

PLACEMENT CONSIDERATIONS: SETTING STUDENTS UP FOR SUCCESSFUL LEARNING

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Trends In Education

- Most children with hearing loss are educated in the general education classroom
- Mainstream students are on average performing within 1 S.D. of their hearing peers
- Blending of special programs towards a single education system
- More children with hearing loss and additional disabilities
- Deaf education as a consultation model
- More children with hearing loss are served outside of special education – 504 Plans
- Deaf education training programs are closing
- Schools for the Deaf are evolving to address the changing demographics

“Kids in the Cracks”...who are they?

- Kids on 504s
- Kids who neither have a 504 Plan nor an IEP
- Kids receiving special education services who are served by teachers/providers other than teachers of the deaf/hard of hearing
- Kids with hearing loss and additional disabilities
- Kids whose needs are more therapeutic than educational
- Kids who are educated in rural areas of the state
- Kids who do not have sufficient communication access or language base and therefore are falling behind
- Kids who are English Language Learners
- Kids whose parents opt out of special education services.

Issues in Deaf Education

- What are the demographics?
- Accountability and oversight
- Communication and communication access
- Low expectations and inadequate instruction
- Lack of evidenced-based practices
- Students with hearing loss not on IEPs
- Technology barriers
- Parent involvement
- Recruitment and retention
- Funding and resources

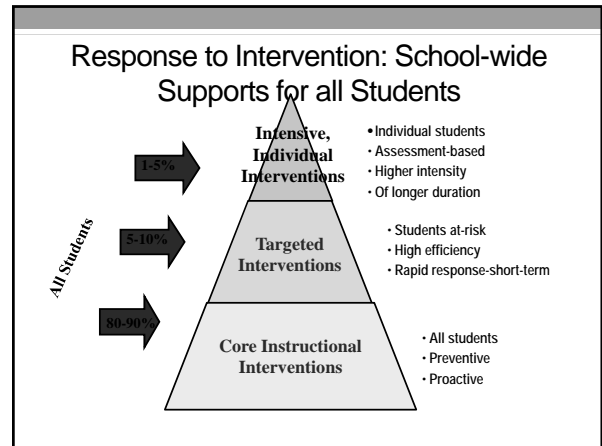
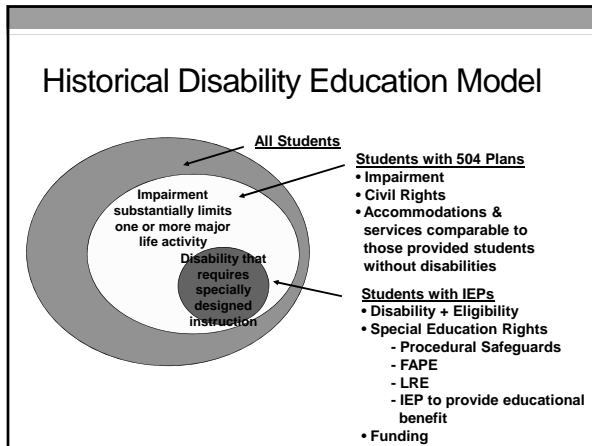
Questions to answer...

- Do we know who our students are?
- Do we know how each student is doing?
- Are we individualizing services based on needs?
- Are we making decisions based on data?
- Are we setting kids up to be successful?
- How are we involving parents as partners in the education of their children?

