



# Family Advocacy in Schools: Understanding the Support Available to Students Who Are Deaf or Hard of Hearing upon School Entry

Presented by:

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Introducing....

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# Differences between Early Intervention and School

Early Intervention	Special Education
Birth–3 <sup>rd</sup> Birthday	3+ years of age
Sliding Fee Schedule	FREE Appropriate Public Education (FAPE)
Individualized Family Service Plan (IFSP)	Individualized Education Program (IEP)
Family–Centered	Child–Centered
Natural Environment	School Environment
Services by Baby Watch	Services through School District



Introducing....

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# Communication and the Law

What does Federal law, including the Individuals with Disabilities Education Act (**IDEA**), Title II of the Americans with Disabilities Act of 1990 (**ADA**) (Title II), and Section 504 of the Rehabilitation Act of 1973 (**Section 504**) promise to students with hearing or communication challenges?





# Individuals with Disabilities Education Act (IDEA)

- ▶ Requires schools to offer a free, appropriate public education (FAPE)
- ▶ Provides access to special education and related services, depending on the individualized needs of the student
- ▶ Communication needs are a necessary and important part of FAPE



# Title II of the Americans with Disabilities Act of 1990 (ADA)



- ▶ Civil rights law that outlaws discrimination against people with disabilities in all public and private places open to the general public
- ▶ Explains the public programs, services, and activities that protect people with disabilities


# Section 504 of the Rehabilitation Act of 1973 (Section 504)

- ▶ Civil rights law that prohibits discrimination on the basis of disability
- ▶ Applies to public elementary and secondary schools, among other entities



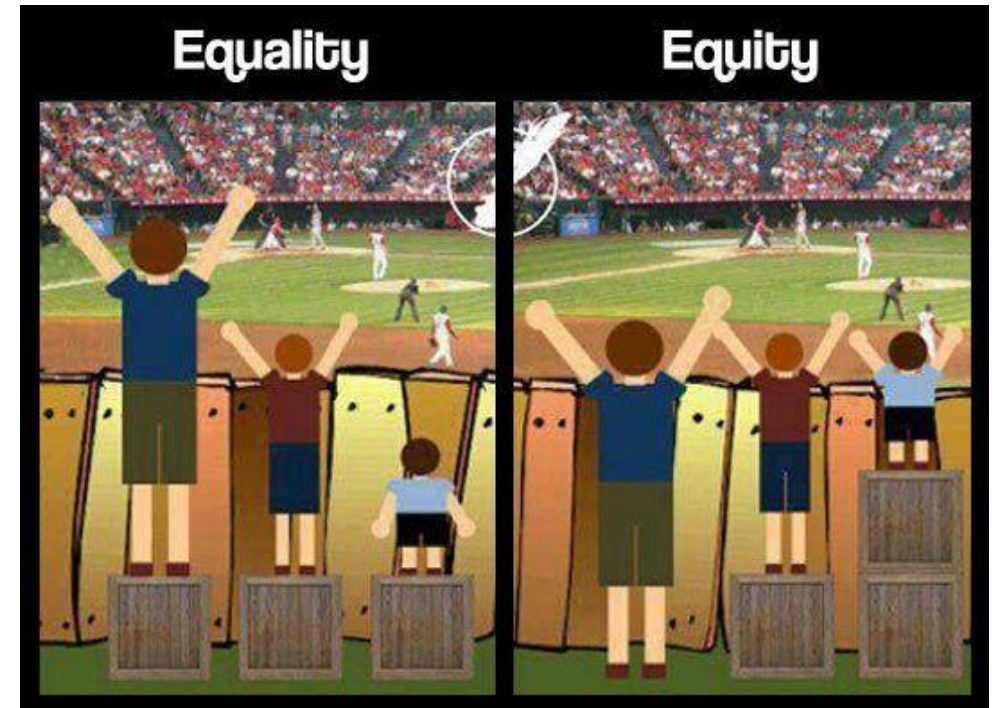


# Definition of Disability

- ▶ A physical or mental impairment that substantially limits a major life activity
  - ▶ A record of such impairment
  - ▶ Being regarded as having such an impairment
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# Protection for Students with Disabilities

