

UNLOCKING POTENTIAL:

Collaborative
Strategies for
Deaf and Hard of
Hearing
Education



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- Generational Deaf
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- DHH Guide with Guide By Your Side
- Board Member of IL Hands & Voices
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ANDREA MARWAH

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- Mother to Samantha (22), Julia (20) and Andrew (17)
- Wife to Ajay
- Special Education Advocate
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- Executive Director ~ IL Hands & Voices
- Past Commissioner ~ Naperville Advisory Commission on Disabilities
- National ASTra Trainer for Hands & Voices Headquarters



WHY IT WORKS ~

- Personal/professional lives
- Bring different perspectives
- Bring both person and professional knowledge/experiences to the table
- Build strong relationships with our families

ADVOCACY

IL SCHOOL FOR THE DEAF OUTREACH

provides several levels of Advocacy Support:

- Base level consult
- IEP review & recommendations
- IEP Prep
- IEP attendance
- Mediation consult
- Mediation attendance
- Complaint consult



BEHAVIOR SUPPORT

The [Grants to States Program](#) as described in IDEA part B section 611 provides formula grants to assist states in providing a free appropriate public education in the least restrictive environment for students with disabilities ages three to 21. Grant projects under this program may use funds for state-level activities such as technical assistance, personnel preparation, positive behavioral interventions and supports, and improving the use of technology in the classroom.

The [Illinois Service Resource Center](#) (ISRC) is a program required by the Illinois School code (105 ILCS 5/14-11.03) to support students who are deaf or hard of hearing and have an emotional or behavioral disorder. The program has expanded to include supports for students who are blind or visually impaired as well. ISRC provides free training, onsite assistance and resources for parents and educators of students who are deaf, hard of hearing, or visually impaired. ISRC utilizes a multi-tiered system of supports (MTSS) model to provide universal, targeted, and intensive interventions and supports.



**Illinois State
Board of Education**



ISRC

ILLINOIS SERVICE RESOURCE CENTER

- ISRC DHH/VI Resource Directory
- Sign Language Resources
- Training for Educators
- eLearning Academy
- Onsite Behavior Support
- Crisis
- Attend IEP meetings
- Assist with FBA/BIP
- Home-School Support
- Family Support and Coaching
- Data Collection
- Teaching of Zones of Regulation
- Para training

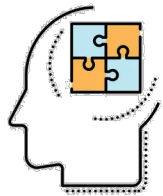


WHAT DIFFERENTIATES OUR SKILL WITH OTHER BEHAVIOR AND ADVOCACY GROUPS?

IDEA, PART B SECTION 1414 (D) (3) (B)

SPECIAL FACTORS

1



(i) in the case of a child whose **behavior** impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

2



(ii) in the case of a child with **limited English proficiency**, consider the language needs of the child as such needs relate to the child's IEP;

3



(iii) in the case of a child who is **blind or visually impaired**, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation that it is not appropriate for the child;

4



(iv) consider the communication needs of the child, & in the case of a child **who is deaf or hard of hearing**, consider the child's language and full range of needs, including opportunities for direct instruction in the child's language & communication mode

5



(v) consider whether the child needs **assistive technology devices and services.**

FOR US!

The IEP Team must—

“In the development, review and revision of an IEP...consideration of special factors, the IEP team **must:**

- (iv) Consider the communication needs of the child, and in the case of the child who is deaf or hard of hearing, consider the **language and communication needs**, opportunities for **direct communication** with peers and professional personnel in the child’s language and communication mode, **academic level**, and **full range of needs** including opportunities for **direct instruction** in the child’s language and communication mode, and
- (v) Consider whether the child requires **assistive communication devices and services.**”

COLLABORATION

- Initial contact between both agencies
 - Environment
 - Communication
 - Concerns
 - Needs
 - Potential outcomes
 - Option
- We have talked before referral, we just do so without names so that we are HIPAA compliant, this allows for pre-collaboration to see if this is a case we can collaborate on



CONTINUED SUPPORT

- Behavior can be long term
- IEP support can last over multiple IEP's/meetings
- Never one and done





POTENTIAL CHALLENGES

- Not all schools or families buy into ISRC
- School isn't listening to "experts" in deafness; they feel they know it all
- TOD's who are biased or silent
- Team members without DHH expertise making the decisions
- Family themselves can be a challenge.
- Family's unrealistic expectations of child
- Rural vs urban
- Overwhelming amount of information
- Fear of advocates

COLLABORATIVE CASES



CASE EXAMPLE # 1 (MR E) – WRONG PLACEMENT BY WRONG PROFESSIONALS

ISSUES IN THIS CASE

- Use of other advocates not familiar with deafness
- Incorrect placement, negative environment
- only DHH child in a BD classroom
- No DHH support
- CI, vision, SPL, OT, PT not being addressed
- No DHH peers
- Mode of communication was not identified
- parent somewhat a loose cannon

HOW WE HELPED

- partnership - two people making statements is stronger than one
- Eyes in the environment through ISRC
- LEA rep involved us in the process to help make change
- Required consideration of special factors
- Behavior knowledge helped to dispel placement thoughts of the group

CASE EXAMPLE #2 (MR H) – TOO MANY MEETINGS – MOM?

ISSUES IN THIS CASE

- moms the problem
- child is more disabled than mom admits
- Attorneys (no DHH knowledge)
- ability to work together to support the student
- Severe physical aggression
- BIP not followed properly
- several placements-moved around district
- Vision, CI, PT, SLP, OT

HOW WE HELPED

- Worked with parent on legalities
- Worked with parent on behavior
- Referred to Equip for Equality
- Discussed Special Factors
- observed and trained on BIP
- Helped parent understand their legal rights
- Sticky situation of agreeing with experts and helping mom understand that the TOD's in this situation were correct
- Partnered with attorneys, gave specifics on deafness and behaviors

CASE EXAMPLE #3 (MR J) – BIAS, BIAS, BIAS – SMALL TOWN ANTICS

ISSUES IN THIS CASE

- Small town
- everyone knows everyone
- people in power dislike mom
- not listening to experts
- took the child having a significant dip in hearing to make change
- brought way too many people to mediation
- twin to twin transfusion
- CI
- multiple family dynamics
- early childhood, preschool
- language deprivation
- parent saw the value of TC

HOW WE HELPED

- Worked with parent on legalities
- Worked with parent on behavior
- Discussed Special Factors
- Helped parent understand their legal rights
- Gave mom power
- Talked directly to the experts at the mediation and subsequent meetings

CASE EXAMPLE #4 (MR M)– UNILATERAL DECISION BY LEA

ISSUES IN THIS CASE

- deaf with autism
- Bait and switch
- Hidden agendas
- significant behaviors
- staff not following recommendations OR BIP
- LEA Rep making decisions without IEP discussion
- Parent getting hurt in the process
- lack of staff/para training
- not following BIP
- student scores higher than average DHH peers

HOW WE HELPED

- Worked with parent on legalities
- Worked with parent on behavior
- Discussed Special Factors
- Attended meetings and gave specific DHH information
- Provided proven behavior techniques
- Helped parent understand their legal rights
- Worked with family's attorney
- LEA believes that child should be in an autistic/therapeutic program - gave case information that this is not shown to be a more appropriate placement.

QUESTIONS?

We are

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**HANDS &
VOICES™**

ILLINOIS