



SPECIAL EDUCATION SERVICES FOR INFANTS AND CHILDREN WITH COCHLEAR IMPLANTS: WHAT IS APPROPRIATE?

CI2022 Rehabilitation Connect Forum

May 20, 2022

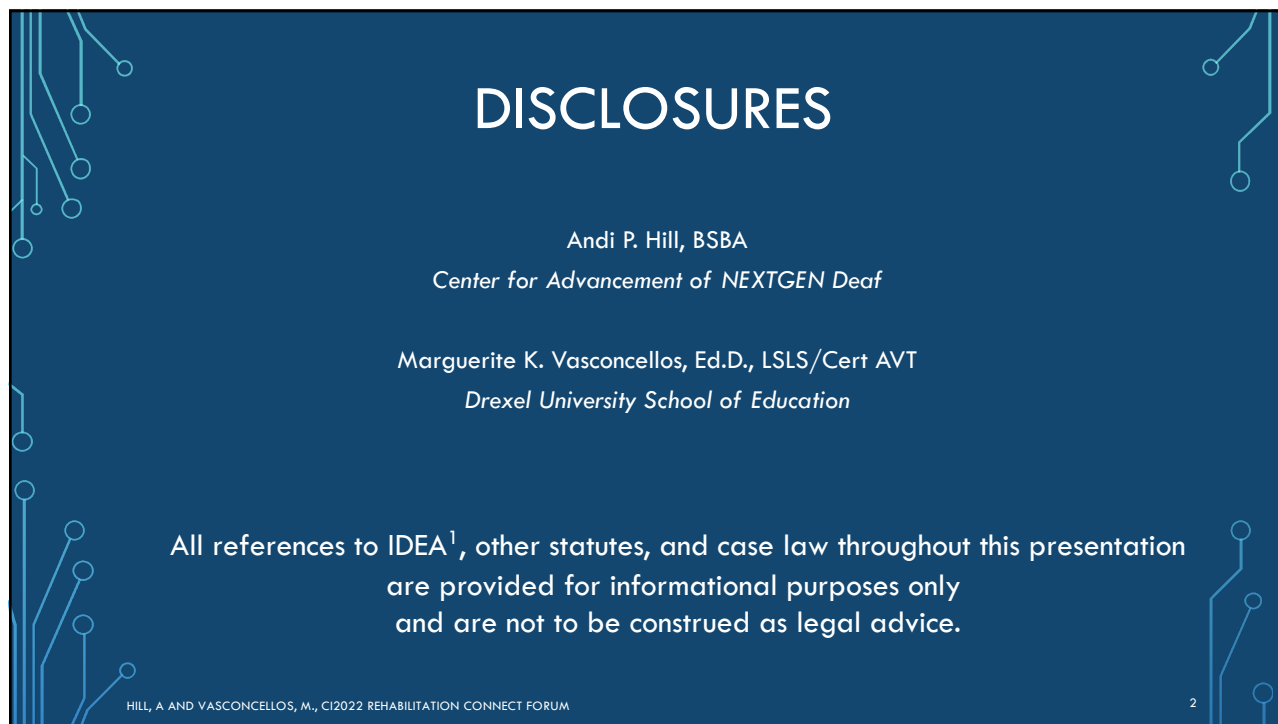
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DISCLOSURES

Andi P. Hill, BSBA
Center for Advancement of NEXTGEN Deaf

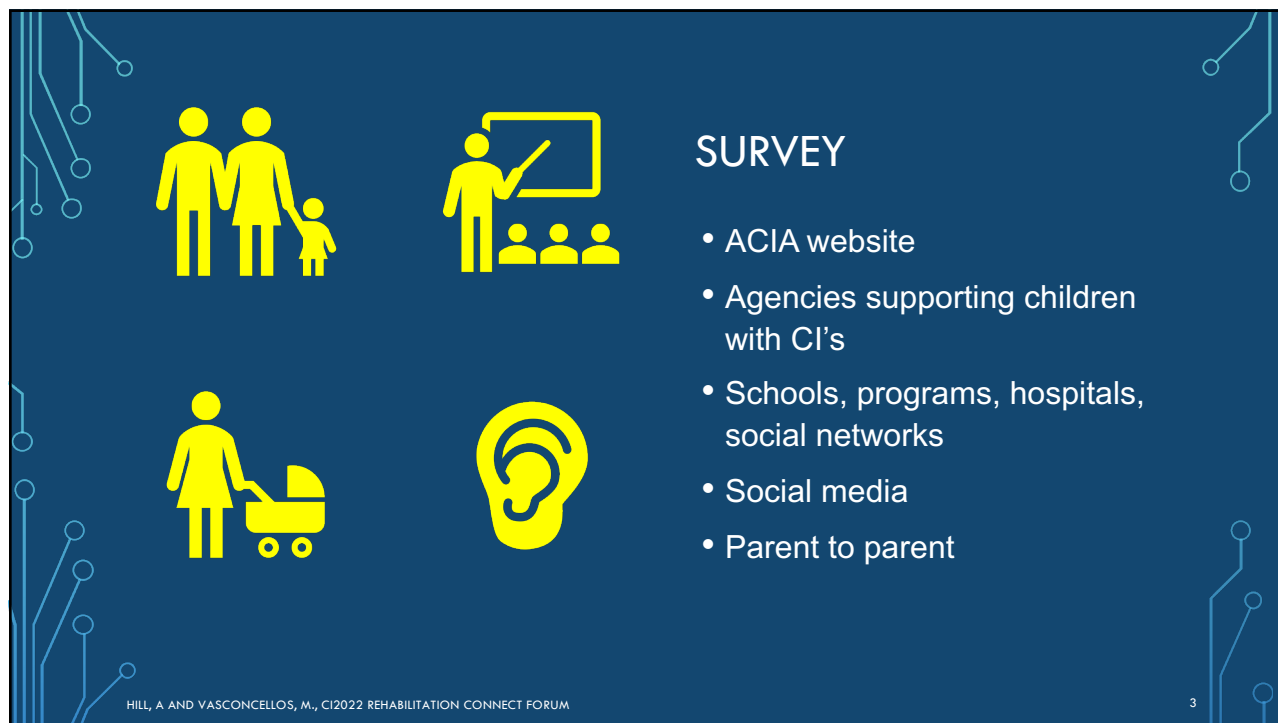
Marguerite K. Vasconcellos, Ed.D., LSLS/Cert AVT
Drexel University School of Education

All references to IDEA¹, other statutes, and case law throughout this presentation
are provided for informational purposes only
and are not to be construed as legal advice.