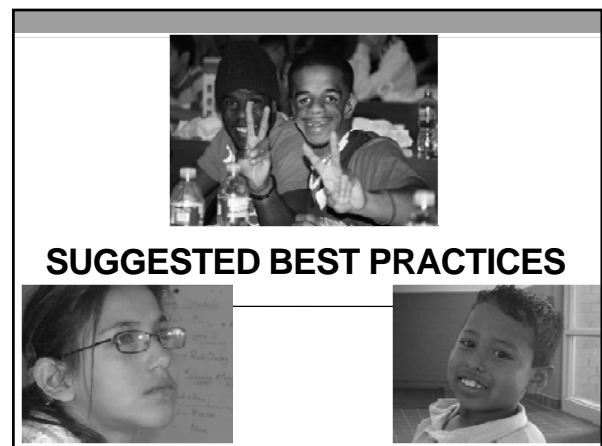
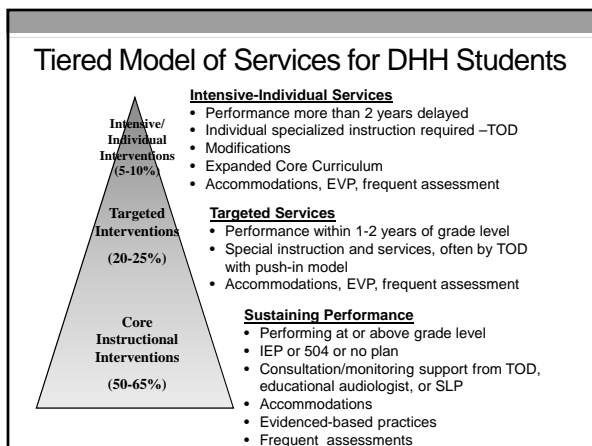
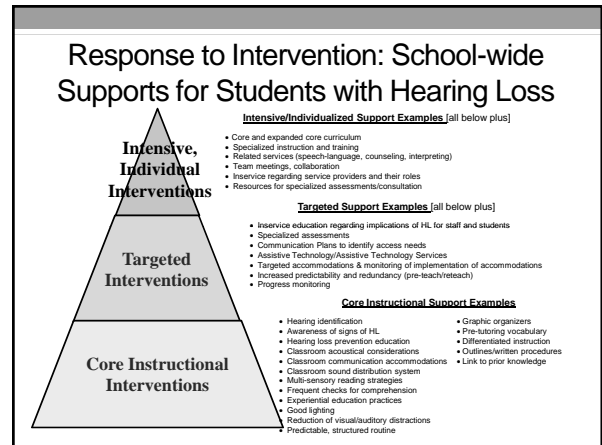
Who is accountable to address these questions?



**INFLUENCE OF
RESPONSE TO
INTERVENTION**



- ### Implications of RtI for DHH Students
- Improved instruction and accommodations within the general education curriculum
 - More collaboration between general education and special education
 - Students with hearing loss at all levels – core, targeted, and intensive
 - Core principles apply to all instruction for DHH students
 - Progress monitoring
 - Use of research-based, scientifically validated interventions/instruction
 - Use data to inform instructional practices and decisions



Best Practices Areas

1. Program Standards
2. High Expectations
3. Assessment: Placement and Readiness
4. IDEA Special Factors
5. Evidenced and Consensus-Based Practices
6. Expanded Core Curricula
7. Progress Monitoring
8. Parent Counseling and Training

2. High Expectations

- Most are typical kids who happen to have a hearing loss
 - 40% have additional disabilities (GRI, 2008)
- Expectation: minimally one year's growth in one year
 - Evidence: Colorado State Student Assessment Program (DHH IEP students) (Johnson, 2006)
 - Reading-81% made one year's growth or more (N=516)
 - Writing-92% (N=348)
 - Math-92% (N=348)
 - Evidence: AZ-CO Longitudinal Study
 - On average students were within 1 SD of hearing peers (N=150) (Antia, Jones, Reed & Kreimeyer, 2009)
- IEP justification
 - Rowley Supreme Court Decision(1982)
 - "IEPs for children educated in regular classrooms should be reasonably calculated to enable the achievement of passing marks and advancement from grade to grade."

