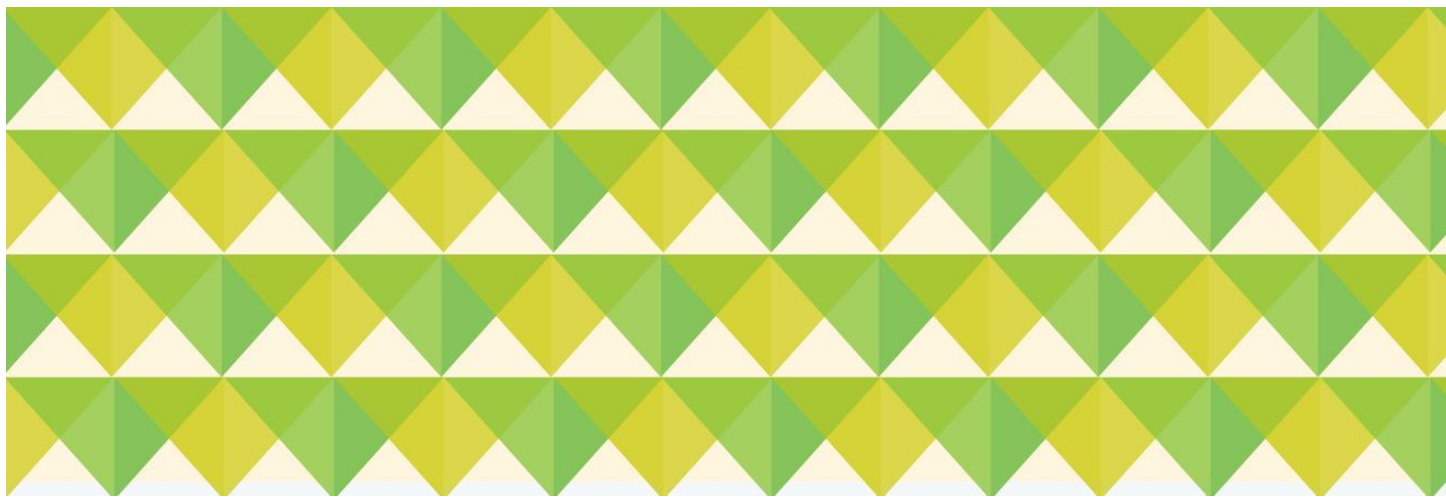


Language and Communication- Focused IEPs for Learners Who Are Deaf or Hard of Hearing

A DISCUSSION GUIDE



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Acknowledgments

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Preface

This Discussion Guide is designed to assist professionals serving students with varying degrees of hearing loss to develop language and communication-focused individualized educational plans through the special education process. Special Factors IV from the Individuals with Disabilities Education Act (IDEA) highlights the following: “consider the communication needs of the child, and in the case of the child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications 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.” The Individual Education Program (IEP) includes considerations for students’ access to language, mode of communication at home and at school, language development and fluency abilities, communication partners, school placement and other environmental impacts on language and communication needs. The purpose of this document is to provide a guide to help the IEP team consider the impact of hearing loss on the student’s communication and language access throughout the entire IEP process, including when planning for transition from high school to the post-secondary settings and work environments.

The format for the Discussion Guide, *Language and Communication-Focused IEPs for Deaf and Hard of Hearing Learners*, follows the model provided in the *State of Minnesota Developing Standards-Based IEP Goals and Objectives* (MDE, April 2013). The Discussion Guide will be reviewed and pilot tested with teachers serving students who are deaf, hard of hearing or deafblind. Teachers participating in the pilot testing will be asked to review the discussion prompts as an integral part of the IEP planning process and use the salient points for discussion and determination of development of a communication and language focus throughout the IEP process.



Introduction

All students must have the opportunity to fully participate in public education experiences. A critical aspect of participation is communication with others. Students who are deaf, hard of hearing, or deafblind arrive with a diverse set of unique language patterns, communication modalities, and experiences that frequently do not match the expectations and assumptions about language and knowledge of the typical educational curriculum and learning environment. Hearing loss has a significant impact on a child's language development and communication abilities, including social language skills. Students with varying degrees of hearing loss frequently require specialized and direct instruction to develop functional pragmatic as well as academic language and communication skills. Unilateral hearing loss or mild loss of hearing, due to colds or middle ear infections, can have a significant impact on a student's ability to fully access environmental auditory and linguistic information. This, in turn, can impact a student's academic performance and overall educational experience. Students who are deaf or hard of hearing often require explicit instruction in areas that students with intact hearing have incidentally acquired, such as basic information, including the days of the week, the name of the class pet, classmate names, directions, or the role of the school principal.

The key components for an appropriate and effective individualized educational program (IEP) is the integration of *language* and *communication* impact statements into the academic standards and the instructional delivery system. The following components are vital to the IEP process: presenting a clear picture of the student's fluency in language compared to his/her peers, the mode of communication used by the student both at home and school, the optimal instructional language system, and the optimal social language system.

The questions and discussion prompts in this guide are designed to address the following considerations based on the Individuals with Disabilities Educational Act (IDEA) 2004 (Part 300/D/300.324/a/2/iv):

1. The student's language and communication needs (identification of the student's primary mode(s) of communication and/or primary language);
2. Opportunities for direct communication with peers and professional personnel in the student's language and communication mode (availability of deaf/hard of hearing peers and adult role models in the student's communication mode/language);
3. Opportunities for direct communication in the student's language and communication mode in academics (evidence that **all** educational options for communication and placement are presented and explained; provision for communication accessibility for academic instruction, school services and extracurricular activities in the student's primary language and communication mode as appropriate for the individual student).

These requirements have been posed in the form of questions for discussion by the IEP team members. The team is encouraged to follow the topical questions in the order they are proposed. Each of the questions provides a scaffold while addressing the communication and language needs for each student. The questions may be adapted to accommodate the needs of the student and his or her family. Addressing each of the five primary questions will ensure that the IEP requirements are considered and addressed for each student's individual needs. The questions incorporate IEP language-based goals, specialized instruction, accommodations, and specialized needs.

Use of the discussion questions, notes and resources may assist parents and teachers of deaf and hard of hearing students to effectively communicate with other IEP participants who may not be familiar with the multifaceted impact of hearing loss on language development, communication, as well as the diversity of individual student needs. Space is provided at the end of each question to make notes that can translate into a language and communication- focused IEP, with reference to the Minnesota Language and Communication Checklist.

Examples of interpretations of the laws can be found in the following court cases:

1. [Board of Education of Hendrick Hudson Central School District v. Rowley, 458 U.S. 176 \(1982\)](https://specialeducationadvisor.com/hendrick-hudson-rowley-458-us-176-1982/)
2. [K.M. v. Tustin Unified School District, No. 11-56259 \(2013\)](http://parentadvocates.org/index.cfm?fuseaction=article&articleID=8176)
3. [Endrews v. Douglas County \(PDF\)](https://supremecourt.gov/opinions/16pdf/15-827_0pm1.pdf)



Getting Ready for Language and Communication-Focused IEPs

Members of the IEP team must consider the need for language and communication-focused IEP goals as well as the significance of compromised or lack of auditory access to communication. These considerations need to be infused in the development of the IEP when considering needs, goals and accommodations to ensure appropriate placement and provision of services. Specific data must be presented regarding the impact of the child's degree of hearing on language and communication and the student's present levels of academic and social language. The team can then discuss the student's full range of language and communication skills and other educationally relevant needs to determine the learning progressions needed to close any gaps between the student's present skill levels and grade-level content standards/benchmarks. For secondary level students who are deaf or hard of hearing, this discussion will also include transition area skills and access to information specific to post-secondary and work settings. Opportunities for direct communication with adults and peers, role models, and instruction in the student's primary language or communication mode must also be considered.

Language is central to the human experience. Communication is essential for social and academic progress. It is important to consider that the unique nature and consequences of hearing loss indicate that students who are deaf or hard of hearing have a common need for communication access as well as individualized need areas. A hearing loss is unique because of its impact on information acquisition and human interaction. It is important that teams carefully consider these needs and that communication access be considered a major factor in all areas of the IEP and during the educational experience. A communication-rich environment that is a good match for the student's unique needs opens doors to educational access, including interactions with peers and teachers. In contrast, a communication-poor environment restricts this access. In an environment that is communication-rich for a particular child, the student's type, degree and impact of hearing loss becomes more of a difference than a disability.

If the communication needs of students who are deaf or hard of hearing are not fully understood and met, there will be long-term consequences as they enter adulthood. The focus of discussion and planning should be on the student's access to communication to meet his or her unique learning and social needs, not a philosophical debate about methods of instruction, the communication mode, or where the program is located. While the need for communication is common to all deaf and hard of hearing students, the modes and methods are unique. To confuse communication with methodology is to debase its value. What is important is that the IEP team develops a match for the student that will maximize access to instruction and interactions with peers. A focus on the impact of hearing loss on communication access will guide the education process, program components, and instructional delivery to meet the needs of each student.

Meeting and supporting a student's communication needs is pivotal to full participation and progress in the educational setting. IEP team members who integrate the student's communication needs into the IEP process will ensure that instruction and settings are more likely to meet the unique needs of each student.



What is the student’s primary language and communication mode at home and school?

Minnesota Language and Communication Checklist

(Directions: Check ALL that apply to the student.)

Indicate: Student’s Language of the Home (H) and Language of Instruction School (S).

H S Receptive

- Spoken English
- Other Spoken Language _____
- American Sign Language
- Other Sign Language _____
- Minimal Language Skills (No Formal Language)

H S Expressive

- Spoken English
- Other Spoken Language _____
- American Sign Language
- Other Sign Language _____
- Minimal Language Skills (No Formal Language)

Indicate: Student’s Primary Mode of Communication at Home (H) and School (S)

H S Receptive

- Auditory
- Speechreading
- Visual (American Sign Language)
- Cued Speech/Cued English
- Simultaneous Communication (i.e. PSE)
- Tactile Sign Language
- Gestures/Home Signs
- Picture Exchange Communication System
- Picture Symbols (i.e. BoardMaker)
- Pictures/Photographs
- Objects
- Other Assistive Technology _____

H S Expressive

- Spoken English
- Manual (American Sign Language)
- Cued Speech/Cued English
- Simultaneous Communication (i.e. PSE)
- Gestures/Home Signs
- Picture Exchange Communication System
- Gestures/Home Signs
- Picture Exchange Communication System
- Picture Symbols (i.e. BoardMaker)
- Pictures/Photographs
- Objects
- Other Assistive Technology _____

RESOURCES:

- [Bill of rights for deaf/hard of hearing students \[nad.org/resources/education/bill-of-rights-for-deaf-and-hard-of-hearing-children/\]](http://nad.org/resources/education/bill-of-rights-for-deaf-and-hard-of-hearing-children/)
- [Development of a communication-driven educational system \[handsandvoices.org/services/deafed_ref.htm\]](http://handsandvoices.org/services/deafed_ref.htm)



How does the student's degree of hearing affect his or her language and communication access?

Hearing loss often has a domino effect on a student's development. Even the mildest loss causes delays in receptive and expressive communication skills. Language delays contribute to significant learning challenges and lower academic achievement. Communication difficulties frequently lead to social isolation, as well as low self-worth and self-esteem. All of the above can negatively impact cognitive development and ultimately limit a student's vocational choices. The good news is that the sooner a child has access to language, as well as proper programming and support from teachers of the deaf/hard of hearing, the greater the chances for social and academic success. Student needs for social access may increase as they become older and enter adolescence. It is important that the IEP team revisit and reconsider needs for contact with peers who are deaf and hard of hearing when at the secondary level.

DISCUSSION PROMPTS

- Does the student have other needs that are related to his or her hearing loss?
- What is the impact of hearing loss on language development?
- What are the Functional Listening Evaluation (FLE) and Speech Perception in Noise Test (SPIN) scores?
- What type of access does the student have to language and communication?
- Is the student's access to language and communication effective, considering his or her degree of hearing loss, age of identification, present language levels, and communication mode?
- What type of access does the student have to direct communication with peers within classroom (e.g., small group work in a quiet environment, buddies on the playground, writing notes, signing)?
- How often does the student have direct communication access with peers who are deaf or hard of hearing?
- How often does the student have access to direct communication with school staff?
- How often does the student have access to direct communication with adults who are deaf or hard of hearing?

