

SUPPORTING STUDENTS WHO ARE DEAF/HARD OF HEARING IN WI PUBLIC SCHOOLS

**Information for public school administrators and
pupil services personnel about educating students
with hearing loss**

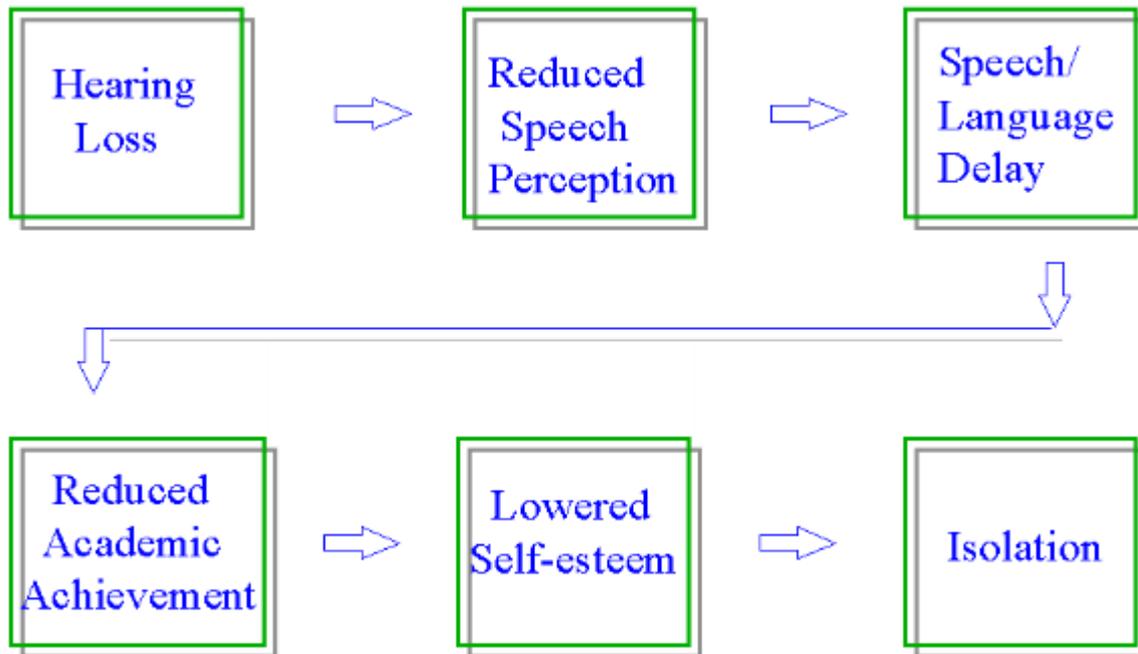
Hearing loss can significantly impact the full spectrum of a child's development, and can have a domino effect on:

- Language and literacy development
- Academic achievement
- Social/emotional development

American Speech/Language Hearing Association

THE DOMINO EFFECT

ACOUSTICAL SOCIETY OF AMERICA [HTTP://WWW.ACOUSTICS.ORG/PRESS/133RD/2PAAA2.HTML](http://www.acoustics.org/press/133rd/2PAAA2.HTML)



IMPACT ON LANGUAGE DEVELOPMENT

- Hearing loss impacts the development of receptive and expressive communication skills which can lead to reduced background knowledge and incidental learning*
- Communication difficulties often lead to social isolation and poor self-concept and may have an impact on vocational choices.

WI DPI Eligibility Criteria Guidelines

- Pragmatic language use (interjections, apologies, ability to compare/contrast, problem solving, repairing conversation breakdown) is slower to develop in deaf/hard of hearing children

Yoshinaga-Itano 2012



IMPACT ON INCIDENTAL LEARNING

- The literature in developmental psychology reveals that **about 90% of what very young children know about the world is from incidental learning.** (Moog & Geers, 2003)
 - For the child unable to ‘overhear’ the full and natural exchange of language in the home, community and at school, gaps in language development and world knowledge may occur.
 - The more significant the hearing loss, the greater potential for a ‘gap’ which may not be immediately evident.
 - Therefore, children with hearing loss need to be taught directly many of the skills that other children learn incidentally. (“Mainstreaming the Student who is Deaf or Hard of Hearing,” Hands & Voices, http://www.handsandvoices.org/pdf/mainst_cal.pdf)



IMPACT ON ACADEMIC ACHIEVEMENT

- Children with hearing loss often need explicit instruction from a specialized provider to acquire the same information another child learns incidentally.
- Children with hearing loss may have difficulty in all areas of academic achievement, especially reading and language based mathematical concepts.