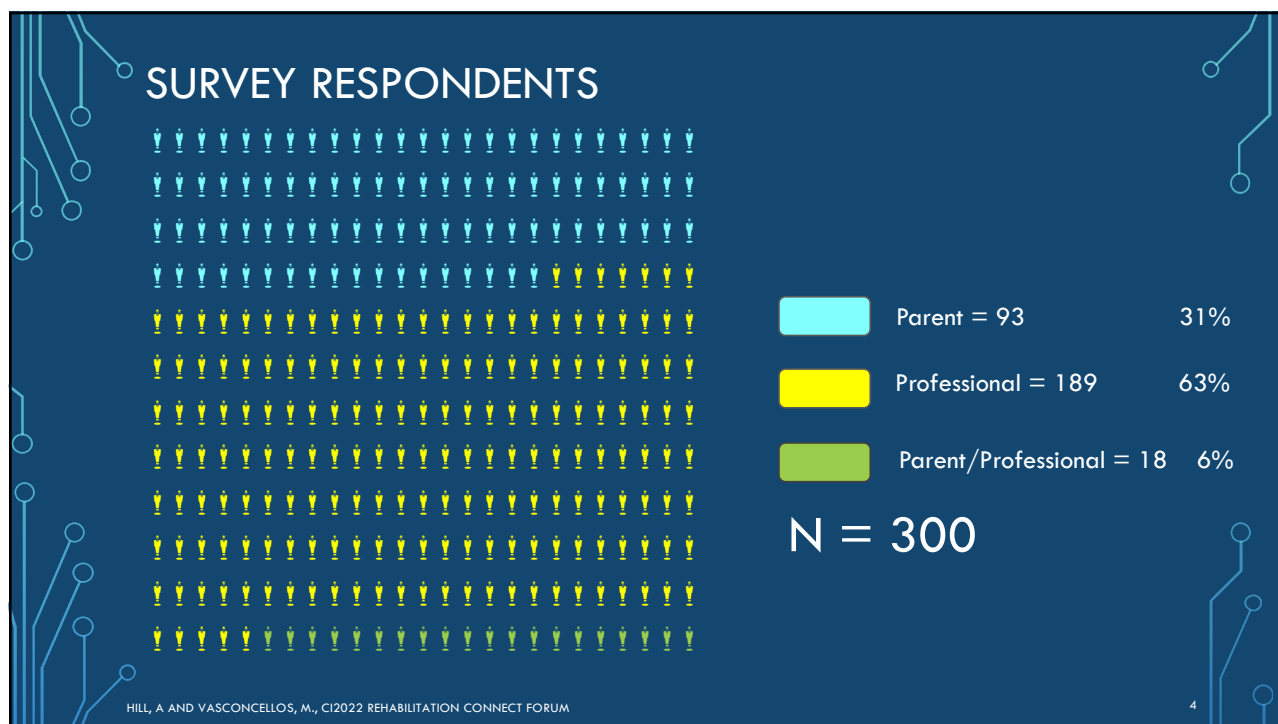
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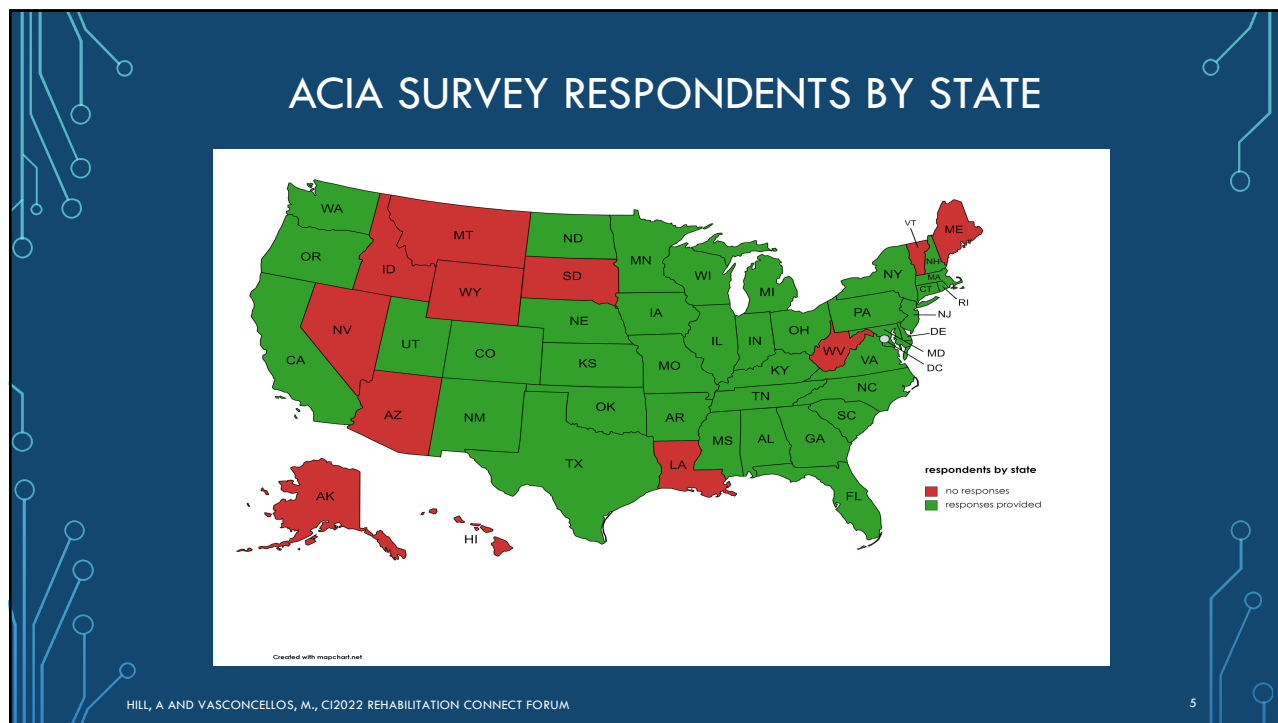
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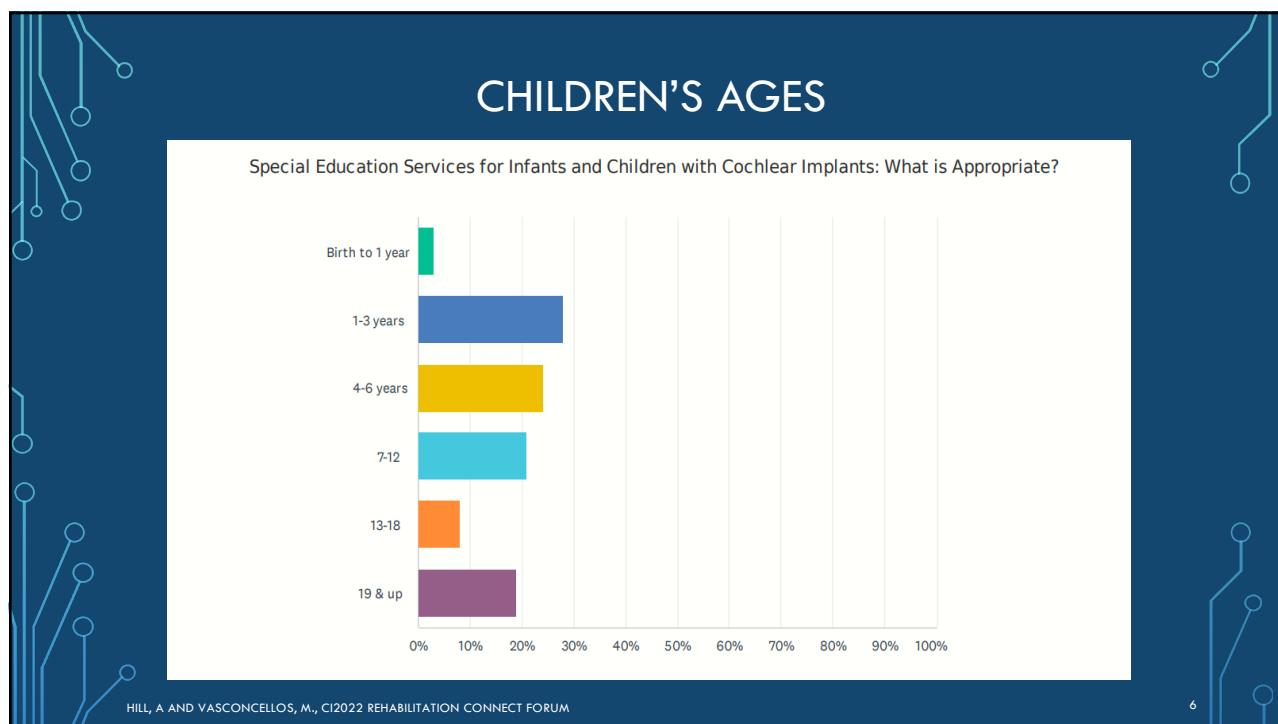