RESOURCES:

- [American Speech Language Hearing Association \[asha.org/public/hearing/Effects-of-Hearing-Loss-on-Development/\]](http://asha.org/public/hearing/Effects-of-Hearing-Loss-on-Development/)
- [Functional Listening Evaluation \(PDF\) \[https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Functional-Listening-Evaluation_complete-with-phrase-lists_autocalculate.pdf\]](https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Functional-Listening-Evaluation_complete-with-phrase-lists_autocalculate.pdf)
- [Gallaudet University \[gallaudet.edu/about\]](http://gallaudet.edu/about)
- [Language Equality and Acquisition for Deaf Kids \(LEAD-K\) \[lead-k.org/\]](http://lead-k.org/)
- [Listening and Spoken Language Knowledge Center \[listeningandspokenlanguage.org\]](http://listeningandspokenlanguage.org/)
- [National Association of the Deaf \(NAD\) \[nad.org/\]](http://nad.org/)
- [National Cued Speech Association \(NCSA\) \[cuedspeech.org/\]](http://cuedspeech.org/)
- [National Technical Institute for the Deaf \(NTID\) \[ntid.rit.edu/\]](http://ntid.rit.edu/)
- [Screening Identification For Targeting Educational Risk \(SIFTER\) \(PDF\) \[usf.edu/cbcs/csd/documents/sifter-for-each-teacher.pdf\]](http://usf.edu/cbcs/csd/documents/sifter-for-each-teacher.pdf)
- [Supporting Success for Children with Hearing loss: Impact of Hearing Loss \[https://successforkidswithhearingloss.com/\]](https://successforkidswithhearingloss.com/)



NOTES:



What are the opportunities for direct communication and instruction in the student's primary language/communication mode?

Individuals with Disabilities Educational Act includes the following regulation: Part 300 / D / 300.324 / a / 2 / iv

Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications 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

DISCUSSION PROMPTS

- If the student uses spoken English as their primary instructional language:
 - Is the student given opportunities to interact with peers in an environment that meet his/her specific needs (i.e., quiet, speaking towards ear with the most auditory ability, speaking one at a time, defining slang terms)?
 - Is the student given opportunities to receive direct instruction from a licensed teacher of deaf/hard of hearing to work on academic and social vocabulary and language, as well as communication repair strategies, and self-advocacy skills?

- If the student uses cued speech:
 - Does the student have opportunities to interact with deaf adults or peers who are also primary users of cued speech?
 - Is the student given opportunities to receive **direct instruction** from a licensed teacher of deaf/hard of hearing who cues to work on academic and social vocabulary and language, as well as communication repair strategies, and self-advocacy skills?

- If the student uses American Sign Language - ASL:
 - Does the student have opportunities to interact with Deaf adults and peers who are also primary users of ASL?
 - Is the student given opportunities to receive **direct instruction** from a licensed teacher of deaf/hard of hearing who are fluent in ASL to work on academic and social vocabulary and language, as well as communication repair strategies, and self-advocacy skills?

- If the student uses another signed system (i.e., Signed Exact English - SEE, Pidgin Signed English - PSE):
 - Does the student have opportunities to interact with Deaf adults/peers who use the same signed system?
 - Is the student given opportunities to receive **direct instruction** from a licensed teacher of deaf/hard of hearing who signs in SEE or PSE to work on academic and social vocabulary and language, as well as communication repair strategies, and self-advocacy skills?

- If it is determined that the student would benefit from a visual language such as ASL:
 - Does the IEP team have a plan of action to ensure that the student receives support and instruction in learning the vocabulary, syntax, and semantics of ASL?
 - Does the student have direct instruction in learning ASL from a teacher of the deaf/hard of hearing who is fluent in ASL?
 - Does the student receive direct academic instruction from a teacher of the deaf/hard of hearing who is fluent in ASL?

- Based on the student's level of hearing loss, use of amplification, age of onset and identification, and



compensatory skills, what is the estimated access to auditory information in various settings at school and at home?

- What are the student's current skills and abilities in using and responding to spoken or signed language? (Consider each of the following: figurative language, vocabulary, answering/asking questions, following directions, test taking, classroom routines, social interactions, and written work.)
- How well does the student use language to advocate for him/herself?
- Under what conditions is the student demonstrating most success?
- What accommodations and modifications have been successful?
- What level of support has the student received? How has it proven to be effective?
- If spoken English is the student's first and preferred language, but the student has limited access to auditory information, options to consider include:
 - Captioned media
 - C-Print or Communication Access Real-time Translation (CART)
 - Appropriate amplification (e.g., assistive listening device system, sound field system, personal hearing aids)
 - Access to school announcements through writing or other methods
 - Interpreter or cued language transliterator
 - Improved acoustics
- How does the student's language abilities affect his or her ability to process, organize and retrieve information and solve problems?
- Do the student's language/communication abilities create barriers in non-academic areas? (e.g., social, emotional, attention, executive function)

NOTES:



What specific data is available regarding the student's present level of academic and social language?

Language is complex and encompasses many different aspects, which must be comprehensively described to determine a student's language skills and proficiency. No one test can provide all the information needed. A multi-method approach should be used to obtain as much information as possible regarding the different aspects of a student's language proficiency to determine appropriate educational programming and instructional strategies. Consider referring to Resources for Students who are Deaf or Hard of Hearing 2008 for an in-depth description of assessment specific to deaf or hard of hearing students.

View the link: [Resources for Assessment of Students who are Deaf and Hard of Hearing \(PDF\)](https://cehd.umn.edu/dhh-resources/Assessment/AssessmentManual.pdf)
[\[cehd.umn.edu/dhh-resources/Assessment/AssessmentManual.pdf\]](https://cehd.umn.edu/dhh-resources/Assessment/AssessmentManual.pdf)

DISCUSSION PROMPTS

- Does the team agree that the data collected:
 - Is current?
 - Is *valid?
 - Is *reliable?
 - Provides evidence that is useful for developing effective instructional strategies and determining appropriate adaptations and accommodations?

- To what extent does the data describe the student's present level of academic and social language skills?

- What appears to be affecting the student's growth?

* Valid measures for deaf or hard of hearing students include those formal assessment tools that have students with hearing loss in the norming population or include a statement in the evaluation report or IEP that clarifies the student is being compared to students without hearing loss.

*Validity refers to how well a test/assessment tool/assessment procedure measures what it is supposed to measure. With deaf and hard of hearing students, the validity is complex, as most "language" tests will not only be a measure of their "language" skills, but will also be measuring their level of hearing, their access (or lack of access) to language, their attention skills, their willingness to speak or use sign language, their confidence and many other factors. It is imperative that evaluators have knowledge about the impact of hearing loss, as well as information about the individual student to choose appropriate evaluation tools, modify the tools appropriately and interpret the results with consideration of the global impact of the student's hearing loss.

*Reliability refers to the degree to which a test/assessment procedure produces stable and consistent results. This is complicated for deaf and hard of hearing students as there are multiple factors influencing reliability. Examples include the evaluator's fluency in the student's primary language, the effect of background noise in the evaluation room and the child's history and access to language. Due to the fluctuation and diversity of factors among students with hearing loss, reliability is reduced and must be addressed in the interpretation of the results.



POSSIBLE INFORMATION SOURCES:

- Assessment of academic skills, vocabulary and social language. See Appendix II
- Data from Minnesota Comprehensive Assessment (MCA) and/or Measures of Academic Progress (MAP)
- Evaluation summary report
- Informal assessment measures
- Running records/work samples
- Formative assessments
- Systematic classroom observations
- Interview data
- Assessment of academic and social language/ vocabulary. See Appendix I.
- Curriculum-Based Measures (e.g., Avenue:Progress Monitoring (AVE:PM), Edcheckup, AIMSweb)
- Grades for secondary level students

NOTES:



For students with co-occurring disabilities, what is the range of language and communication needs and abilities?

When working with students who are deaf or hard of hearing with co-occurring disabilities, or students who are deafblind, the team should consider:

- Students who have been diagnosed with autism, developmental cognitive disabilities, traumatic brain Injury and other disabilities may need concrete, static, and accessible approaches to communication in addition to spoken English, cued speech, ASL, or other sign language systems. They may benefit from augmentative forms of communication such as:
 - Objects/object cues
 - Black and white line drawings by hand
 - Graphics (e.g., Boardmaker symbols)
 - Picture Exchange Communication System (PECS)
 - Photographs

- Deafblind students may benefit from:
 - Objects/object cues
 - Tactile Communication
 - Tactile American Sign Language
 - Pro-Tactile
 - Tracking
 - Black and white line drawings by hand
 - Graphics (e.g., Boardmaker symbols)
 - Photographs

DISCUSSION PROMPTS

- Based on data, do patterns emerge in the student's language/communication that impact progress in other areas?
- Does the student have access to language within the classroom, especially students who are deaf or have significant hearing loss and also have multiple disabilities including a developmental cognitive disability?
- How frequently does the student with co-occurring disabilities have access to fluent sign language models in the special education setting?

POSSIBLE INFORMATION SOURCES:

- Observations
- Classroom teacher interviews
- Evaluation report
- Communication Matrix
- Readiness Checklist (Building Skills for Success)
- Medical records
- Audiological and vision reports



RESOURCES:

- [Hands and Voices: Communication Considerations for Deaf Plus](http://handsandvoices.org/comcon/articles/deafplus.htm) [handsandvoices.org/comcon/articles/deafplus.htm]
- [Minnesota DeafBlind Project](http://dbproject.mn.org/) [dbproject.mn.org/]
- [ProTactile Training](https://visionlossresources.org/programs/dbsm) [<https://visionlossresources.org/programs/dbsm>]
- [American Association of the Deaf-Blind \(includes info on Tracking\)](http://aadb.org/factsheets/db_communications.html) [aadb.org/factsheets/db_communications.html]
- [Welcome to ProTactile: The DeafBlind Way](http://protactile.org) [protactile.org]
- [National Center on Deaf-Blindness](https://nationaldb.org) [<https://nationaldb.org>]

NOTES:



What other educationally relevant needs resulting from the student's hearing loss must be addressed?

Students who are deaf or hard of hearing have additional needs related to their hearing loss, including instruction in self-advocacy, social skills, academics, executive function, social/emotional/behavioral development, and environmental accommodations to ensure access to information in the general education setting.

DISCUSSION PROMPTS

- Does the student have other needs that are related to his or her hearing loss?
 - Listening fatigue (e.g., consideration for scheduling so breaks are provided)
 - Advocacy, including sample email and text 'language guides' for deaf and hard of hearing students
 - Social skills, including social stories, role playing and scripts, including access to social language that is commonly learned through incidental exposure (e.g., current slang and idiomatic language used by peers in the classroom)
 - Executive function skill development
 - Social/emotional development

- What areas appear to be affected by those needs? What additional services and supports are needed?