American Speech, Language and Hearing Association

<http://www.asha.org/public/hearing/Effects-of-Hearing-Loss-on-Development/>



IMPACT ON SOCIAL DEVELOPMENT, SELF-ESTEEM AND IDENTITY

- Students may perceive themselves as different.
- Reduced ability to communicate may interfere with development of age appropriate social skills and interaction with peers.
- Hearing loss may look like the child is less attentive, fatigued, easily frustrated and less confident in the classroom.

**Cognition in the Classroom: The Academic and Social Implications
An Interview with Dr. Brenda Schick.**

<http://www.handsandvoices.org/articles/education/ed/cognition.html>



Hearing loss may impact up to 15% of school-aged students – it is not a "low incidence disability."

(Center for Disease Control)

Hearing loss affects 12,000 children born in the United States each year, making it the most common birth defect.

(White, 1997)



DR. ROBERT DAVILA, OFFICE OF SPECIAL EDUCATION PROGRAMS

- “Students who are deaf or hard of hearing **do not need to fail** in order to receive services but need to show adverse effects or indicators of linguistic and academic delay.
- For the youngest children, **there may be indicators** that demonstrate that the child is ‘likely to develop a delay’.
- Inability to **directly communicate** with peers has a negative impact on academic success, social development and self esteem.
- The needs of students with mild to moderate hearing loss and those with a unilateral hearing loss may also be **educationally significant** due to the complex and **invisible** nature of the disability.”



THERE ARE VARYING DEGREES OF HEARING IMPAIRMENT

- The degree of loss does not directly equate to the amount of educational impact
- Students with unilateral hearing loss are more impacted by noisy listening situations than their normal hearing peers

Anne Marie Tharpe Audiology Online 2007

- The degree of hearing loss does not directly equate to a student's intellectual or academic abilities.



EARLY INTERVENTION

- Age of enrollment into early intervention and family involvement are the two key factors in language development success of hearing impaired students

Dr. Mary Pat Moeller, Pediatrics, 2000

- Most children with hearing loss who receive appropriate services from ***trained staff** are able to progress at age-appropriate rates. (Geers et al., 2009)
 - *Wisconsin requires teachers to be “highly qualified”



HEARING LOSS WITH OTHER DISABILITIES

- ◆ As many as 50% of students with hearing loss have other disabilities.

Perigo, Volta Review

- ◆ Students with hearing loss as their identified disability may need the support of other special education professionals in order to be successful.
- ◆ Students with hearing loss and other disabilities also need the support of personnel trained to work with children who are deaf or hard of hearing.



CHILDREN WITH HEARING LOSS MAY NEED EDUCATIONAL SUPPORT FROM.....

- Teachers of the deaf/hard of hearing
- Educational Audiologists
- Speech/Language Pathologists
- Interpreters
- Resource/Special Educators
- School Nurse
- Counselors
- Guidance
- Transition coordinators



EXPANDED CORE CURRICULUM

Some functional skill development may be required of students who are deaf or hard of hearing in order to access the General Education curriculum and achieve the Wisconsin Model Academic Standards, which include the Common Core State Standards (<http://commoncore.dpi.wi.gov>).

These skills are outlined in the **Wisconsin Expanded Core Curriculum** (http://sped.dpi.wi.gov/sped_hi-resources) and may include instruction in:

- Expansion of language and vocabulary development
- Communication strategies
- Social skills
- Life skills, including vocational and experiential opportunities
- Self-advocacy
- Effective use of an interpreter
- Speech perception and production
- Use of assistive technology



Having an equal opportunity to learn requires that children with hearing loss have **access** to information that most children have through listening

Conference on Educational Administrators of Programs and Schools for the Deaf



PROVIDING ACCESS

- Assistive technology (hearing aids, FM system, cochlear implants) is not a substitute for normal hearing. Even the best listening technology cannot ‘fix’ the hearing loss.
- Technology needs can change during school years
- Even with technology, the ability to listen with comprehension can be significantly impacted-in noise, at a distance, and/or when more than one person is speaking.
- Visual supports, such as sign language interpreters, or captioning may be needed to provide access.