- ▶ Discrimination prohibited by any entity receiving Federal financial assistance
- ▶ Students do not need to be eligible under IDEA in order to qualify for support
- ▶ Students with disabilities must have an **equal opportunity** to participate in all public school activities
- ▶ Students with disabilities are entitled to a free, appropriate public education (FAPE)



# Communication


- ▶ Public schools must ensure that communication with students with hearing, vision, or speech disabilities is as effective as communication with students without disabilities
- ▶ They must provide appropriate “**auxiliary aids and services**” (AA&S) where necessary



# Q&A

# IDEA Definition of Assistive Technology

“Any item, piece of equipment or product system, whether **acquired commercially off the shelf**, **modified** or **customized**, used to increase, maintain, or improve the functional capabilities of a child with a disability.”





# Bought off the Shelf



# Modified



# Customized



# AT Continuum

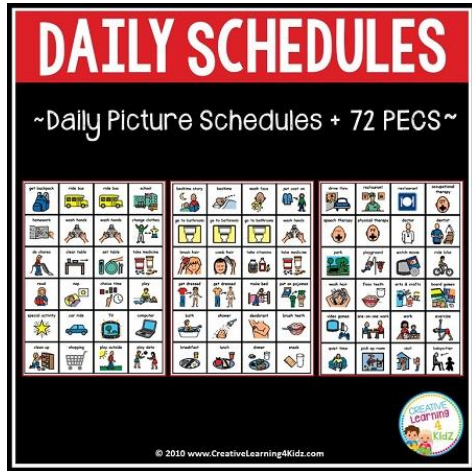


No Tech	Low Tech	Mid Tech	High Tech
Simple Modifications	Less Sophisticated	Relatively Complex	Very Advanced
No Electronics	Affordable Tools	Electronic Devices	Computers and Tablets

Graph found at: [https://www.youtube.com/watch?time\\_continue=738&v=HNwVq3V3a9g](https://www.youtube.com/watch?time_continue=738&v=HNwVq3V3a9g)  
Courtesy of the Pacer Center and Center on Technology and Disability (CTD)



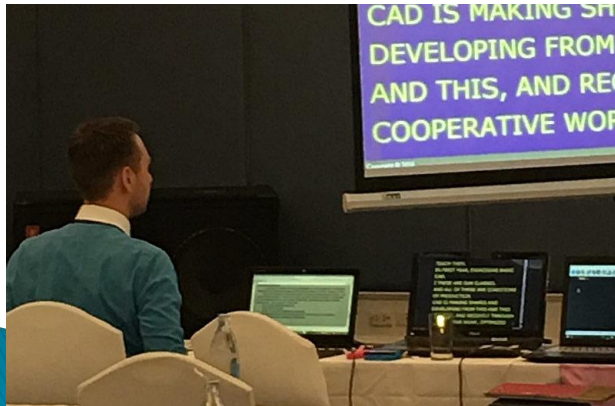
# No Tech



# Low Tech




# Mid Tech



# High Tech



# Assistive Technology Evaluations for IEPs

- ▶ IEPs are required to address all needs of a student, regardless of classification
  - ▶ Student or parent may request an evaluation to see if assistive technology is required
  - ▶ School must arrange for the evaluation or state the reason for refusal in writing
  - ▶ Parents may use dispute resolution options if they disagree with school's determination
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# Dispute Resolution

- ▶ Students and parents are entitled to dispute resolution options if they disagree with the school
  - IDEA: Utah Parent Center, facilitation, mediation, state complaint, due process hearing
  - Section 504: Utah Parent Center, grievance with district, suit with the Office of Civil Rights (OCR), or civil action




# Educational Placements

- ▶ Residential Schools
- ▶ Day Schools
  - Listening and Spoken Language (LSL)
  - American Sign Language (ASL)
  - Total Communication Programs
- ▶ Private Placement
- ▶ Home School
- ▶ Mainstreaming (Public School)
  - Regular Classroom
  - Regular Classroom with additional support services
    - Interpreter, teacher for the deaf, other paraprofessional
  - Resource Room
  - Self-Contained Classroom