- What opportunities does the student have to communicate and connect socially with other peers who are deaf or hard of hearing?
 - Camps (e.g., Camp Sertoma, Dreams and Inspirations Deaf/Hard of Hearing Camps)
 - Day events (e.g., Deaf/Hard of Hearing Track and Field Day, University of Minnesota Deaf/Hard of Hearing Day, Safety Day for Deaf/Hard of Hearing Students)
 - Online video and text chats
 - Visual networking through apps (e.g., Synchronous, such as FaceTime, Instagram, Skype, and Nonsynchronous such as Flipgrid)
 - Social events through Minnesota Hands and Voices and local district events

- What adaptations are needed in the classroom for the student, including, but not limited to:
 - Note takers
 - Assistive Listening Device (ALD) systems
 - Notes written on the board
 - Pictures, maps, concept webs
 - Written examples
 - Written directions, due dates
 - Captioned videos, including those streamed online
 - See Appendix III for sample adaptations for a student who is hard of hearing

- ❑ What adaptations are needed for the student to participate in extra curricular opportunities?
 - ❑ The United States Department of Education Office for Civil Rights issued guidance clarifying school districts' existing legal obligations to provide equal access to extracurricular athletic activities to students with disabilities. (See resources for details)

RESOURCES

["Access is the Issue, Not Hearing Loss: New Policy Clarification Requires Schools to Ensure Effective Communication Access" by Karen L. Anderson \(PDF\) \[http://successforkidswithhearingloss.com/wp-content/uploads/2014/06/Access-is-the-Issue-Not-Hearing-Loss-sig-9-Perspectives-article.pdf\]](http://successforkidswithhearingloss.com/wp-content/uploads/2014/06/Access-is-the-Issue-Not-Hearing-Loss-sig-9-Perspectives-article.pdf)

Assistive Listening Device (ALD) Systems

[Hearing Loss in the Classroom \[betterhearing.org/hearing-loss-children/hearing-loss-classroom\]](http://betterhearing.org/hearing-loss-children/hearing-loss-classroom)

C-Print

[What is C-Print? \[rit.edu/ntid/cprint/\]](http://rit.edu/ntid/cprint/)

[Described and Captioned Media Program \[https://dcmp.org/\]](https://dcmp.org/)

Educational Interpreters

[Interpreting In Educational Settings \(K-12\) \(PDF\) \[ncsd.net/programs/cass/standard_practice_ed.pdf\]](http://ncsd.net/programs/cass/standard_practice_ed.pdf)

Executive Function

[Executive Functions and Behavioral Problems in Deaf and Hard-of-Hearing Students at General and Special Schools \[https://academic.oup.com/jdsde/article/18/3/344/366735\]](https://academic.oup.com/jdsde/article/18/3/344/366735)

[Executive Function and Language in Deaf Children \[https://academic.oup.com/jdsde/article/13/3/362/375441\]](https://academic.oup.com/jdsde/article/13/3/362/375441)

[Informal Assessment of Fatigue and Listening \(PDF\) \[http://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Fatigue-and-Learning-Scale.pdf\]](http://successforkidswithhearingloss.com/wp-content/uploads/2011/08/Fatigue-and-Learning-Scale.pdf)

Peer Note Taker Training

[Online Note Taker Training \[https://explore.nationaldeafcenter.org/courses/note-taker-training\]](https://explore.nationaldeafcenter.org/courses/note-taker-training)

Preferential Seating

[Preferential Seating: What Does It Mean? By Jeannene Evenstad, CO Families for H&V \[http://handsandvoices.org/articles/education/advocacy/V13-1_prefSeating.html\]](http://handsandvoices.org/articles/education/advocacy/V13-1_prefSeating.html)

Equal access to extracurricular activities

[U.S. Department of Education Clarifies Schools' Obligation to Provide Equal Opportunity to Students with Disabilities to Participate in Extracurricular Athletics \[https://www.ed.gov/news/press-releases/us-department-education-clarifies-schools-obligation-provide-equal-opportunity-s\]](https://www.ed.gov/news/press-releases/us-department-education-clarifies-schools-obligation-provide-equal-opportunity-s)

NOTES:



What should be considered for students who are deaf or hard of hearing as they transition from high school to post-secondary education or the work force?

CREDIT TO PEPNET RESOURCES

What influences the planning for postsecondary education and selecting realistic careers for students who are deaf or hard of hearing?

The combination of knowing personal preferences and acceptance of a hearing loss strongly influence forming a career choice. Strategies to overcome the social and communication consequences of varying degrees of hearing expands a student's self-efficacy (Punch, et al., 2006). When students who are hard of hearing have an awareness of the impact of hearing loss within school and social settings, they are better able to advocate for their needs. ***Teachers of students who are hard of hearing in secondary programs have a responsibility to educate students and parents about the importance of identification and the programs available for support, especially for students who are hard of hearing including vocational rehabilitation services (VR) and disability services in colleges, including those students who are mainstreamed with no IEP academic goals.***

How do colleges ascertain “numbers” for students who are hard of hearing when programming at the postsecondary level?

Critical mass is achievable, because, conservatively, about 2.5% of an institution's student body will have a hearing loss. This means a college with 25,000 students will have 625 such students and a campus with 50,000 students will have an estimated 1,250 hard of hearing students. About 98% do not use sign language. There are 48 hard of hearing and late-deafened students for every 1 signing deaf student.


How many students who are hard of hearing know about vocational rehabilitation (VR) services?

More than 70% of workers who are hard of hearing did not know about their state's Department of Vocational Rehabilitation (DVR) agency (Schroedel & Watson, 2005; Stika, 2002,). Students who are hard of hearing are typically not identified for DVR services whereas students who are deaf coming from deaf programs or schools for the deaf are linked to DVR services prior to high school graduation.

What are the stages of “help-seeking” readiness through which most people progress before seeking professional help before reviewing how to successfully prepare high school students who are hard of hearing high for the successful transition to postsecondary settings?

It is important to determine the student's stage of “help-seeking” or “help acceptance readiness.” It is also productive to determine the help-seeking stage of significant others in the student's life e.g. parents, family, teachers, educational support staff, coaches, and peers, since they can either facilitate or hinder the student's adjustment to their hearing loss (Clark & English, 2004).

- Stage 1: Unaware of the need for help or behavior change.
- Stage 2: Aware that a problem exists, but unaware that help is possible and available.
- Stage 3: Aware that a problem exists, and that help is possible and available. Not interested in or ready for help.
 - ****Most people, however, move from stage 3 to stage 4 through a series of substantive discussions, rather than the single encounter****
- Stage 4: Aware that a problem exists, and that help is possible and available. Interested and ready to seek and accept help.



How can professionals and parents support students who are deaf or hard of hearing through the stages in preparation for work or post-secondary education?

Glickman and Gulati (2003) describe these steps prior to the individual's commitment to change as the "pretreatment" period. They discuss several strategies adaptable to students with hearing loss during this period. They begin with educating the student about the process of change, explaining types of professionals who would work with him or her and the impact of a hearing loss on anyone. They emphasize developing trust, engaging the student in a relationships and the process for making a written contract for change and problem solving. Glickman and Gulati suggest sharing information with the student, as well as defining and offering choices for solutions. A useful technique is giving examples from other student's lives that faced and resolved difficult situations with presenting metaphors, such as climbing through a steep valley, or of a race permission and having the student monitor themselves.

Adolescents also benefit from reading about characters who are deaf or hard of hearing. These are sample website resources to locate reading materials that students might be interested in. This is not an exhaustive list and does not include blogs.

- [Deaf and Hard-of-Hearing Characters in YA Fiction \[yalsa.ala.org/thehub/2013/04/15/deaf-and-hard-of-hearing-characters-in-ya-fiction/\]](http://yalsa.ala.org/thehub/2013/04/15/deaf-and-hard-of-hearing-characters-in-ya-fiction/)
- [Children & YA Novels About Deafness \[goodreads.com/list/show/2558.Children_YA_Novels_About_Deafness\]](http://goodreads.com/list/show/2558.Children_YA_Novels_About_Deafness)

What helps high school students who are hard of hearing better prepare for completing postsecondary training programs?

Interviews with 200 deaf seniors in 16 special high schools and counselors' evaluations of the quality of each senior's career decision determined that those with good career plans were rated as more motivated about their careers and more likely to be ready for and complete postsecondary training than seniors with lower-rated career aims (Schroedel, 1991). Other key pillars in college retention include the student's academic abilities, student peers, and effective support services (Schroedel, 1991; Schroedel & Geyer, 2001; Schroedel, et al., 2002, 2003; Stinson & Walter, 1992).

Do high school students, who are deaf and use sign language interpreter services, benefit from notetaker services in addition to interpreting, or do students who are hard of hearing benefit from notetaker services when speechreading and listening in classes?

High school students retained more lecture information when they viewed speech-to-text support, compared to interpreter support, and when they studied note taker notes or a hard copy of the text after viewing the lecture, compared to no opportunity to study. (Stinson, Elliot & Kelly, 2009).

"A study done by Aaron Steinfeld compared recall accuracy of students in a traditional lecture environment with those who were in a lecture with the addition of real-time captions. The results showed that the recall accuracy of hearing students went up by 9.8% while the recall accuracy of deaf students increased by 149%."

- [The Benefit To The Deaf of Real-Time Captions In A Mainstream Environment \[https://dcmp.org/learn/275\]](https://dcmp.org/learn/275)
- [Speech to Text Services: An Overview of Real-Time Captioning \[nationaldeafcenter.org/resource/remote-speech-text-services\]](http://nationaldeafcenter.org/resource/remote-speech-text-services)

What are other factors that influence high school students who are deaf or hard of hearing when being ready to start post-secondary education or complete programs?

Involved parents were instrumental in fostering the career development and enhancing readiness for post-high school education for their deaf offspring (Punch, et al., 2006; Schroedel & Carnahan, 1991). The combination of knowing personal preferences and accepting a hearing loss strongly influence forming a realistic career choice. Awareness of means to overcome the social and communication consequences of impaired hearing expands a student's self-efficacy (Punch, et al., 2006).



DISCUSSION PROMPTS

- Has the student received instruction in articulating the specific impact his/her hearing loss has in social and academic settings?
- Can the student explain how his particular degree and type of hearing loss creates needs for specific accommodations on the job or in a post-secondary educational setting?
- Has the student created a post-secondary/job portfolio including samples of letters to disability service offices, emails to potential employers, resumes, and letters of interest?
- By the junior year in high school, has the student been assigned and met his vocational rehabilitation counselor, specifically trained to work with students who are deaf or hard of hearing and begun a work plan? For those students who are deafblind, have they been assigned a VR counselor from State Services for the Blind (SSB)?
- Has the student had the opportunity to complete a career inventory, with communication preferences, skills, and interests in mind?
- Has the student received instruction in the accommodations available at the post-secondary level (e.g., speech-to-text, such as C-Print or CART, and notetaking)? (Note: Students may not wish to use additional accommodations and later become aware of options after high school and need instruction in advocating for them.)
- At what stage is the students who are hard of hearing most likely performing when considering understanding and comfort/ease in explaining impact of hearing loss considering jobs and postsecondary education?
- Does the secondary level hard of hearing or deaf student have skills that indicate he/she is ready to use speech-to-text services (e.g., captioning or transcribing services)? Use a checklist to assist the team in this determination.
- What resources are available for note taker services to supplement interpreter services or when a student who is hard of hearing is using speechreading during classes?
- Is the student familiar with their rights to accommodations through both IDEA and through the Americans with Disabilities Act, including Title II?