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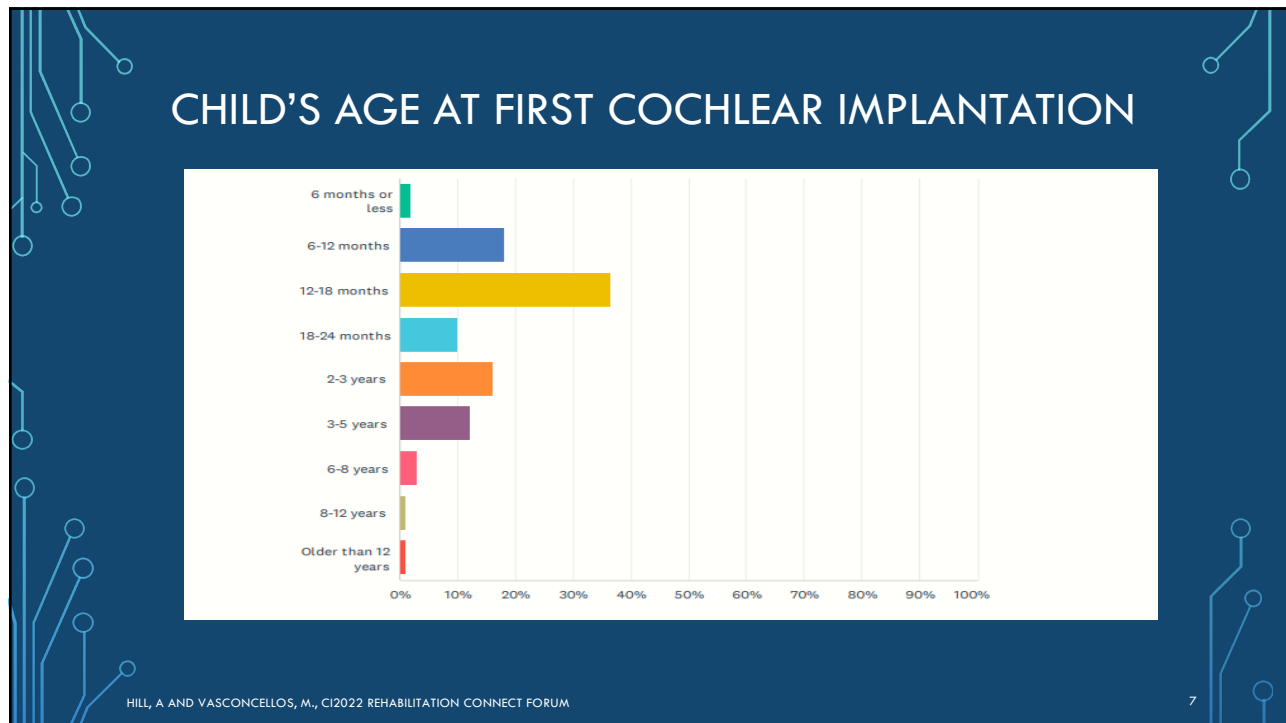
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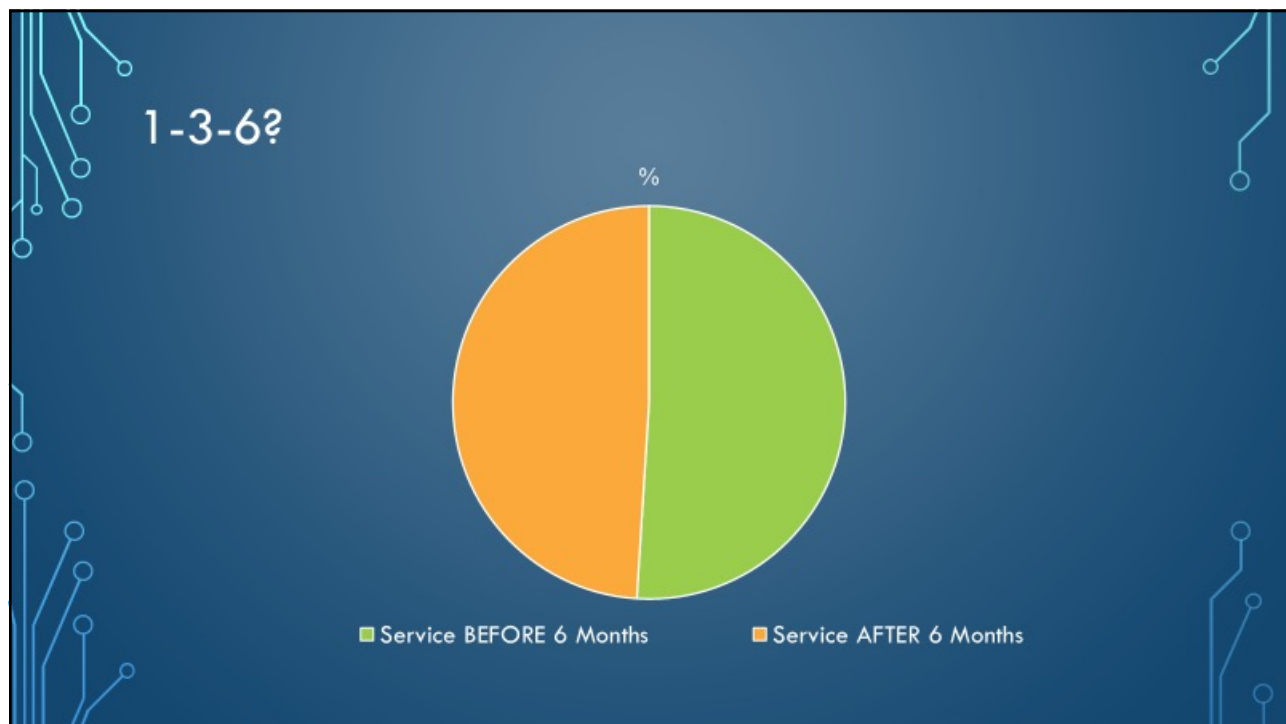
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