3. PARC: Placement And Readiness Checklists

Purpose:

- To make *intentional* decisions about students services and placement
- Assesses student's "readiness" to be educated in the proposed manner
- Assesses the school's "readiness" to support the student
- Provides data for IEP goals to get student ready for proposed services

PARC: Placement And Readiness Checklists

- The Student: Readiness Checklists
 - General Education Inclusion Readiness (adapted from Nevins & Chute, 1996)
 - Interpreted/Transliterated Education Readiness (adapted from Schick, 2004)
 - Transcribing/Captioning Readiness Checklist
 - Instructional Communication Access (adapted from Children's Hospital of Boston, 2003)
- The Environment: Placement Checklists
 - Preschool/Kindergarten
 - Elementary
 - Secondary

PARC Placement Checklists

- Content
 - Classroom Physical Environment
 - General Learning Environment
 - Instructional Style
 - Individual Student Considerations
 - School Culture
- 3 levels
 - PS/Kindergarten
 - Elementary
 - Secondary

Case: A.B.

- 5th grade, 11 years old, male
- Education
 - Special education eligibility (LD, HI, SL)
 - Gen ed classroom with support from special ed tchr, itinerant TOD, SLP
 - 30min/day small group in special ed resource room
 - Listening & spoken language (LSL)
- Hearing Loss
 - Bilateral SNHL, RE better than LE
 - 70-90dBHL
 - Progressive HL, stable by 9 yrs
 - Etiology: CMV
- Personal hearing instruments and FM
 - New and uses consistently

General Education Inclusion Readiness Checklist

Name: _____ Date: _____

1. Knowledge of classroom routines and ability to follow directions

2. Ability to follow directions

3. Ability to follow directions

4. Ability to follow directions

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100. Ability to follow directions

Instructional Communication Access Checklist

Name: Case A.B. Date: _____

Completed by: _____ Title: _____

1. General Skills

2. Receptive Language

3. Expressive Language

4. Self-Advocacy

5. Social Interaction

6. Academic Skills

7. Self-Advocacy

8. Social Interaction

9. Academic Skills

10. Self-Advocacy

11. Social Interaction

12. Academic Skills

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Instructional Communication Access Checklist

1. Expressive language

2. Receptive language

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4. Social interaction

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Summary of Performance: A.B.

General Education Inclusion Readiness

- Strengths
 - knowledge of classroom routines
 - following directions
 - engagement in group discussion
 - following & processing chain of communication
 - reading, math and receptive language estimated to be within 1 year of age level
- Evolving skills
 - attending behavior
 - comprehension of classroom instruction
 - initiating classroom communication
 - expressive and written language
 - self-advocacy

Summary of Performance: A.B.

Instructional Communication Access

- Communication – spoken language
 - Strengths ??
 - expressive communication with familiar adults and peers
 - ability to adjust expressive style to situation
 - does better in supported instruction (one-on-one, small group, with assistance)
 - Concerns
 - all areas
 - proficiency levels are moderate

PAAC Placement And Readiness Checklist

Part 5B: Placement Checklist for Students who are Deaf and Hard of Hearing

1. Classroom - Physical Environment

2. Classroom - Instructional Environment

3. Classroom - Social Environment

4. Classroom - Instructional Environment

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<p>11. Use of Visual Information</p> <p>11.1. Are visual or other visual supports used for input and output?</p> <p>11.2. Are appropriate effects getting through without?</p> <p>11.3. Are visual supports used to provide visual information? (Check other support to provide visual information)</p> <p>11.4. Do you use visual supports to provide visual information? (Check other support to provide visual information)</p> <p>11.5. Do you use visual supports to provide visual information? (Check other support to provide visual information)</p>	<p>11. Use of Visual Information</p> <p>11.1. Are visual or other visual supports used for input and output? <input checked="" type="checkbox"/></p> <p>11.2. Are appropriate effects getting through without? <input checked="" type="checkbox"/></p> <p>11.3. Are visual supports used to provide visual information? <input checked="" type="checkbox"/></p> <p>11.4. Do you use visual supports to provide visual information? <input checked="" type="checkbox"/></p> <p>11.5. Do you use visual supports to provide visual information? <input checked="" type="checkbox"/></p>
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Does Readiness = Placement for A.B.?