POSSIBLE INFORMATION SOURCES

- Current classroom performance
- Formal and Informal academic assessments
- Other informal assessments
- Mental health information/behavioral assessments
- Current services provided
- Current classroom accommodations
- Classroom Observations

- Medical information
- Teacher/Other support staff interview
- See Appendix VI for a transition checklist

RESOURCES FOR SECONDARY LEVEL STUDENTS

["Alone in the Mainstream: A Deaf Woman Remembers Public School" by Gina Oliva \[http://gupress.gallaudet.edu/bookpage/AITMbookpage.html\]](http://gupress.gallaudet.edu/bookpage/AITMbookpage.html)

[Description of secondary level student sharing what it's like to have a hearing loss in general education classroom setting \[https://successforkidswithhearingloss.com/\]](https://successforkidswithhearingloss.com/)

[Effects of Hearing loss on Development of Reading Skills \[readingrockets.org/article/effects-hearing-loss-development\]](http://readingrockets.org/article/effects-hearing-loss-development)

[Hard of Hearing Students in the Post Secondary Setting: A Guide for Service Providers \(PDF\) \[hearingloss.org/sites/default/files/docs/pepnet_resources.pdf\]](http://hearingloss.org/sites/default/files/docs/pepnet_resources.pdf)

[Minnesota Transition Guide for Teachers of Deaf/Hard of Hearing \[cehd.umn.edu/dhh-resources/\]](http://cehd.umn.edu/dhh-resources/)

[Online Note Taker Training for PepNet \(now hosted by National Deaf Center\) \[https://explore.nationaldeafcenter.org/courses/note-taker-training\]](https://explore.nationaldeafcenter.org/courses/note-taker-training)

[Real-Time Speech-to-Text Services \[nationaldeafcenter.org/resource/remote-speech-text-services\]](http://nationaldeafcenter.org/resource/remote-speech-text-services)

[Virginia Department of Education: Captioning/Transcribing Readiness Checklist \(docx\) \[doe.virginia.gov/special_ed/disabilities/sensory_disabilities/hearing_impairment/caption_or_transcription_checklist.docx\]](http://doe.virginia.gov/special_ed/disabilities/sensory_disabilities/hearing_impairment/caption_or_transcription_checklist.docx)

NOTES:



Developing a Present Level of Academic Achievement & Functional Performance (PLAAFP) Statement

The IEP team’s responses to the previous questions and discussion prompts should provide information and data needed to build a comprehensive present level of academic achievement and functional performance (PLAAFP) statement which focuses on the impact that a student’s deafness or hearing loss has on communication within the educational setting. Use the space below to draft your PLAAFP statement. Include only the most essential information from your discussion in the PLAAFP. See sample PLAAFPs in different goal areas that include the focus of communication access. PLAAFPs, need statements, measurable goals and objectives are included in Appendix IV and V.

DRAFT PLAAFP



Based on the needs identified in the PLAAFP, develop measurable annual language and communication-focused goal(s) in the table below.

GOAL I –

OBJECTIVE 1:

OBJECTIVE 2:

OBJECTIVE 3:

GOAL II-

OBJECTIVE 1:

OBJECTIVE 2:

OBJECTIVE 3:

GOAL III –

OBJECTIVE 1:

OBJECTIVE 2:

OBJECTIVE 3:



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- Technical Assistance Center, Rochester Institute of Technology. Or <http://www.rit.edu/~netac/publication/taskforce>



Appendix I: Federal Legislation Pertaining to Deaf and Hard of Hearing Student Special Education Needs

Americans with Disabilities Act: Title II, 42 U.S.C. §§ 12101-12213, requires public school districts to ensure that communication with students with hearing, vision, or speech disabilities is as effective as communication with students without disabilities. Public schools must provide appropriate “auxiliary aids and services” where necessary to provide effective communication; that is, schools must provide appropriate auxiliary aids and services so that students with disabilities have an equal opportunity to participate in, and enjoy the benefits of, the services, programs, and activities of the public school district.

*[View Source \[ada.gov/doe_doj_eff_comm/doe_doj_eff_comm_faqs.htm\]](http://ada.gov/doe_doj_eff_comm/doe_doj_eff_comm_faqs.htm)

Individuals with Disabilities Education Act: Part 300 / D / 300.324 / a / 2

(iv) [\[https://sites.ed.gov/idea/regs/b/d/300.324/a/2/iv\]](https://sites.ed.gov/idea/regs/b/d/300.324/a/2/iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

Individuals with Disabilities Education Act: Section 300.29(b)

For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

*[View Source \[http://idea.ed.gov/\]](http://idea.ed.gov/)

Section 504: 29 U.S.C. § 794, requires programs which receive federal financial assistance to provide accommodations, such as qualified interpreters, real-time captioning (also called CART), assistive listening devices, or other auxiliary aids, to people with disabilities when necessary to ensure effective communication. See also 34 C.F.R. §§ 104.4 and 104.21. Public school systems receive substantial federal financial assistance, so this law applies to them.

*[View Source \[nad.org/resources/education/k-12-education/section-504-and-ada-obligations-of-public-schools/\]](http://nad.org/resources/education/k-12-education/section-504-and-ada-obligations-of-public-schools/)

Title I: Section 614(d)(3)(B)(iv)

consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications 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.



Appendix II: Language and Communication Assessments

View Source from “[Resources for Assessment of Students who are Deaf and Hard of Hearing \(PDF\)](http://www.cehd.umn.edu/dhh-resources/Assessment/AssessmentManual.pdf)”
[\[http://www.cehd.umn.edu/dhh-resources/Assessment/AssessmentManual.pdf\]](http://www.cehd.umn.edu/dhh-resources/Assessment/AssessmentManual.pdf)”

Consider the most current edition of each standardized assessment tool

Receptive English Skills

- Clinical Evaluation of Language Fundamentals
- (CELF)
- Test of Language Development (TOLD)
- Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS)
- Peabody Picture Vocabulary Test (PPVT)
- Receptive One-Word Picture Vocabulary Test (ROWPVT)
- Functional Listening Evaluation (FLE)
- Test of Auditory Comprehension of Language (TACL)

Expressive English Skills

- Clinical Evaluation of Language Fundamentals (CELF)
- Cottage Acquisition Scales for Listening, Language, and Speech (CASLLS)
- Test of Language Development (TOLD)
- Test of Written Language (TOWL)
- Communication Matrix
- (for students with severe cognitive disabilities who may also have hearing loss)
- Expressive One Word Vocabulary Test (EOWPVT)
- Expressive Vocabulary Test (EVT)
- The Word Test 2

Receptive ASL Skills

- ASL Classifiers Receptive Test - University of Colorado
- ASL Syntax Test - University of Colorado
- ASL Vocabulary Test - University of Colorado
- American Sign Language Development Observation Record
- American Sign Language Proficiency Assessment (ASLPA)
- The MacArthur Communicative Development Inventory for American Sign Language
- Communication Analysis System (CAS)
- SKI-HI Language Development Scale
- Test of American Sign Language (TASL)

Expressive ASL Skills

- ASL Syntax Test - University of Colorado
- American Sign Language Development Observation Record
- The American Sign Language Proficiency Assessment (ASLPA)
- Communication Analysis System (CAS)
- McArthur Communicative Development Inventory for American Sign Language
- Test of American Sign Language (TASL)



Appendix III: Sample Adaptations For A Student Who is Hard of Hearing with a Profound Sensorineural Hearing Loss in her Left Ear and a Mild High Frequency Sensorineural Hearing Loss in her Right Ear in the General Education Setting

- Sylvia will be seated towards the front of the classroom with her LEFT side facing the teacher, with a clear sight line of the teacher and classmates for ease of speechreading.
- Classroom doors will be closed to reduce background noise, including seating away from noise sources e.g. fans, projectors, open windows, music room
- An assistive listening device (ALD) system, Edulink for her better ear to boost listening comprehension over background noise, will be made available upon the Sylvia's request.
- Homework assignments will be written on the board for access for Sylvia and all class members.
- Teachers will repeat student questions and comments during discussion (even when using the ALD system) to provide consistent auditory access.
- Closed captions or subtitles will be displayed during all media presentations or transcripts and/or film guides will be given to Sylvia if captions are unavailable.
- When media is shown without captions or subtitles and students are expected to complete a worksheet, Sylvia will be provided a media guide including answers so that Sylvia can focus on media, reducing stress and fatigue for listening demands and completing worksheets.
- Sylvia will have access to teacher notes which may be printed for her in order to reduce the demands of listening while taking notes.
- Sylvia will have a scheduled listening break at the end of the day during a study period in the special education classroom, which will provide access to clarification of assignments and academic support by the teacher of deaf/hard of hearing and/or special education teacher.
- Sylvia will be allowed extra time and the option to complete tests in a quiet environment.



Appendix IV: Sample Language Communication-Focused Goal Pages for ELEMENTARY LEVEL Students

These goal pages are guidelines for development of INDIVIDUALIZED educational plans for elementary deaf and hard of hearing students

In the very first paragraph of the PLAAFP a few key main points need to be included: a brief synopsis of the student's hearing loss, language of instruction and home language (when applicable) educational history/background and impact of the disability on language development and/or curricular areas. A statement referring to the Communication and Language Checklist in the IEP helps the team make a connection between the student's current communication access and ability and needed services and adaptations.

Maria: Late-Identified Hard of Hearing Student with a Fluctuating Conductive Hearing Loss - Language-Focused Writing Goal

Research has shown that students with hearing loss may have difficulties in writing and language arts. Given Maria's hearing loss and auditory history, her reading, vocabulary, and written language skills have been altered. Although Maria's hearing loss has impacted her academic progress, she has made progress with vocabulary and reading comprehension this school year. Maria continues to struggle in the area of writing. Maria often contributes relevant ideas but struggles to communicate them in an organized manner.

In an evaluation dated 03/04/20** Maria was given the Test of Written Language- Third Edition (TOWL-3) to assess her writing skills. The testing revealed weaknesses in the areas of spontaneous writing, contextual conventions, and contextual language. Children with hearing loss typically have difficulty in the area of written language because hearing loss impacts a child's ability to learn language. Often children produce shorter simpler sentences when compared to their hearing peers. The inability to hear word endings can also lead to semantic and syntactic differences including use of verb tense, pluralization, possessives and non-agreement of subject and verbs. Further analysis of Maria's written language assessment showed that in the area of spontaneous writing she did not follow the rules for punctuation or capitalization and had great difficulty with vocabulary, sentence construction, and grammar. Maria did not use compound sentences, introductory clauses in her story, run-on and fragmentary sentences. Her story had a plot but was weak and lacked sequencing. Overall, Maria's scores on the TOWL-3 placed her at the 39th percentile, which is considered in the average range (16-84 is considered average); however, her spontaneous writing score placed her at the 8th percentile which is considered to be below average for her age group.

Maria's writing has gained some structure over the last school year; however, her grammatical structure is still below where it is expected to be for her grade level. This impacts her ability to communicate her thoughts through written language affecting her academic and social communication. Maria's classroom teacher stated at her 03/17/** IEP meeting that Maria's writing has improved but often has many mechanical and grammatical errors. She is able to develop ideas more readily but continues to struggle organizing her expressive language. Maria needs to be explicitly taught the formal and pragmatic rules of language using appropriate English semantic and syntax rules.

According to the Minnesota Academic Standards in English Language Arts, Students in sixth grade are expected to produce clear and coherent writing, and the development, organization, and style of writing must be appropriately match to its task, purpose, and audience. Sixth graders are also expected to demonstrate mastery concerning their use of English writing conventions, including grammar, capitalization, punctuation, and spelling.

**Student-Based Need:**

Maria needs to improve her writing skills to meet the expectations for her grade.

According to Minnesota Grade Level Standards, sixth graders are expected to:


- 6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 6.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 6.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Measurable Annual Goal:

In support of the Minnesota State Standards, when given a topic, Maria will improve her written language skills FROM writing paragraphs with basic vocabulary, run-on sentences, and grammatical/spelling errors TO a well-structured paragraph/ essay with limited errors and a rubric score of 80% or higher.

Short-Term Objectives:

1. Given a writing assignment or essay, Maria will complete a graphic organizer to include components of the writing response with 8 of 10 accurate components on four opportunities as measured by the teacher of the deaf/hard of hearing.
2. After instructional support with a sample paragraph, Maria will edit sentences of a second paragraph to a higher sentence structural level (compound, complex, or compound-complex) with expanded vocabulary, and correct punctuation on four opportunities as measured by the teacher of the deaf/hard of hearing.
3. Given a writing assignment within content area classes, Maria will produce a paragraph/essay and edit it for correct grammar, spelling, and punctuation with a maximum of four errors on three opportunities as charted from writing samples and measured by the teacher of the deaf/hard of hearing and/or staff observations.



Doogie: Hard of Hearing Student with a Fluctuating Conductive Hearing Loss - Language-Focused Reading Goal

Doogie's reading skills were measured using informal measures since he recently moved from Fluffy Town to Way Out West, MN. His mother commented in the IEP meeting that he did not start reading until this year. Last year, in first grade, he struggled significantly. Doogie has had a long history of ear infections and fluctuating hearing loss which impacts his ability to access soft speech and sounds in words that are critical for developing phonemic awareness and phonics skills as an early reader. Doogie has speech delays and errors which appear to impact his ability to decode clearly. For example, when the teacher of deaf/hard of hearing read aloud words for him to encode, he consistently substituted "f" for "th" such as in the word "bath" = "baf". He missed sounds in blends which tend to be softer and more difficult for hard of hearing students to hear, especially students who have had fluctuating hearing loss. Results from the functional listening evaluation that was done in March 20** suggest that Doogie has difficulty hearing soft speech sounds in words during reading instruction.

