies, and legislative bills and laws to collaborate to consider 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
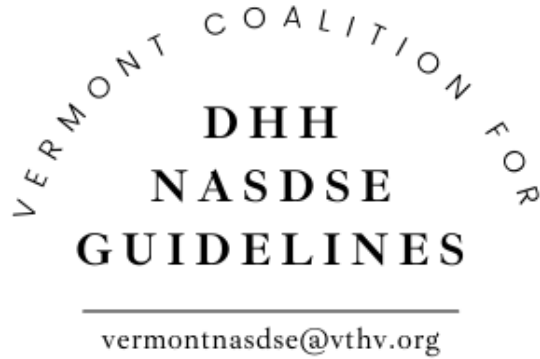
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COMMENTS & QUESTIONS