# Educational Supports

- ▶ Auxiliary Aids and Services
  - ▶ Assistive Technology
  - ▶ Communication Accommodations
  - ▶ Physical Environment Accommodations
  - ▶ Instructional Accommodations
  - ▶ Curricular Modifications
  - ▶ Evaluation Modifications
  - ▶ Other Considerations
- 

# Communication Accommodations

- ▶ Specialized seating arrangements
- ▶ Obtain student's attention prior to speaking
- ▶ Reduce auditory distractions (background noise)
- ▶ Reduce visual distractions
- ▶ Enhance speech reading conditions (avoid hands in front of face, mustaches well-trimmed, no gum chewing)
- ▶ Present information in simple structured, sequential manner
- ▶ Clearly enunciate speech
- ▶ Repeat or rephrase information when necessary



# Physical Environment Accommodations

- ▶ Noise reduction (carpet & other sound absorption materials)
- ▶ Specialized lighting
- ▶ Room design modifications
- ▶ Flashing fire alarm



# Instructional Accommodations

- ▶ Speech-to-text translation captioning (i.e., computer on desk)
- ▶ Captioning or scripts for announcements, television, videos, or movies
- ▶ Educational interpreter (ASL, signed English, cued speech, oral)
- ▶ Buddy system for notes, extra explanations/directions
- ▶ Down time / break from listening
- ▶ Extra time to complete assignments
- ▶ Step-by-step directions
- ▶ Use of visual supplements (projected materials, whiteboard, charts, vocabulary lists, lecture outlines)



Described and captioned media program




Educational Interpreter Performance


Assessment




# Curricular Modifications

- ▶ Modify reading assignments (shorten length, adapt or eliminate phonics assignments)
  - ▶ Modify written assignments (shorten length, adjust evaluation criteria)
  - ▶ Pre-tutor vocabulary
  - ▶ Provide supplemental materials to reinforce concepts
  - ▶ Provide extra practice
  - ▶ Alternative curriculum
- 

# Evaluation Modifications

- ▶ Reduce quantity of tests or test items
  - ▶ Use alternative tests
  - ▶ Provide reading assistance with tests
  - ▶ Allow extra time
- 

# Other Considerations

- ▶ Supplemental instruction
    - Ex: speech, language, pragmatic skills, auditory, speech reading skills
  - ▶ Counseling
  - ▶ Sign language instruction
  - ▶ Transition / Vocational services
  - ▶ Family support
  - ▶ Deaf/Hard of Hearing role models
  - ▶ Recreational/Social opportunities
  - ▶ Financial assistance
  - ▶ Monitor progress periodically by a specialist in Deaf/Hard of Hearing
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Questions?

# Resources

- ▶ C.D. Johnson & J. Seaton, Educational Audiology Handbook, 2nd Edition (2012), Cengage–Delmar Learning
- ▶ <https://www.signingsavvy.com/blog/81/Education+Options+for+Children+that+are+Deaf+or+Hard+of+Hearing>
- ▶ <http://www.handsandvoices.org>
- ▶ [https://www.handsandvoices.org/pdf/IEP\\_Checklist.pdf](https://www.handsandvoices.org/pdf/IEP_Checklist.pdf)
- ▶ <http://www.raisingandeducatingdeafchildren.org/2017/01/05/educational-settings-for-students-who-are-deaf-or-hard-of-hearing/>
- ▶ <https://www2.ed.gov/about/offices/list/ocr/docs/auxaids.html>
- ▶ [https://www.ada.gov/doe\\_doj\\_eff\\_comm/doe\\_doj\\_eff\\_comm\\_faqs.htm](https://www.ada.gov/doe_doj_eff_comm/doe_doj_eff_comm_faqs.htm)
- ▶ <https://www.ctdinstitute.org/>
- ▶ <http://www.parentcenterhub.org/>
- ▶ <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/doe-doj-eff-comm-faqs.pdf>



# Contact us...

...so we can help  
you apply what  
you've learned to  
*your* situation.

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# Thank you...



...for attending. Please  
hand in your workshop  
evaluation.