On March 2, 20**, prior to the IEP meeting, Doogie was given the Qualitative Reading Inventory- Fifth Edition (QRI-5) as an informal assessment of his reading skills. Doogie's automatic word identification skills were measured through word identification lists. Doogie was shown sight words on a computer power-point presentation, with a single word in black print presented on a white background at a speed of one per second. Word identification lists are designed to assess accuracy of oral reading fluency of common sight words, to assess speed and automaticity of word identification, and to determine a starting point for a reading passage level. Reading levels are identified as Independent (90-100%), Instructional (70-85%), and Frustration (below 70%). Results of this informal assessment of Doogie's automatic word identification skills placed him at the independent level at primer and at the frustration level at first grade. Doogie appeared to be looking at parts of words to make approximations. For example, these are some of the words that he was presented with and in parentheses are words that he provided. He was presented with thought (together), enough (eat), knew (know), afraid (after), choose (goose). He recognized 60% of words at the first grade level. Doogie did not mediate (take time to sound out words), and provided responses at a quick rate.

Doogie was also given a passage at the primer level since he had recognized 95% of words in isolation at an automatic level. He was asked questions prior to reading the passage and was able to answer questions at a familiar level, but was unable to provide a prediction about what the passage would be about. It was a narrative passage about a fox and a mouse. He had a total number of 8 miscues and it was noted that he dropped the past tense endings of verbs such as "helped, wanted, planted, looked" and replaced "dug" with "dig". This placed him at the instructional level for reading the passage aloud. He was also asked comprehension questions and allowed to look back at the passage to find his answers if needed. Doogie was able to answer 2 out of 3 explicit (answers found in the text) questions correctly and 1 out of 3 implicit (questions asking "why", "how") correctly. This placed his reading comprehension at the frustration level for a primer level passage.

Doogie's phonics skills were evaluated using the Souday System 1 screening tool on 3/15/20**. He was able to say his alphabet in correct order and provided the name of each consonant and vowel. He identified the correct sound for 5 out of 21 consonants. Doogie consistently added "-uh" after each silent consonant. He stated the correct short vowel names for 5 out of 5 vowels. When given sight words and decodable words, he was able to read 45% of decodable words. He was able to encode 27% of words with 3-4 letters per word. He consistently exchanged "f" for the unvoiced /th/ sound. Although he could identify short vowels in isolation, he did not consistently provide the correct vowel sound in words. He struggled with the short /i/, /o/ and /u/. Doogie did not detect the second consonant in initial and final consonant blends and did not correctly encode "sh". Although Doogie appeared to have sounds in isolation at an automatic level, his ability to hear them during encoding activities as well as apply rules while reading decodable words appears delayed.



According to Minnesota's state academic standards, students in second grade need to be able to apply word recognition strategies to decode unfamiliar words, use a variety of strategies to expand reading, listening, and speaking vocabularies, read grade-level appropriate texts with accuracy and fluency, and actively engage in the reading process by using a variety of comprehension strategies (i.e. monitoring reading, prediction, making connections, inferring, questioning, retelling, and determining author's purpose) when reading fiction and nonfiction texts.

Student-Based Need:

Doogie needs to increase his reading skills in the area of phonics, word recognition and passage comprehension.

Doogie needs to improve his reading skills to meet the expectations for his grade.

According to Minnesota Grade Level Standards, second graders are expected to:

- RF.2.3 Know and apply grade-level phonics and word analysis in decoding words.
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

Measurable Annual Goal:

Doogie will increase his reading skills from 60% level 1 automatic word identification, reading 45% decodable words and ability to answer 33% of inferential and 67% of explicit questions at a primer level TO level 2 automatic word identification 70%, reading 80% decodable words and answer 50% inferential and 80% explicit questions at level 2.

Short-Term Objectives:

1. When shown individual consonants, Doogie will state corresponding sounds, both voiced and unvoiced, with 100% accuracy as measured by teacher of deaf/hard of hearing observation and tracking.
2. When given a list of decodable words, Doogie will fluently identify 50% of the list of level 2 words as measured by teacher of deaf/hard of hearing observation and periodic tracking.
3. When presented with 50 single words in isolation at level 1, Doogie will automatically identify them with 95% accuracy as measured by teacher of deaf/hard of hearing observation and periodic tracking.
4. After reading a level 1 passage, Doogie will answer 3 explicit questions and 3 inferential questions with 80% accuracy as measured by teacher of deaf/hard of hearing observation and periodic tracking.



Danielle: Profoundly Deaf Student Who Uses American Sign Language in a Day Program for Deaf Students - Communication Goal

Danielle receives instruction, in American Sign Language (ASL), directly from the teacher of deaf/hard of hearing in all subject areas across the curriculum and uses ASL as her expressive language code. Danielle is in third grade. Because Danielle is Deaf and does not have full access to spoken English, she struggles with English vocabulary, syntax, semantics, and figurative language. She requires direct communication and instruction in ASL to access the general curriculum.

Danielle's ASL skills continue to develop. She is a happy, motivated student who appears to enjoy learning. She is expanding her use of ASL vocabulary into her expressive communication as modeled in the classroom. She has increased her use of ASL signs and reduced her use of gestures in her expressive language. Danielle's use of ASL classifiers is developing. Danielle is also able to apply previously learned concepts to newly introduced concepts. For example, Danielle was learning about the first Deaf school in America. The teacher explained that Thomas Hopkins Gallaudet took a ship to Europe to look at the Deaf schools. During this discussion, Danielle raised her hand and stated that Gallaudet was seasick on his journey. She applied her knowledge from a previous lesson about the pilgrims to a deaf history discussion.

Last year, Danielle struggled with the use of appropriate time concepts. Currently, Danielle is able to independently use the time concepts "yesterday" and "tomorrow" in 3 out of 5 trials. She is also beginning to use the time concept of "next week." independently. She uses this time concept when describing that she is excited for a holiday or event (i.e. swimming) that will happen next week. This objective will be continued and increased to require Danielle to use appropriate time concepts in 4 out of 5 situations.

Danielle has met last year's objective which required her to use listing when discussing 2 or more sequenced events. Although Danielle has met the objective regarding listing, she continues to struggle to incorporate fingerspelling into her expressive language. Currently, Danielle is beginning to more independently add fingerspelled words into her expressive language (ALL, ICE, BUS, BOX, PE). This objective will be continued and increased to require her to finger spell at least 3 different words per day.

Danielle has met the objective which required her to use appropriate facial grammar when asking yes/no questions (raised eyebrows). She continues to need support, however, to use correct facial grammar when asking wh- questions (lowered eyebrows). This objective will be continued and increased to require her to ask at least one wh- question in 4 out of 5 days.

Danielle's father reports that Danielle watches her ASL homework (on the computer or iPad) on a daily basis. Danielle is signing more at home. Dad says that he does not know some of the signs she is learning at school, but he is confident her ASL skills are improving.

Student Based Need:

Danielle needs to increase her use of time concepts (next week, last week, next month, etc), increase her use of fingerspelling in her expressive language, and ask wh- questions in ASL using correct facial grammar.

Danielle needs to improve her language skills to meet the expectations for her grade.

According to Minnesota Grade Level Standards, third graders are expected to:

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.



Measurable Annual Goal:

Danielle will move from a level of using some time concepts, infrequent use of fingerspelling in her expressive language, and from a level of being able to ask yes/no questions in ASL with correct facial grammar to a level of being able to use time concepts in her expressive language, increased use of fingerspelled words in her expressive language, and to a level of asking wh- questions in ASL using correct facial grammar, with support, by March 20**.

Short-term Objectives:

1. When talking about future or past events, Danielle will use the appropriate time concepts (yesterday, tomorrow, last week, next week, etc.) in 4 out of 5 appropriate situations as documented by classroom staff.
2. Danielle will fingerspell at least 3 different lexicalized words per day (e.g., CAR, BUS, ALL, TOY, BANK) as documented by classroom staff.
3. Danielle will ask at least one wh- question using appropriate facial grammar (lowered eyebrows) in 4 out of 5 days as documented by classroom staff.



Jose: English Language Learner with a Unilateral Severe-to-Profound Sensorineural Hearing Loss-Communication Goal

Jose is an English Language Learner whose home language is Spanish. Jose is a kindergarten student. He has normal hearing in his right ear and a severe-to-profound sensorineural hearing loss in his left ear. He was identified with a unilateral hearing loss at birth via Universal Newborn Hearing Screening Program. He was fitted with a CROS hearing aid system, a Phonak Bolero Q50-M13 hearing aid in his right ear and a CROS H20 in his left ear. The unit Jose wears in his left ear only picks up sounds on that side, but it does not make the sound louder. It sends those sounds to the better hearing right ear through the unit worn on the right ear.

Jose seats himself on the correct side of the room with a prompt, but does not yet recognize when he has missed information. He is beginning to raise his hand to ask for clarification in a small group setting and attempts to locate the source of sounds.

Jose has been receiving speech/language services in a small group with the focus on increasing his English language skills. He has made good progress with pronouns and is 95% accurate for 'he/she' in structured tasks and is averaging 85% accuracy for 'him/her'. He reached 80% accuracy in relating opposites and in identifying items in categories. He is also naming three or more items per category with 80% accuracy or better. Jose has good receptive and expressive vocabulary skills. After hearing stories presented in small units, he is able to answer who, what, and where questions with 90% accuracy when visual cues are present and is 82% accurate without visual cues. He is not able to answer when and why questions or understand inferences with accuracy. Jose has been having some difficulty in his classroom with understanding and following appropriate social cues in conversation. He sometimes changes topic without warning if he does not know the topic of discussion or has his own ideas. He also walks away from peers in the middle of a conversation. This may cause problems with his peer relationships and his participation in classroom discussions.

Ms. Adams, Jose's kindergarten teacher, completed the kindergarten Speech and Language Scale, a subjective look at his skills in the areas of speaking and listening in general and in relation to text, vocabulary skills, phonemic awareness, and fluency and voice. She rated Jose similar to peers to significantly above peers in all areas except phonemic awareness. She specifically noted difficulty with initial sound matching and segmenting three and four letter words. Jose's decreased language skills may impact his ability to meet grade level standards in the area of speaking and listening and literacy. In a noisy environment Jose has difficulty understanding speech. Students with a unilateral loss frequently have problems understanding faint or distant speech or speech that is presented to their poor ear which is Jose's left ear. Unilateral hearing loss also makes it difficult to localize sounds. This may explain why Jose walks away from peers during conversation. He demonstrates lack of awareness of visual cues that might help him know when people are continuing conversations.

Student-Based Need:

Jose needs to increase his phonemic awareness, as well as his receptive/expressive and pragmatic language skills to allow him to participate fully in academic instruction and social conversations.

Jose needs to improve his language skills to meet the expectations for his grade.

According to Minnesota Grade Level Standards, kindergartners are expected to:

- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Measurable Annual Goal:

Jose will increase his receptive and expressive language skills from below grade level to grade level standards by improving his responses to when, why, and inferential questions related to text, phonemic awareness, and using appropriate conversational skills.



Short-term Objectives:

1. Given instruction, Jose will increase his ability to answer when, why, and inferential questions related to text with minimal prompts with minimally 8 accurate responses out of 10, as measured by teacher of deaf/hard of hearing tally on 3 separate trials.
2. After role-playing with the teacher of deaf/hard of hearing or speech-language pathologist, Jose will use appropriate pragmatic communication skills when engaged in social conversations (maintain topic, close conversations, change topic, etc.) with minimally 8 accurate responses out of 10 opportunities as measured by teacher tally for 3 separate trials.
3. After instructional practice, Jose will match a target sounds weekly with its position in a word (initial/final) and segment sounds in 3-4 letter words with 85% accuracy on 10 items in 3 separate trials as charted by teacher checklist.