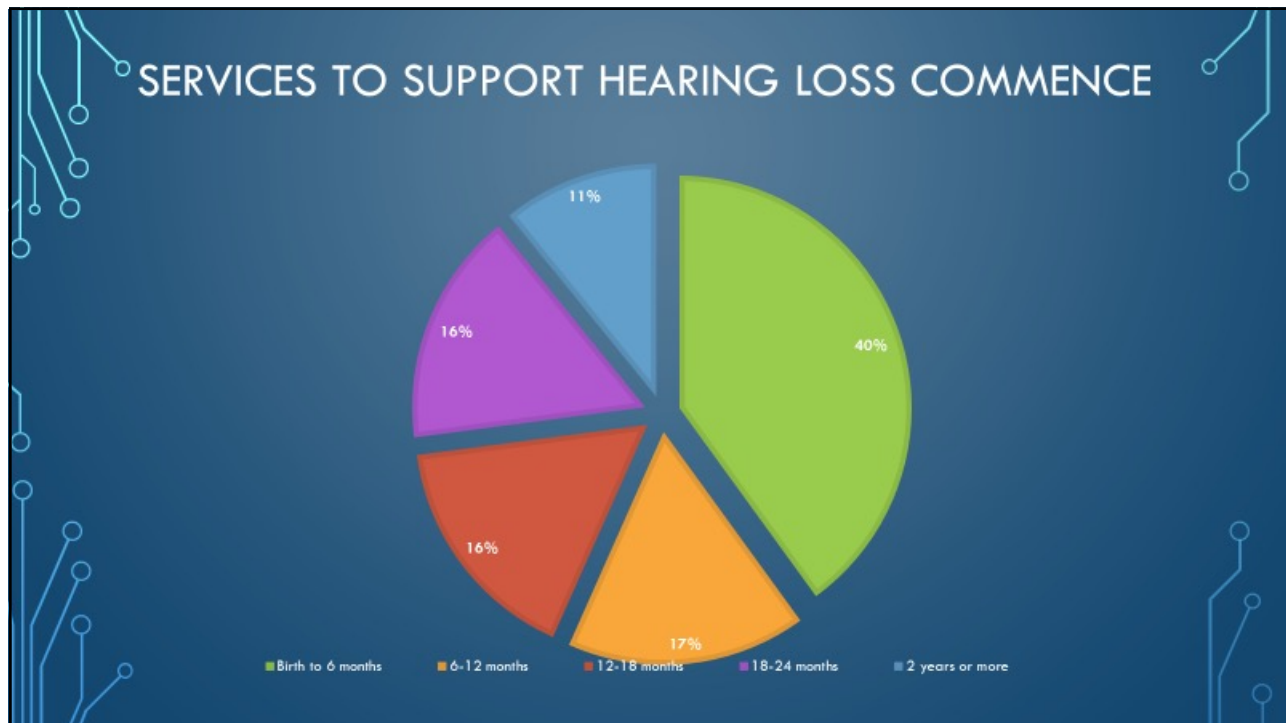
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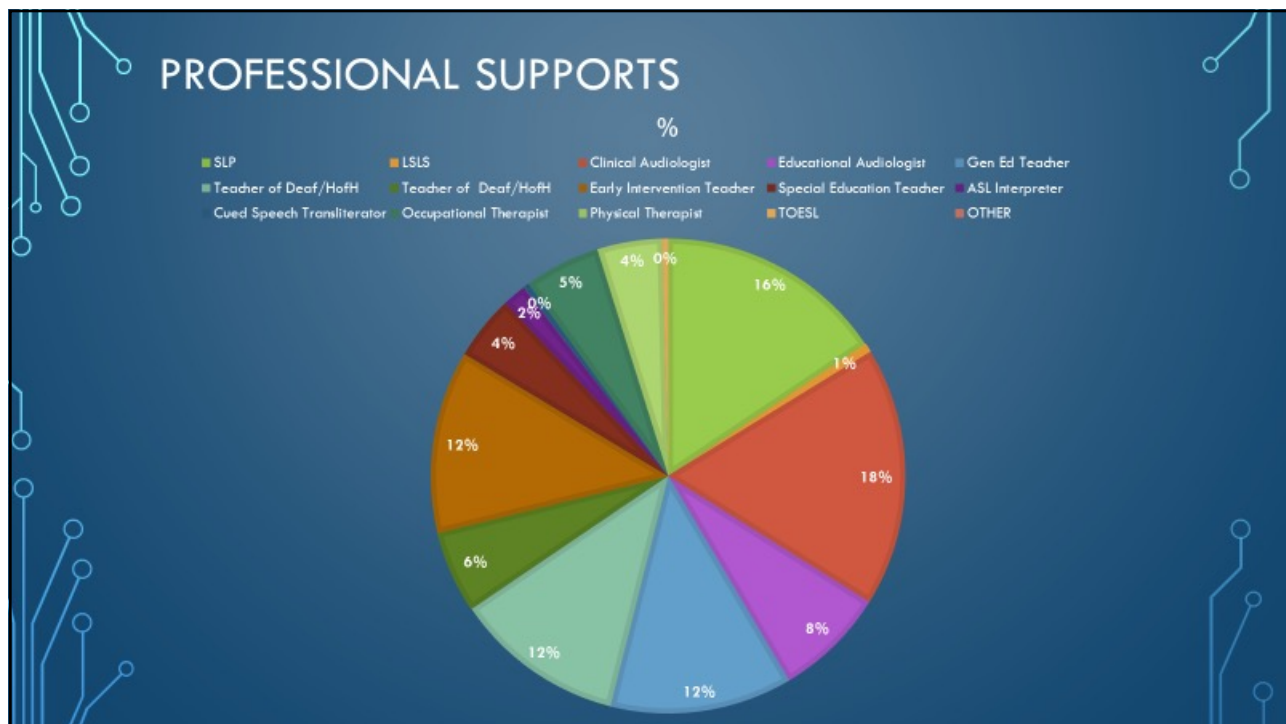
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ADDITIONAL SERVICES?