• Do we have a fit?
 • What additional data is needed?
 • What areas need more support?
 • What other options for services are available?
 • IEP Goals

Case: K.B.

- 7th grade, female
- Education
 - Deaf School (Charter)
 - classroom – mostly HH students
 - ASL and spoken English
- Communication
 - ASL fluency increasing; used to support instruction in the classroom
 - English is primary language
 - spoken English used at home

Case: K.B.

- Hearing Loss
 - Bilateral profound SNHL , RE better than LE
 - Mixed HL with 40 dB conductive component reportedly due to chronic OM
 - Other medical issues resulting in multiple surgeries: heart anomaly, cleft lip/palate, craniosynostosis, lazy eye, multiple tubes
 - Etiology: unknown
- Personal hearing instruments
 - Wears hearing aids consistently, school and home
 - new aids reported to provide excellent benefit; "help to recognize speech/words spoken by HH and hearing peers
 - No FM

<p>1. Student's academic achievement in relation to his/her ability, as well as to the general population</p> <p>2. Student's academic achievement in relation to his/her ability, as well as to the general population</p> <p>3. Student's academic achievement in relation to his/her ability, as well as to the general population</p> <p>4. Student's academic achievement in relation to his/her ability, as well as to the general population</p> <p>5. Student's academic achievement in relation to his/her ability, as well as to the general population</p>	<p>1. Student's academic achievement in relation to his/her ability, as well as to the general population</p> <p>2. Student's academic achievement in relation to his/her ability, as well as to the general population</p> <p>3. Student's academic achievement in relation to his/her ability, as well as to the general population</p> <p>4. Student's academic achievement in relation to his/her ability, as well as to the general population</p> <p>5. Student's academic achievement in relation to his/her ability, as well as to the general population</p>
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<p>1. Does the student demonstrate the ability to:</p> <p>2. Does the student demonstrate the ability to:</p> <p>3. Does the student demonstrate the ability to:</p> <p>4. Does the student demonstrate the ability to:</p> <p>5. Does the student demonstrate the ability to:</p>	<p>1. Does the student demonstrate the ability to:</p> <p>2. Does the student demonstrate the ability to:</p> <p>3. Does the student demonstrate the ability to:</p> <p>4. Does the student demonstrate the ability to:</p> <p>5. Does the student demonstrate the ability to:</p>
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Instructional Communication Access Checklist						
Name: <u>Case K.B.</u>	LISTENING & SPOKEN LANGUAGE (L&S)		READING ONLY (R)		WRITING (W)	
	HEAVY USE	Some Use	HEAVY USE	Some Use	HEAVY USE	Some Use
Date: _____						
Completed by: _____						
Title: _____						
1. General Skills Does the student demonstrate the ability to: a. learn abstract or/and decontextualized material with minimal support? b. share, retrieve, and organize information received? c. learn new vocabulary from typical classroom exposure? d. understand what to do without on-line direction? e. make comparisons or progress in their discussion conversations? f. complete class material and tests independently? g. self-assess for communication and learning needs?						
2. Receptive Language Does the student: a. understand connected discourse used by adults in the proposed education setting? b. understand and follow directions/references by the curriculum? c. understand the language of instructional activities and possess a language base strong enough to learn beyond in depth? d. attend to group conversations? e. demonstrate incidental learning? f. without reliance upon or processing of new information comparable to classroom peers? g. demonstrate the above receptive skills for language in the following settings: • one-on-one • small group • large group?						