Ahmed: Deaf Student Who Uses ASL and Who Has Been Diagnosed with Autism – Communication Goal

Ahmed's language of instruction is ASL. His home language is Ethiopian. His family has been taking school-based ASL classes and is able to use basic signs and pictures to communicate with Ahmed at home. At school, Ahmed receives instruction in ASL directly from the deaf/hard of hearing teacher in all subject areas across the curriculum. Because Ahmed is Deaf and does not have full access to spoken English, he struggles with English vocabulary, syntax, semantics, pragmatics and figurative language. Ahmed requires direct instruction in ASL to access the general curriculum.

Ahmed enjoys greeting others with wave and a smile. He enrolled at this school two years ago knowing only a few signs. Since arriving, Ahmed's ASL skills have significantly improved. He is able to express basic needs and wants as well as some academic information. Ahmed is able to follow simple directions and the flow of classroom routines. Due to Ahmed's autism, his language development is not following that of a typical 4 year old. However, he has made improvements in being able to interact with others and make eye contact for brief moments. For a more detailed summary of Ahmed's current ASL skills, refer to his most recent evaluation report dated April 5, 20**.

Based on the results of the evaluation report, classroom observations, and teacher reports, several areas of concern were recommended as in need to support. Ahmed struggles to interact with others through turn-taking, such as rolling a ball back and forth or pushing a car back and forth. Currently, Ahmed pushes a car back to a partner 5 out of 10 times with 1 prompt and 3 out of 4 times with 3 prompts. This is also seen in his struggle to take turns when communicating with staff and peers.

Ahmed makes requests to staff such as OPEN PLEASE without gaining the attention of the staff person, without prompts. When Ahmed is prompted to tap a person's shoulder, wave or tap the table, he is most comfortable tapping the table or waving (responds after 1 prompt) and less comfortable tapping a person's shoulder (responds after 2-3 prompts).

Ahmed struggles to respond to staff and peer requests to pass an object. He does so 5 out of 10 times with well-rehearsed and familiar object vocabulary and 2 out of 10 times with less familiar objects that might be close to him. He does not use environmental cues to locate objects being requested. He requires the use of gestures when he does not know the signs. Ahmed matches 2 out of 5 of his peers' pictures to their signed names without prompts.

Due to Ahmed's unique learning needs, it is determined that it would be most beneficial for him to be seen three times per week for shorter intervals rather than longer intervals fewer times per week. It was also suggested that Ahmed practice his language skills in the classroom in 1:1 situation, and in small group settings. Services will be provided to Ahmed from both the speech/language team as well as the ASL team (language support team members) in and outside of the classroom.

Ahmed's mother agrees with all the suggested areas in the area of communication. His family is very pleased that Ahmed is able to communicate his wants and needs using sign language. They feel it is important that he learn basic language skills so that he is able to communicate well in the future.

Student Based Need:

Ahmed needs to improve his conversational skills including attention-getting, turn-taking, responding to requests for objects to share, and matching name signs of his peers to pictures.

Ahmed needs to improve his writing skills to meet the expectations for his grade.

According to Minnesota Grade Level Standards, kindergartners are expected to:

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Measurable Annual Goal:

Ahmed will increase his communication skills FROM turn-taking (5 out of 10 times with 1 prompt), attention-getting (2-3 prompts tapping a shoulder), giving familiar objects (5 out of 10 trials with 1 prompt) and matching peer pictures to name signs (2 out of 5 pictures) TO turn-taking (8 of 10 times with 1 prompt), attention-getting (1 prompt tapping on shoulder), giving familiar objects (8 of 10 trials with familiar objects with 1 prompt) and matching peers to name signs (5 out of 5 sessions).



Short Term Objectives:

1. Upon request, Ahmed will push cars and other objects or give them to a communication partner with 1 prompt in 4 out of 5 turns as measured by staff observation.
2. Ahmed will tap a peer or staff person on the shoulder with 1 prompt in 4 out of 5 sessions as measured by staff observation and checklist.
3. Ahmed will point to a peer in small group sessions after seeing the name sign in 4 out of 5 sessions as measured by staff observation and language specialist tracking.



Annabel: Late-Identified Student with Fluctuating Conductive Hearing Loss - Math Language-Focused Goal

Annabel is a fifth grade student at Elementary School. Annabel was identified with a conductive hearing loss and started deaf/hard of hearing services in the winter of third grade. At that time there were no concerns expressed in the area of mathematics. At Annabel's previous annual IEP meeting, February 20**, Annabel's classroom teacher, her parents, and her teacher of the deaf/hard of hearing noted that Annabel was having difficulty in the area of mathematics in the classroom. The teacher of the deaf/hard of hearing gave Annabel the KEY Math Test-Third Edition to assess her problem solving abilities and her understanding of math language. Annabel was given the subtests foundations of problem solving and applied problem solving. These two subtests are aimed at determining her ability to understand word problems and determine the correct operation to answer the problem. These subtests contain a large amount of math language and vocabulary. Annabel's score placed her at the 6th percentile, below average range, when compared to her peers in the same grade (average range for percentile is 16-84), meaning that Annabel was scoring the same than 6% of her same grade peers. This assessment showed that Annabel was having difficulty understanding the language and vocabulary involved in math word problems. Hard of hearing students do not consistently hear language spoken in the conversational settings and during large group instruction when background noise is present. Annabel's difficulty may be related to her history of middle-ear dysfunction. She has likely missed opportunities to hear common vocabulary terms that are used in word problems. As most academic subject areas are heavily dependent on reading and listening comprehension (exponentially more so as she progresses in school years), Annabel's delays in academic language development have affected her performance in the classroom and on standardized assessments.

To monitor the progress Annabel has made over the last year in the area of problem solving the KEY Math-Third Edition was re-administered on January 31, 20**. Annabel's score increased from the 6th percentile to the 30th percentile for the subtests foundations of problem solving and applied problem solving. This shows that Annabel's math skills have increased substantially in the area of problem solving. Further analysis of the subtests revealed that Annabel continues having difficulty solving word problems that contain complex language forms (e.g. relative clauses), multiple meaning words and problems that have multiple steps. Annabel's score places her within the average range but on the lowest end. Annabel's classroom teacher also reported that she has difficulty when solving word problems with multiple steps.

Students with hearing loss often have difficulty with mathematics word problems because of the language that is involved. Often words have multiple meanings and students with hearing loss need these terms explicitly taught to them. Students with hearing loss also benefit greatly from the pre-teaching of academic vocabulary terms. Pre-teaching provides the student with the opportunity to initially encounter academic language in a smaller, quieter setting prior to instruction. It allows the student to ask questions and the teacher of deaf/hard of hearing to check for comprehension and fill in any gaps prior to direct instruction in the general education classroom.



Student-Based Need

Annabel needs to improve her use of academic language, including multiple step word problems.

According to Minnesota Grade Level Standards, fifth graders are expected to:

- 5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
- 5.NFA.2 Solve word problems, involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.

Measurable Annual Goal

Annabel will improve her ability to solve multiple step word problems in which she is required to identify the appropriate operation(s) to use and solve the problem FROM a level of 0-50% accuracy TO a level of 80% accuracy.

Short-Term Objectives

1. Following direct instruction in the area of mathematical concepts and language, Annabel will answer multiple set word problems by selecting the correct operation(s) to use and accurately complete a minimum of 6 out of 10 as measured by periodic charting by the teacher of the deaf/hard of hearing.
2. Following direct instruction in the area of language of mathematics and associated concepts, Annabel will answer multiple set word problems by selecting the correct operation(s) to use and complete the problems with 8 out of 10 time with accuracy as measured by periodic charting by the teacher of the deaf/hard of hearing.



Appendix V: Sample Language and Communication-Focused Goal Pages for SECONDARY LEVEL Students

These goal pages are to be a guideline for development of INDIVIDUALIZED educational plans for elementary deaf and hard of hearing students.

In the very first paragraph of the PLAAFP a few key main points need to be included: a brief synopsis of the student's hearing loss or deafness, language of instruction and home language (when applicable) educational history/background and impact of the disability on language development and/or curricular areas. A statement referring to the Communication and Language Checklist in the IEP helps the team make a connection between the student's current communication access and ability and needed services and adaptations.


Ben: College-Bound Student Who Experienced Rapid Progressive Hearing Loss from Moderate to Profound Sensorineural Hearing Loss, with Cued English instruction and a Cochlear Implant in Elementary School and Transitioned to Spoken English Only at the Secondary Level

In May of 2005, Ben received a cochlear implant in his right ear after his hearing decreased from moderate-to-severe to a severe-to-profound hearing loss in both ears during second grade. In December of 2010 he was provided with the new Nucleus CP810 processor. In eighth grade, Ben advocated to discontinue using cued speech transliterator services because he felt he was speechreading successfully and able to advocate for information from the teacher. In the fall of 2012, he discontinued using the ALD system. This is still available to Ben if he were to choose to use it, however, Ben reports that he is able to hear better with the most updated processor and is comfortable using it in the classroom.

Ben has difficulty understanding speech without the use of visual cues, even in an ideal, quiet environment. When background noise is present at levels found in a typical classroom setting, Ben's ability to understand speech is poor. He uses visual information exceptionally well (improving from 20% without visual cues to 100% when able to watch the speaker) but continues to miss information when he is distant from the speaker and background noise is present. Ben reports that it is difficult to understand teachers with their backs turned and also to hear classmates. Starting in January 2015, Ben has indicated that his advanced literature class has been very difficult due to the amount of discussion during class, and he is missing the literary criticisms when they are not written on the board. Because of the pace and rigor of the class, Ben is willing to do a trial with Interact-AS to see if the word predictability is high enough in order to benefit from ongoing captioning during lectures and to capture the details discussed by his teacher and classmates. Ben's grades on quizzes were significantly lower than in previous trimesters in his English classes. When comparing the notes that Ben had access to and copied to the information tested in quizzes, it was apparent that Ben was missing significant chunks of information. The IEP team determined a trial would be conducted and the IEP team would discuss other options if the word predictability was not high enough to provide information instead of distractions. The team also felt this would be a good transition trimester as Ben is considering attending a four-year college but is concerned about how he would keep pace with a college level class. Discussion about access was included in the meeting. Although Ben stated that he is comfortable asking friends or the teacher when he does not hear something, he has been missing a greater percentage of information in his college prep English class than in previous classes. Background information is also compromised since the class focuses on analyses of a variety of literary works unfamiliar to Ben.

Teachers reported that Ben asks for clarification in classes when he's unsure about assignments. Because he relies on visual information, Ben also needs to have access to closed captioning media if videos are shown in class because without the benefit of a steady visual source for speechreading, he is unable to understand what's being said. Last year, Ben noted that he felt he could understand enough of the media to get by in classes. This year, Ben is noticing more what he's missing due to the higher stakes in some of his classes.

In regards to explaining his hearing loss to others, Ben reports, "I am deaf in both ears. I can hear with in implant in my right ear. I have to sit on the left side of the room so I can hear the best." When entering college, Ben will have to be able to explain how deafness in his left ear, with amplification via cochlear implant processor in his



right ear, impacts him in the classroom setting and what accommodations he would need as a result of that. He has to be able to provide an audiogram and explain how that indicates deafness.

Because Ben is preparing to take college entrance exams and is looking towards college in the next year, his IEP team felt he needed to learn more about the American Disabilities Act as it pertains to jobs and colleges, particularly related to access to instruction in the college setting. Ben is aware that some colleges are using a flipped class format through which professors or teachers videotape their lectures and then have discussion or application in the class following. Ben is aware that many of these teacher-produced videos are not closed captioned and his access will be compromised. He has not yet created written explanations as to why he would need these videos captioned if he were to encounter them in college classes.