- Nearly universal use of Hearing Assistive Technology (HAT)
- C Print, CART, Captioned Media Services
- Preferential/Strategic Seating
- Pre-teaching / Post-teaching
- Standardized Test Accommodations
- Novel accommodation:
 - Extra Absences permitted for Mapping/Audiologist Appointments



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TRANSITION SUPPORTS?



75%

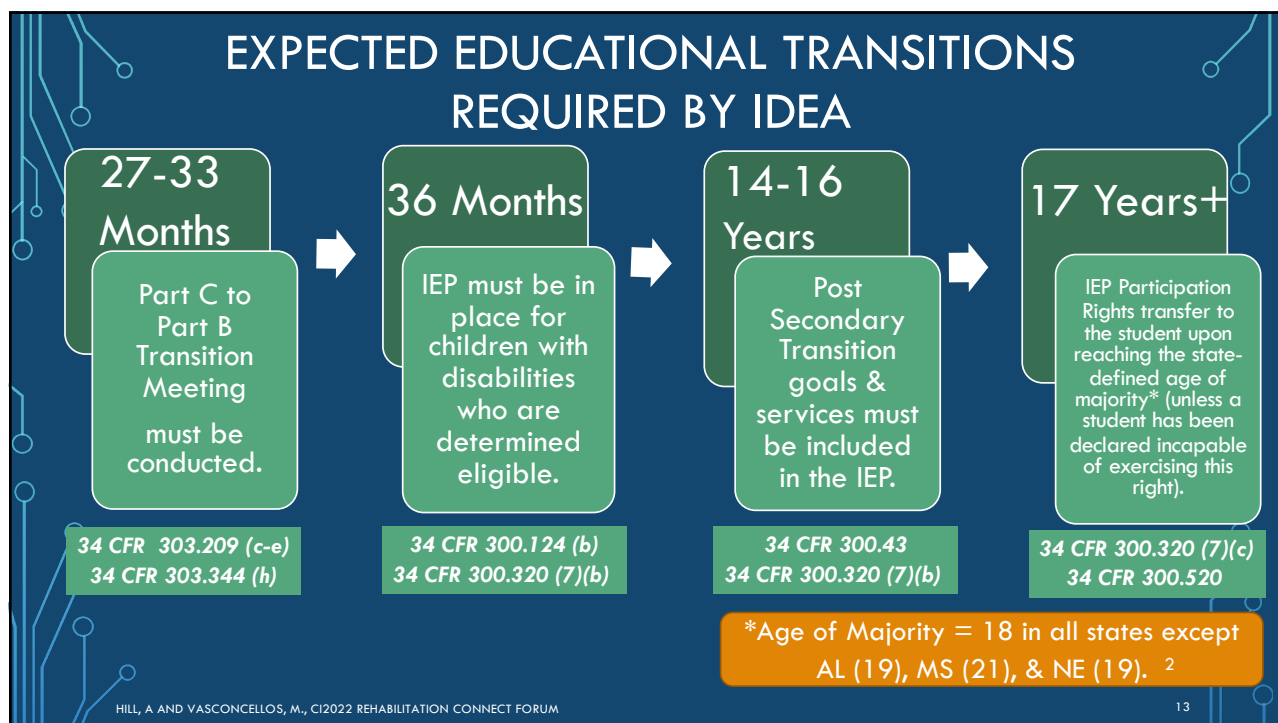


25%

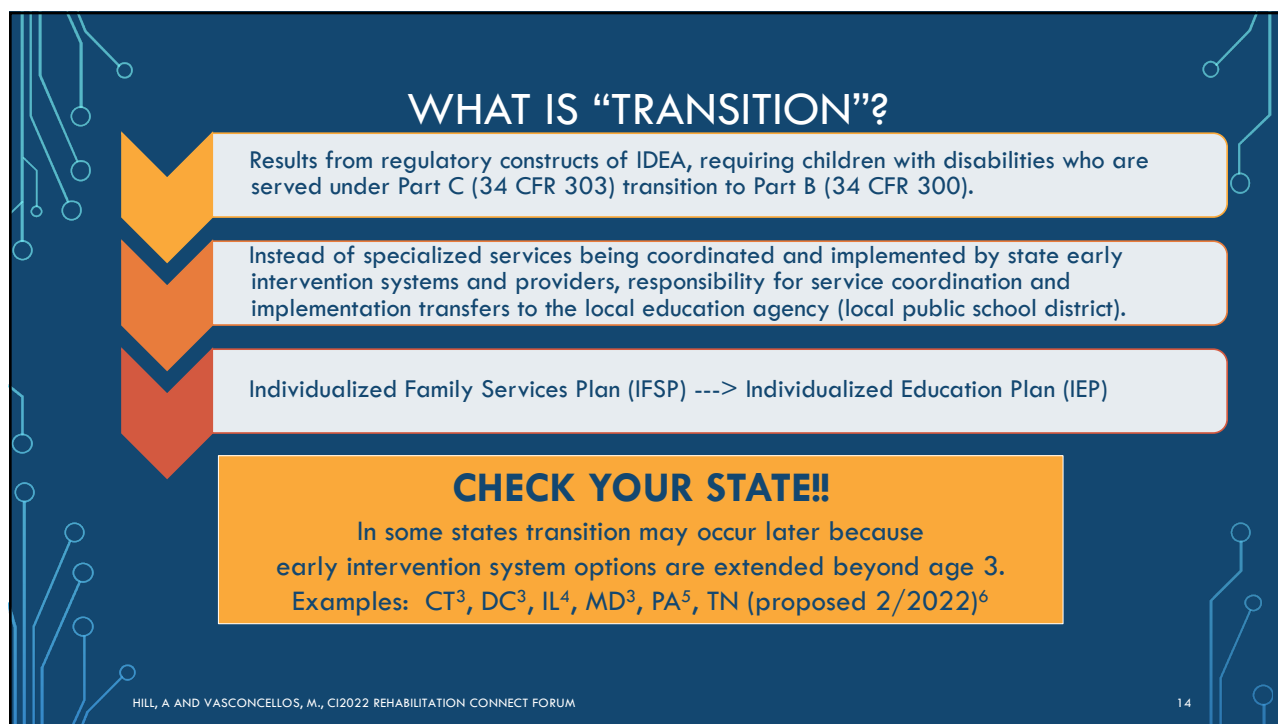
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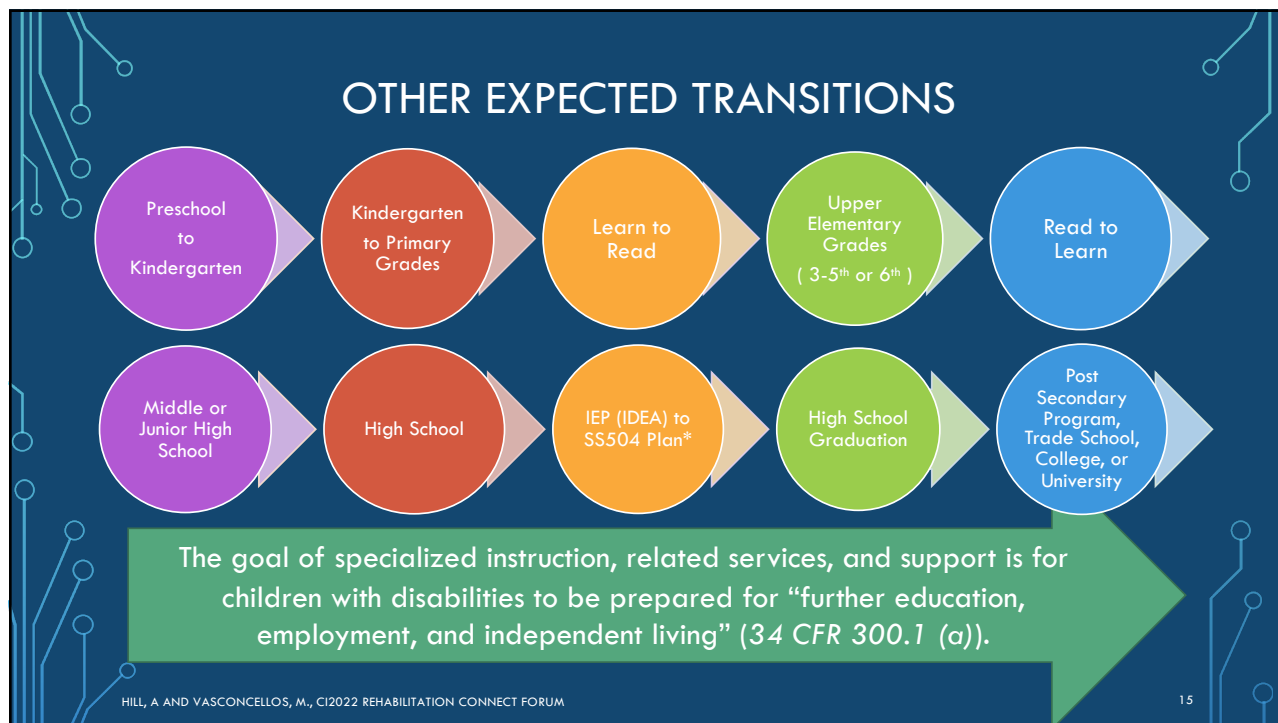
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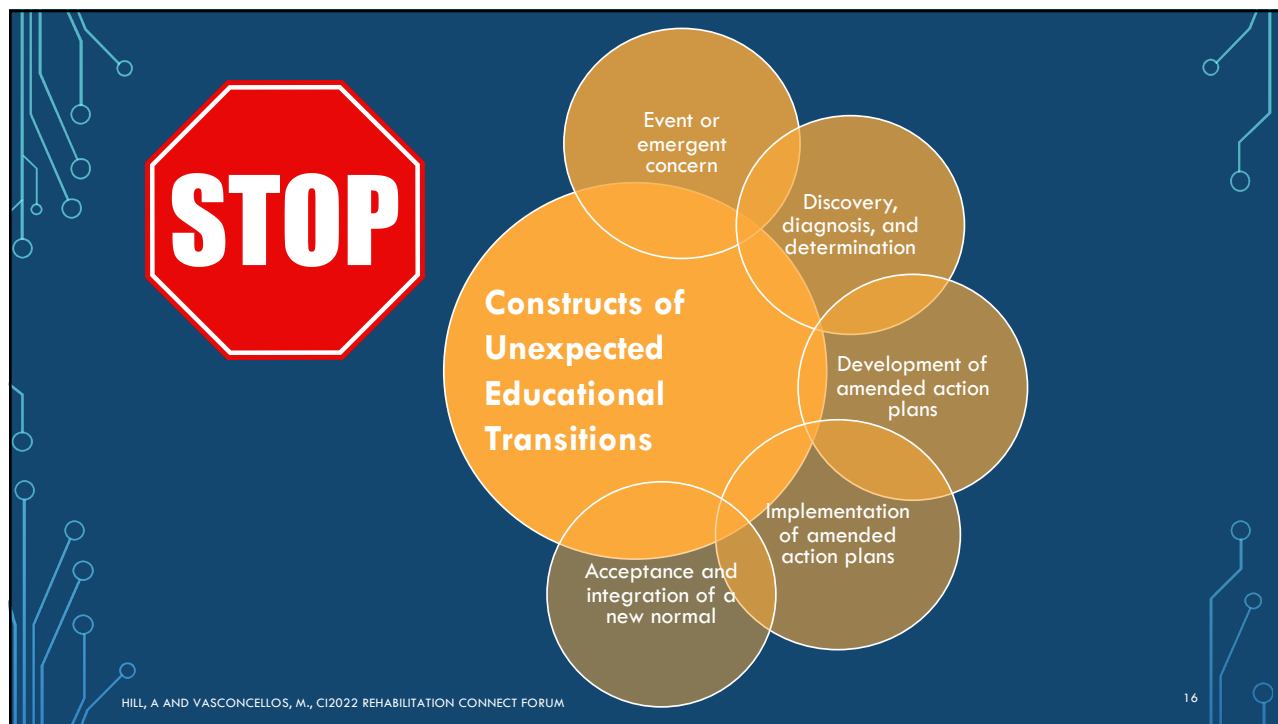
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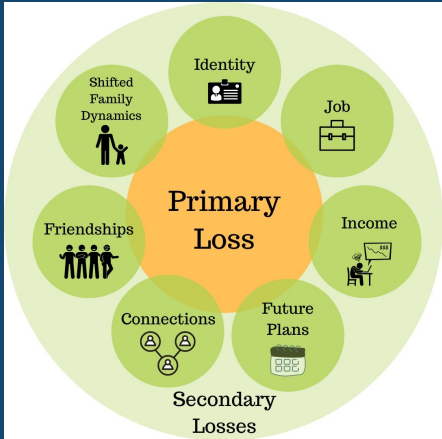