Instructional Communication Access Checklist				
5. Expressive Language Does the student: a. express him/herself in a manner that is easily understood by: • familiar adults? • less familiar adults? • peers in academic and social conversations? b. use an average of 2 to 3 requests/questions per conversation with an adult? c. carry on a conversation with one peer: • independently? • with assistance? d. participate in group conversation (ACTE: group number should be comparable to the typical size in the proposed educational setting): • independently? • with facilitation by an adult? e. express ideas and convey a meaningful message using connected language? f. adjust register/writing style (e.g. register) to match environmental conditions?				
6. Written Language Skills (writing and writing) Does the student: a. demonstrate reading skills comparable to potential classroom peers? b. demonstrate written skills comparable to potential classroom peers?				

Summary of Performance: K.B.

General Education Inclusion Readiness

- Strengths
 - asks for assistance from teacher
- Evolving skills
 - attending behavior
 - response behavior
 - follows chain of communication
 - initiates communication
 - self-advocacy
- Concerns
 - classroom routines and transitions
 - following directions
 - comprehension
 - academic performance
 - language skills

Summary of Performance: K.B.

Instructional Communication Access Checklist

- Communication – spoken English and ASL
 - General skills – similar in both modes, proficiency evolving
 - Receptive language skills - similar in both modes, proficiency evolving
 - Expressive language skills – similar though participation in group conversations rated higher in spoken language, proficiency slightly greater than receptive
 - Written language skills - poor

Summary of Performance: K.B.

Interpreted/Transliterated Education Readiness

- Strengths - evolving skills
 - Role of the interpreter – allowing interpreter to interpret
 - Use of interpreter
 - Demonstrates appropriate social development
- Concerns
 - Learning independently
 - Attention factors
- Question: Is this student ready to function in a general education class with an interpreter?

EAC Placement Checklist for Students who are Deaf and Hard of Hearing		YES	NO
I. Classroom Physical Environment			
1. Do the room size, lighting, background noise, and other factors affect the student's ability to hear and understand spoken language?			
2. Do the room acoustics (e.g., carpeting, drapes, etc.) affect the student's ability to hear and understand spoken language?			
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10. Do the room acoustics (e.g., carpeting, drapes, etc.) affect the student's ability to hear and understand spoken language?			
II. General Learning Environment			
1. Do the teacher and student use a variety of techniques to elicit positive behavior from students?			
2. Do the teacher and student use a variety of techniques to elicit positive behavior from students?			
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III. Instructional Style			
1. Do the teacher and student use a variety of techniques to elicit positive behavior from students?			
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9. Do the teacher and student use a variety of techniques to elicit positive behavior from students?			
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6. Expanded Core Curricula

- Auditory & listening skill development
- Transition planning
- Technology training
- Family education- Parent training and counseling
- Social skills
- Self-advocacy skills
- Leadership development
- Deaf studies
- American Sign Language (ASL)

8. Parent Counseling & Training

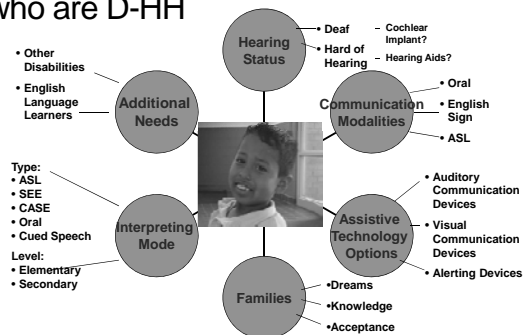
- Required as a related service in IDEA if needed for student to meet IEP goals



SLP & Audiology Collaboration

- Placement & Readiness Checklists
- Classroom Acoustics Observation & Screening
- Progress monitoring
- Self-Advocacy
- IEP Goals – all must tie to common core standards
 - Reading
 - Speaking & Listening
 - Comprehension and collaboration
 - Presentation of Knowledge and Ideas

Complexities of Educating Students who are D-HH



*Fair is not everyone getting the same thing,
Fair is everyone getting what they need to
be successful.*

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*Only those that risk going too far can
possibly find out how far one can go...*

TS Eliot