Ben has begun to write an explanation of the impact of his hearing loss and what tools he would need to fully access instruction, however, this winter he has just begun to acknowledge some of the significant challenges he has had. Because of Ben's work ethic and personality to plod through, despite access issues, and at times not acknowledging that things could be easier or better, he has just become more aware of how difficult it may be. Ben has a basic awareness of scholarship opportunities available to deaf and hard of hearing college-bound students. He is aware of the office to access for disability services and what information needs to be provided in order to receive support in college, however he has not yet contacted any disability service offices nor has he participated in any college tours. Finally, Ben does not yet have information about dorm living and class sizes as they pertain to impact of hearing loss.

Student Based Need:

Ben needs to increase his knowledge of college options (e.g., scholarships, dorm living, accommodations in classes) and ability to explain impact of hearing loss to access in the classroom as it relates to post-secondary education.

According to Minnesota Grade Level Standards, eleventh and twelfth graders are expected to:

- SL.11-12.6 Presentation of knowledge and ideas. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated and appropriate. h3. Corresponding College and Career Readiness (CCR) Anchor Standard.

Measurable Annual Goal:

Ben will increase his knowledge of college options from 2 to 4 in related areas such as scholarships specific to deaf/hard of hearing students, dorm living options to accommodate for his hearing loss, captioned access during classes, requirements and location of the disability service office in colleges and classroom accommodations.

Short Term Objectives:

1. After instruction about the American with Disabilities Act (ADA) specific to access in the college setting, Ben will list three out of five rights that pertain to deaf/hard of hearing individuals in the post-secondary education setting, related to dorm living and classroom accommodations as measured by teacher of deaf/hard of hearing observation and documentation in Ben's portfolio.
2. After identification of scholarships available in Minnesota (tuition waiver for students attending Minnesota colleges) and at the national level through specific organizations (e.g., AG Bell and Sertoma), Ben will complete applications for 2 out of 3 scholarships, independently as documented by completed applications in his electronic portfolio.
3. After instruction about his functional listening evaluation results and needs for the disability service office to become aware of Ben's accommodations (e.g., speech-to-text services), Ben will write an email, including a description of his hearing loss, 2 impact statements about his hearing loss, and which accommodations he needs with 100% completion, as observed by teacher of deaf/hard of hearing after being sent to his high school teachers and kept in an electronic document (e.g., Google Drive) for future reference when contacting disability services in college.



Mia: Student with DeafBlindness Using Spoken English

Mia is currently a 9th grade student and was diagnosed with hearing loss at age 2. A hearing evaluation was reviewed at the IEP meeting indicating that Mia continues to have a moderate-to-severe sensorineural hearing loss in both ears that has remained stable. There was concern that her hearing levels had dropped at the start of the school year, but hearing rechecks indicated that she may have had a cold which caused a slight drop in hearing levels. A Functional Listening Evaluation indicated that Mia understands speech well in quiet environments, but she has great difficulty understanding speech when background noise is present and when she is at a distance from the speaker. Visual cues by watching the speaker improved her ability to understand speech if she was closer than 10 feet from the speaker in quiet situations from 84% to 96%. After 10 feet, Mia had difficulty hearing and seeing the speaker clearly. With background noise, at 3 feet, Mia repeated 96% of spoken words and at 10 feet, understanding of spoken words dropped to 80%. Distance from the speaker impacts Mia's ability to access instruction through hearing and speechreading. Most classroom teachers are 10 feet or more away from students during lecture time. This data indicates that because of Mia's deafblindness, she is less able to take advantage of speechreading at a distance greater than 10 feet with appropriate lighting and benefits from the printed support of a paraprofessional trained to work with students with deafblindness. Mia also reports that she is not interested in using an ALD system at this point because the sound quality differs between home and school hearing aids. She did complete a trial with a new system in the spring of 2014 but elected not to continue.

In addition to hearing loss, Mia has vision loss and a diagnosis of retinitis pigmentosa. Her visual acuity is 20/75, corrected. Retinitis pigmentosa is an eye disease that causes a decrease in night vision and loss of peripheral vision. It is likely that Mia cannot take advantage of visual cues due to her vision impairment. Given the combined vision and hearing loss, Mia struggles to gain access to classroom instruction. An intervener (1:1 para who is trained to work with students who are deafblind) has been placed with Mia to accommodate when print or auditory directions are not accessible.

Mia has some knowledge about her hearing loss and classroom accommodations related to her hearing and vision loss. She does not want to appear different than her peers, which is common for adolescents. When asked if she can see or hear, she states she is fine. However, when given different scenarios and asked to compare and contrast access versus no or limited access, Mia is able to identify which situations provide better access for her. She says that she is comfortable asking the 1:1 para (aka. deafblind intervener) when she does not hear directions and help in understanding tasks to be completed. She has become more comfortable with the intervener (1:1 para) approaching her to quickly give her directions or information that she's missed, during class time. The paraprofessional redirects her to the teacher if it is something that others have missed. If it is related to Mia missing information, the para repeats what she has missed and provides clarification as needed, especially during time sensitive activities.

Student Based Need:

Mia needs to increase her ability to communicate accommodations that she needs in classes as well as explain impact of deafblindness to teachers.

According to Minnesota Grade Level Standards, ninth graders are expected to:

- SL.9-10.4 Present information, findings, and support evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.
- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.




Measurable Annual Goal:

Mia will increase her ability to communicate accommodation needs from a) listing 1 out of 5 impact statements, occasionally, b) requesting teacher assistance through email and c) not having an organizational system for class notes TO a) creating an email for teachers with 3 out of 5 impact statements and b) emailing teachers when she needs clarification on assignments independently in 3 out of 4 situations.

Short Term Objectives:

1. After discussing her hearing and vision loss and her experiences, Mia will create a list of 4 impact statements to send to her classroom teachers, IEP manager and other team members as measured by completion of an email with teacher of deaf/hard of hearing evaluation at the start of the school year and second semester.
2. After discussion with her IEP manager, intervener (1:1 paraprofessional) or teacher of deaf/hard of hearing, Mia will write an email to her classroom teacher to request clarification about assignments, including due dates and steps needed for completion, independently for 2 out of 4 requests, as measured by teacher of deaf/hard of hearing observation.



Jacobo: Student Born Profoundly Deaf from Another Country, Learning American Sign Language as a Teenager

Jacobo is currently a ninth grader at *** school and has a profound sensorineural hearing loss. He recently enrolled at *** school in the fall. Prior to moving to the U.S. recently his family (parents and 2 older brothers) lived in Argentina. According to Minnesota's Language and Communication and Language Checklist, Jacobo's family speaks Spanish, however, Jacobo himself does not speak Spanish or know any Spanish Sign Language. Communication with the family occurs through use of home signs and picture cues. He has attended a general public school with no special education services in a rural area in Argentina. Due to Jacobo's extreme distress in attending school in the mornings (from possible and unknown bullying at school), he was pulled out of school at age ** and kept at home. Prior to moving here 6 months ago, Jacobo did not know any American Sign Language (ASL). Due to Jacobo's profound hearing loss, minimal educational history, and limited exposure to accessible language, Jacobo's language development and acquisition of background information have been impacted, which in turn, affects his ability to master grade level materials in all content areas. At present, Jacobo obtains information through American Sign Language (ASL) in school. He receives instruction, in ASL, directly from the teacher of deaf/hard of hearing in all subject areas across the curriculum. Because Jacobo is Deaf and does not have full access to spoken English, he struggles with English vocabulary, syntax, semantics, pragmatics and figurative language. He requires instruction in ASL in order to access the general curriculum.

Jacobo will obtain information through ASL at school. He receives instruction, in ASL, directly from the D/HH teacher in all subject areas across the curriculum. Because Jacobo is Deaf and does not have full access to spoken English, he struggles with English vocabulary, grammar, syntax, and figurative language. Therefore, he needs instruction in ASL in order to access the general curriculum.

This is Jacobo's first year here in the U.S. and he is in a self-contained classroom where he has the same teacher for all of his subjects. Socially he seems to do very well in a small group setting and gets along well with all of his peers. Jacobo also seems eager to please his teachers. When Jacobo is learning something new, he needs a lot of daily repetition to recall the information being taught. He is taking a class that is dedicated to learning ASL. Jacobo is acquiring signs for concrete concepts quickly, such as signs for objects around the classroom and his classmate's name signs. He gets staff member's attention by waving, raising his hand, or tapping on a staff member's shoulder. He watches stories read aloud in ASL without interruptions and maintains good eye contact. Jacobo is a social young man who enjoys interacting with staff. When new people come into the room, he is not shy about introducing himself to the new person and asking them their name.


Jacobo communicates his needs and ideas using ASL with classroom staff who know him well. Jacobo struggles to respond to abstract concepts conveyed in ASL. Responding to who, why, when, where, and what questions are a challenge for Jacobo. He is able to answer yes/no questions on 6 out of 10 occasions with prompts from staff. He is not able to answer yes/no questions independently. It should also be noted that Jacobo does not always let others know when he doesn't understand what they are saying, especially in group settings. Jacobo tries to participate in conversation, but does not always understand the questions being asked of him. Jacobo's world knowledge and word knowledge are limited. For example, he knows his birthdate when he is asked to write it down, but when asked in ASL, he will use a gesture to indicate that his birthday is in the future. When asked what the name of his school is, he will say, "Here school." At times, he will say he has three brothers, when he means that he has three boys in his family. The team proposes that he continue to work on answering comprehension questions during group discussions in ASL. Jacobo's understanding of wh- questions (e.g., who, what, where, when) is at an emergent level. He is able to answer questions with prompts in 5 out of 10. At this time, he responds with one sign (e.g., Friday) to "when" questions with a calendar reference 60% of the time with staff prompts paired with pictures. He is still learning calendar routines and time concepts which affects his ability to understand "when" questions.

Student Based Need:

Jacobo needs to improve his receptive and expressive ASL skills.

According to Minnesota Grade Level Standards, ninth graders are expected to:

- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in




groups, and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Measurable Annual Goal:

Jacobo will improve his ability to answer questions from a level of signing YES or NO from a present level of 0 out of 10 trials to answering yes/no questions, without prompts correctly 8 out of 10 trials; he will increase appropriate calendar concept responding to "when?" (today, tomorrow, yesterday, next week) from current level of 0 correct to 80 % accurate.

Short Term Objectives:

1. Jacobo will accurately sign YES or NO when asked yes/no questions in 3 out of 5 situations, without prompts, as documented by classroom staff observation and checklist.
2. Jacobo will reply and use the appropriate calendar concept when asked a "when?" question in 3 out of 5 questions as documented by classroom staff.



Malik: Student with Fluctuating Conductive Hearing Loss that Progressed to Mild Sensorineural Hearing Loss - Language-Focused Writing Goal

Malik is an eleventh grader who currently continues to have a mild sensorineural hearing loss. He has had a long history of fluctuating conductive hearing loss.

Because of fluctuating access to auditory instruction and language in and out of the classroom, Malik's understanding of vocabulary and reading has been impacted. Although he scored within the low average range on the Gates MacGinitie Reading test, a standardized measure of reading vocabulary and comprehension of short passages, Malik continues to demonstrate difficulty comprehending lengthier passages, chapter books and making inferences. When given a writing assignment in literature class as well as content area classes such as chemistry and history, Malik is able to independently answer 60-65% of questions with accuracy. These are skills needed for success in the post-secondary educational setting, whether at a community college or technical college.

Malik is able to write a topic sentence with 2 supporting sentences without prompting. With prompts, he is able to identify which sentence is a topic sentence and include a concluding sentence. This was measured on his most recent essay which was a persuasive essay. He continues to require prompts to seek out synonyms for frequently used words in his paragraphs, but once shown how to use the tool, becomes more independent and is able to do so for 3 out of 5 words needing synonyms. When writing essays, Malik struggles to compose a paragraph with three supporting sentences with variation and a concluding sentence. He tends to repeat his thoughts and in run-on sentence formation. He also struggles to identify the overall thesis of his papers with guidance. He has improved to starting writing with independence, but has difficulty editing without support.