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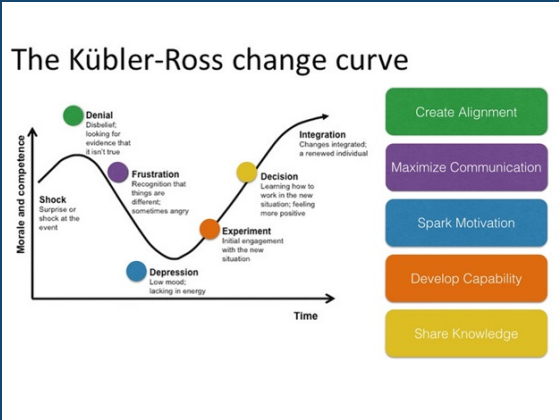
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COPING WITH UNEXPECTED EDUCATIONAL TRANSITIONS OFTEN MEANS COPING WITH GRIEF



The diagram shows a central orange circle labeled "Primary Loss". Surrounding it are six green circles representing secondary losses: "Identity" (with a person icon), "Job" (with a briefcase icon), "Income" (with a person at a desk icon), "Future Plans" (with a calendar icon), "Connections" (with three person icons), and "Friendships" (with two person icons). Above the primary loss circle is a green circle labeled "Shifted Family Dynamics" with a family icon. The entire set is enclosed in a larger green circle labeled "Secondary Losses".

Source: Threads of Life ⁷



The graph shows a line representing "Morale and competence" over "Time". The curve starts at a peak, drops through "Shock" (Surprise or shock at the event), rises through "Denial" (Disbelief; looking for evidence that it isn't true), falls through "Frustration" (Recognition that things are different; sometimes angry), rises through "Experiment" (Initial engagement with the new situation), falls through "Depression" (Low mood; lacking in energy), rises through "Decision" (Learning how to work in the new situation; feeling more positive), and finally levels off at "Integration" (Changes integrated; a renewed individual). To the right of the graph are five colored boxes: "Create Alignment" (green), "Maximize Communication" (purple), "Spark Motivation" (blue), "Develop Capability" (orange), and "Share Knowledge" (yellow).