**Providing supports does not create dependence;
rather these supports can promote
independence in learning by giving access to
the learning environment.**



POTENTIAL VISUAL SUPPORTS

- Captioning
- Notes provided
- Visual cues
- Props
- Graphic organizers
- Media presentations
- Educational Interpreters
- Adequate lighting



CONSIDER OTHER BARRIERS TO ACCESS...

- Inability to overhear and obtain information through “incidental learning”
- Extra effort and attention needed to “listen” with both eyes and listening technology can be exhausting.
- Difficulty in speechreading (lipreading) teachers and peers at times when their faces are not easily visible.
- High level of noise in classrooms and other school environments (lunch room, gym, etc)
- ‘Visual noise’ that occurs when the lighting is not adequate or there are too many visual distracters in the room;.

Behavioral and/or socialization issues may arise due to lack of understanding and fatigue.

It is important to consider the effort necessary for the student to access the environment, in addition to their individual auditory and visual needs.



The consistency and intensity of support provided children with hearing loss is directly related to their success in the school setting - best achieved with professional team and parents.

IDEA 2004, National Association of State Directors of Special Education "Deaf and Hard of Hearing Students Educational Service Guidelines



FREE APPROPRIATE PUBLIC EDUCATION (34 CFR 300.101 TO 113)

- A free appropriate public education (FAPE) is purposely designed to move each child toward meaningful outcomes.
- An education that is *appropriate* for a child with hearing loss needs to address the unique communication, academic, and linguistic needs of that child.

If these unique needs are addressed, children with hearing loss can achieve meaningful outcomes commensurate to their hearing peers.



LEAST RESTRICTIVE ENVIRONMENT

- To the maximum extent appropriate, children with disabilities ... are educated with children who are nondisabled, in the least restrictive environment (LRE).
- When considering LRE, note:
 - *Access to nondisabled peers and to the general curriculum are not achieved by simply placing the student in a regular education classroom.*
 - *Students with hearing loss need communication access, and may need other classroom and curricular modifications in order access the general education curriculum and ensure that the environment is not restrictive for the child's learning and interactions.*



CONTINUUM OF PLACEMENT OPTIONS

One size does not fit all.

- Educational placement is to be determined based on the child's individual needs.
- There is a continuum of placement options that should be considered to meet the child's individual needs for LRE.

The severity of the hearing loss does not necessarily correlate to placement and services.



CONSIDERATIONS FOR DEVELOPING THE IEP

- What is the child's language and fluency level?
- What are the opportunities for “direct communication” (not through the use of an interpreter) and incidental learning both academically and socially?
- How will the child access the curriculum?
- How will the physical classroom environment support the child's learning?
- How will the IEP team create or identify a setting that allows the child to reach his/her potential?



BALANCING FAPE AND LRE

- Children who are deaf/hard of hearing present unique communication, social, emotional and cultural needs that set them apart from other children, including children with other disabilities.
- The participation of qualified DHH teachers, speech and language pathologists, audiologists and interpreters is critical to understanding the needs of a child with hearing loss and developing an appropriate placement option based on those needs.
- Parents, as members of the IEP team, are vital partners in the determination of services and placement.



IN SUMMARY

Students who are deaf or hard of hearing are positively influenced by the following factors:

- High family and school expectations
- Family support
- Student self-advocacy and student motivation
- Appropriate services and trained providers
- Good communication between providers

Academic Status of Deaf and Hard-of-Hearing Students in Public Schools: Student, Home, and Service Facilitators and Detractors. *Journal of Deaf Studies and Deaf Education*



RESOURCES

- WI Deaf and Hard of Hearing Outreach
<http://www.wesp-dhh.wi.gov/>
- WI Eligibility Criteria Guidelines
<http://sped.dpi.wi.gov/files/sped/pdf/dhhguide.pdf#page=29>
- Hands & Voices
<http://www.handsandvoices.org/index.htm>
- IDEA Federal Regulations
<http://idea.ed.gov/explore/home>
- OSEP Guidance
<http://sped.dpi.wi.gov/sites/default/files/imce/sped/pdf/sped-incidental-benefit.pdf>