Student Based Need:

Malik needs to increase his ability to independently write paragraphs and essays.

According to Minnesota Grade Level Standards, eleventh graders are expected to:

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Measurable Annual Goal:

Malik will increase his academic writing skills from a level of writing a paragraph with 3 sentences to writing a paragraph with a topic sentence, 3 supporting sentences and a concluding sentence independently in 3 out of 4 paragraphs in an essay.

Short Term Objectives:

1. After receiving an assignment from his general education English teacher, Malik will identify the main idea (thesis) of the paper in 3 out of 4 papers independently as measured by teacher of hard of hearing or special education teacher observation.
2. Malik will write a paragraph with a topic sentence and three supporting sentences in 2 out of 4 paragraphs in an essay as measured by teacher of deaf/hard of hearing or special education resource teacher observation.



Appendix VI: Example Profiler Transition Checklist

CREDIT TO METRO DEAF SCHOOL

Instructions: Check off any that applies to you when you have this item in your folder box.

1. Test Scores:

- a. Northwest Evaluation Association - Measures of Academic Progress (NWEA-MAP)
- b. Minnesota Comprehensive Assessment (MCA) or Minnesota Test of Academic Skills (MTAS)
- c. Armed Services Vocational Aptitude Battery (ASVAB)
- d. Accuplacer
- e. American College Test (ACT) EXPLORE (9th grade), ACT PLAN (10th grade), The ACT (11th grade)
- f. Scholastic Assessment Test (SAT)

2. IEP and 3 Year Evaluation

3. Audiogram

4. Medical Information:

- a. Doctor
- b. Dentist
- c. Audiologist (Hearing Aid/Cochlear Implant)
- d. Eye Glasses

5. Emergency Contacts:

- a. Name of Family/Friend
- b. Address
- c. Phone Number
- d. Text Number
- e. E-mail

6. Resume

7. Vocational Rehabilitation Contact Information

8. Accomplishments, Awards, Certificates, Trophies

9. Volunteer Hours:

- a. For MDS students: Freshmen 25+ hours, Sophomores 30+ hours, Juniors 35+ hours, Seniors 40+ hours

10. Resources:

- a. Deaf and Hard of Hearing Services (DHHS),
- b. Minnesota Employment Center (MEC)
- c. Interpreter Agencies
- d. Minnesota Resource Guide

11. IEP PowerPoint

12. Job or College Applications



13. Recreation and Leisure:

- a. YMCA-YWCA or other health club, Deaf Club, Sports/Activities, Travel

14. Picture ID:

- a. Student ID, Social Security Card, State ID, Passport

15. Transcript (Unofficial)

16. Work History

17. Three References with Contact information:

- a. Name
- b. Title
- c. Email and Phone
- d. Address

18. Three samples of your best work with one or more of the following:

- a. Essay
- b. Thank you card
- c. Story
- d. Poem
- e. Math/Science/SS

19. Career Interview(s)

- a. Job Shadow Experience(s)

20. Testing Vocabulary



Glossary

504 Plan: is a federal law that includes a plan for students who have a disability, have a record of a disability, or are treated as having a disability but do not qualify for special education services under IDEA. The purpose of a 504 Plan is to level the playing field and allow a child to get the accommodations and modifications needed to access the curriculum at the same level as his or her peers.

Accessibility: is the extent to which a student can gain access to instruction in a way that meets his/her individual language and communication needs.

Accommodations: are adaptations to a task that do not change what is assessed and do not alter the difficulty level of the math- or reading-related components. Each accommodation is based on the specific needs of the student. Occasionally, an accommodation is implemented on a group basis.

Alternative Augmentative Communication: is any device, system, or method that improves the ability of a student with communication impairment to communicate effectively.

American Sign Language (ASL): is a visual-gestural language produced on the hands, face, and body. It is not derived from spoken language and it differs from English in vocabulary, grammar, and inflection. Non-manual markers, such as use of space, facial expression, body movement, body posture, directionality, and rate of sign, contribute to the meaning of the message.

Americans with Disabilities Act (ADA): is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

Augmentative Communication: is a non-speech technique used to supplement or augment a student's oral speech, which allows them to use and develop their language. These may include natural gestures, photographs and other kinds of pictures, spelling out words on alphabet displays, as well as electronic speech generating device.

CART (Communication Access Real-time Translation): is the *simultaneous verbatim* translation of the spoken word into English text using a stenotype machine, notebook computer and real time software, which displays the text on a laptop computer, monitor or screen. CART service is provided in classroom settings for a student who is deaf or hard of hearing.

Communication Mode: is the method in which a person expresses and receives communication. Examples include speaking, signing, gesturing, or writing.

Comprehension: is the process of constructing meaning from written text. It includes such skills as: activating prior knowledge, literal understanding of what is read, sequencing, summarizing, making inferences, predicting, and making connections between new and unknown information.

C-Print: is printed text of spoken English displayed in real time, similar to open captioning. It is an effective means of acquiring information for some individuals who are deaf or hard of hearing. C-Print provides a text of spoken information that is meaning – for – meaning rather than a verbatim translation.

Cued Speech (Cued Languages): is a visual mode of communication in which mouth movements of speech combine with “cues” to make the sounds (phonemes) of traditional spoken languages look different. Cueing allows users who are deaf, hard of hearing or who have language/communication disorders to access the basic, fundamental properties



of spoken languages through the use of vision. Cued speech can be adapted to spoken languages. As of 2005, approximately 60 languages have cued speech handshapes and placements.

Cued Speech (Cued Language) Transliteration: is the process of a third party (transliterater) facilitating communication between persons who are hearing and persons who are deaf or hard of hearing by providing a transliteration of the communication by working between spoken languages and cued speech.

Deaf: is having a hearing loss of such severity that communication and learning is primarily by visual methods (e.g., sign language, writing, speechreading and gestures).

Deafblind: refers to a person with both hearing and visual disabilities. The Individual with Disabilities Education Act (IDEA) officially defines the term as “concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.”

Deaf Culture: is the set of social beliefs, language, behaviors, art, tales, performances, history, values, and everyday social encounters that create a culture that is influenced by the unique experiences of being deaf. The richness of sign language affords deaf people with insight, invention and irony regarding their experiences.

Deaf/Hard of Hearing Students with Co-Occurring Disabilities (DeafPlus): is a reference to the child’s hearing status combined with additional conditions. The conditions impacting these children are many and varied, including combined vision and hearing loss, children who have hearing loss and are on the autism spectrum, and children with cognitive impairments.

Direct Communication: is communication that occurs without the aid of an interpreter or transliterater.

Direct Instruction: involves the organization of curricular content using modeling, scaffolding (providing strong support initially gradually reduced as the student gains independence), repetition, and frequent assessment taught through well-structured, briskly paced lessons with immediate error correction.

Direct Instruction for Learners Who Are Deaf or Hard of Hearing: is the type of instruction delivered, received, and reciprocated by the teacher using the primary language of the learner who is deaf or hard of hearing without the need of a third party (interpreter/transliterater) or medium (captioning).

Educational Interpreter: is a professional member of an educational team who facilitates communication between deaf and hearing students within a school environment, commonly using sign language.

Effective Instruction Research-based Effective Teaching Principles: includes active engagement of students, high success rates, increased content coverage, direct instruction by a teacher, carefully scaffolded instruction, instruction that addresses the critical forms of knowledge, instruction assisting in the organizing, storing, and retrieving of information, strategic instruction, explicit instruction, and instruction that teaches sameness across subjects.

Evaluation Summary Report (ESR): is a report that summarizes the findings of the multidisciplinary evaluation and includes a determination of eligibility for special education services and adaptations, as well as recommendations for supports if the child is found eligible for initial and continued services.

Executive Function: (also known as cognitive control and supervisory attentional system) is an umbrella term for the management (regulation, control) of cognitive processes, including working memory, reasoning, task flexibility, and problem solving as well as planning and execution.



Goals and Outcomes: are functional and measurable target areas of development written by the IEP team.

Hard of Hearing – is having some degree of hearing loss ranging from mild to profound. People who are hard of hearing may benefit from the use of hearing aids or other assistive listening devices. They depend primarily upon spoken English in communicating with others.

Hearing Aid Monitoring: is checking the hearing aid on a continual basis to determine that it is functioning properly.

Home Language: is also known as mother tongue, native language, first language, or heritage language. It is the language spoken by the majority of members living and communicating in the home with the child.

Individual Education Program (IEP): is a document that is written by a team including parents and professionals to address each student's unique learning issues and include specific educational goals. It is a legally binding document. The school must provide everything it promises in the IEP.

Individuals with Disabilities Education Act (IDEA): is a federal law that requires schools to serve the educational needs of eligible students with disabilities.

Interpreting: is the process of changing a message from one language to another, making appropriate grammatical and cultural adjustments to maintain message equivalence, in order to convey the message from one person to another through an intermediary, the interpreter.

Intervener: is a trained staff member who works one-on-one with a child who is deafblind to provide critical connections to other people and the environment. The intervener opens channels of communication between the child and others, provides access to information, and facilitates opportunities for learning and development. The intervener works under the direction of a licensed staff member.

Notetaking: is an accommodation that ensures that a student is receiving adequate class notes that may not otherwise be possible. Note takers can be trained educational staff or volunteer classmates.

Pragmatics: are the rules that govern and describe how language is used in different contexts and environments.

Preferential Seating for Learners Who Are Deaf or Hard of Hearing: is a classroom seat that is close to the instructor or board to access information more easily, with a clear line of view of either the speaker or the interpreter, and with the ability to see closed captions or subtitles easily when displayed through media.

Primary Language: is the first language acquired by a child, also known as mother tongue, home language, native language, first language, or heritage language.

Progress Monitoring: is the ongoing process of collecting and analyzing student data to determine progress toward either specific skills or general outcomes. This information allows for immediate instructional decisions based on the review and analysis of the collected data.

Screening: is a brief assessment process used to determine if more extensive assessment should be completed.

Signed English: is a system that was devised as a semantic representation of English. ASL signs are used in English word order with 14 sign markers being added to represent a portion of the inflectional system of English.



Sign Language Interpreter: is an interpreter who conveys information presented by a hearing person in spoken English to a deaf person in sign language format, and conveys information presented by a deaf or hard of hearing person in sign language to a hearing person in spoken English format.

Simultaneous Communication (SimCom) or Sign Supported Speech: is a technique sometimes used by deaf, hard-of-hearing or hearing sign language persons in which both a spoken language and a manual variant of that language (such as English and Manually Coded English) are used simultaneously.

Systematic Instruction: is instruction following a logical sequence of learning focused on the presentation of new skills based on previously mastered skills. Teaching from the known to the unknown and from easier to harder, with instruction driven by continuous assessment through progress monitoring.

Tactile Signing Communication: is a method based on a standard manual sign system in which the receiver's hand(s) are placed on the signer's hands to perceive what is being communicated.

Title II of the ADA, 42 U.S.C. §§ 12101-12213: is part of a federal civil rights law that prohibits disability discrimination against qualified individuals with disabilities by all state and local governments, regardless of whether or not those entities receive federal funds. Title II applies to all programs, activities, and services of public school districts, including all public schools within school districts. Public school students with disabilities are covered under Title II regardless of their eligibility for special education and related services under the IDEA.

Types of Hearing Loss: refers to the four major categories of cause of hearing loss: 1. Conductive – hearing loss in the outer or middle ear; including, but not limited to, frequent ear infections, mastoiditis or missing components of the outer ear or bones of the middle ear; 2. Sensorineural – permanent nerve damage to the inner ear or cochlear hair cells; 3. Mixed – hearing loss in which a person has a sensorineural hearing loss and also has a conductive hearing loss.

Universal Design for Learning (UDL): provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences.

*Glossary Source: [Portions Adapted from Pennsylvania Department of Education, Bureau of Special Education \[http://www.pattan.net/Glossary/?letter=T&term=Types%20of%20Hearing%20Loss\]](http://www.pattan.net/Glossary/?letter=T&term=Types%20of%20Hearing%20Loss).
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