Source: Institute of Business Forecasting & Planning ⁸

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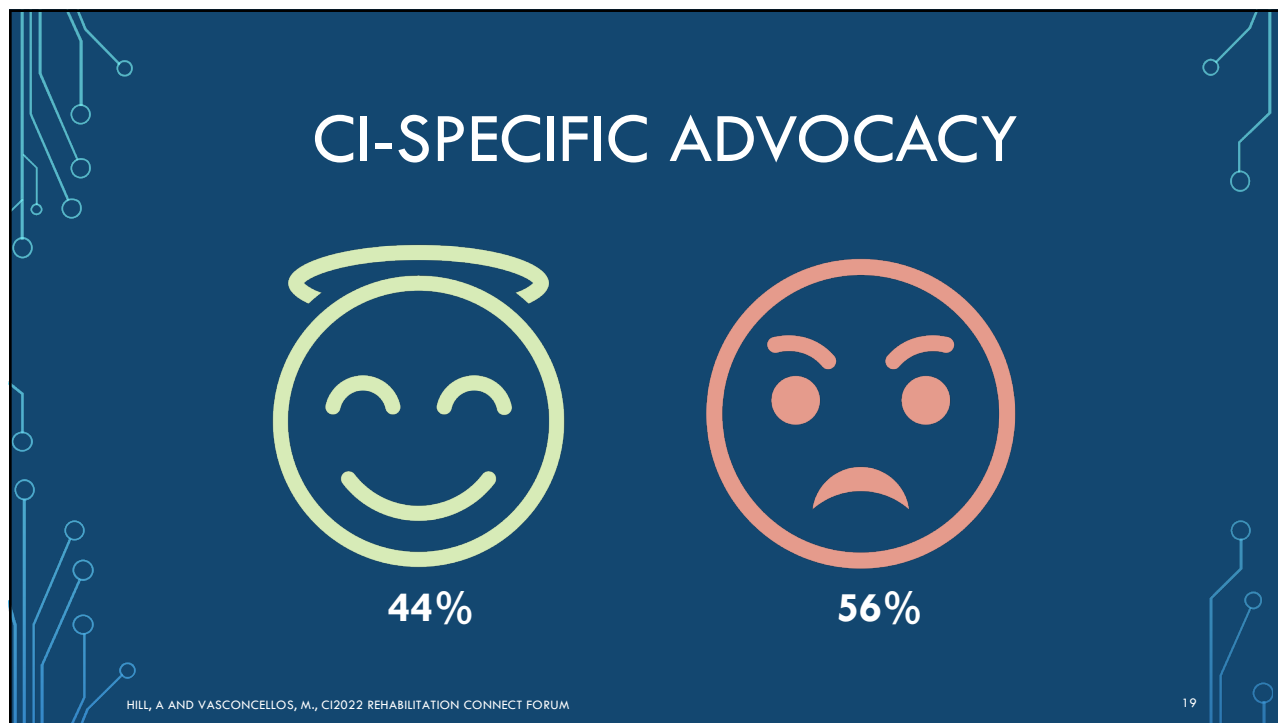
45% of the parents who responded indicated that they couldn't select *just one aspect* of their child's journey they could define as the *most difficult*. It was *ALL* challenging.



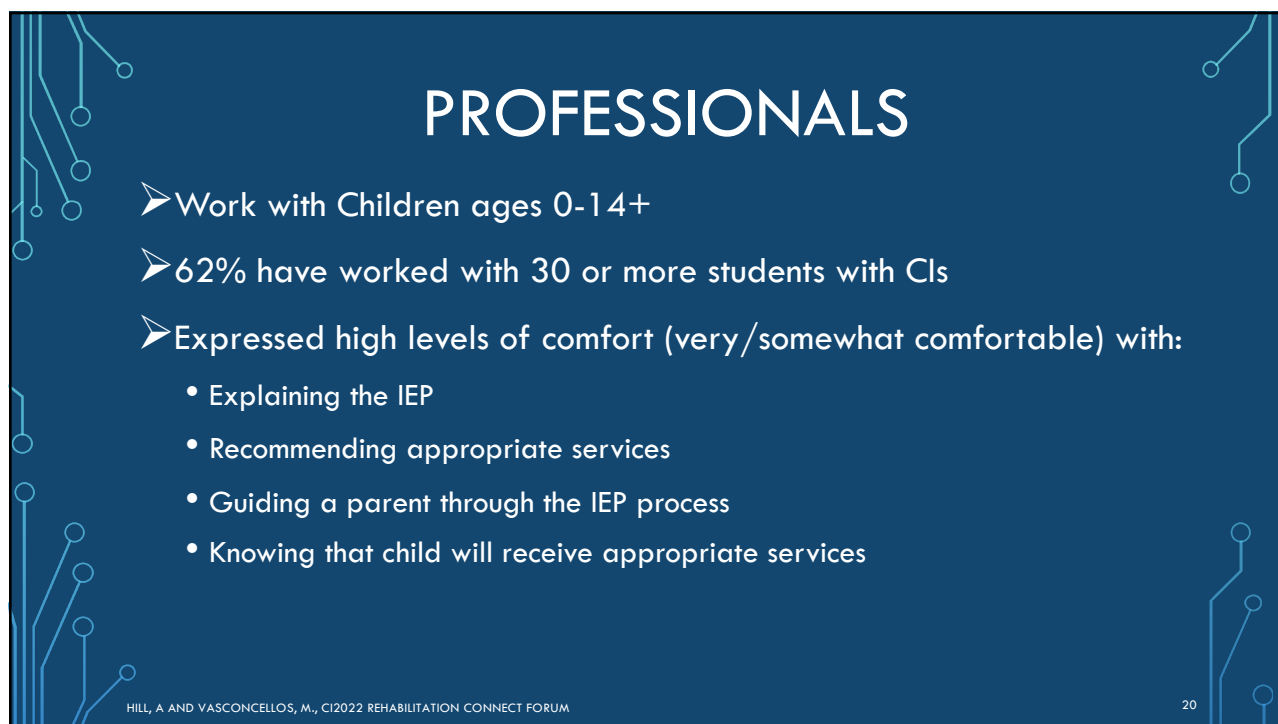
This Photo by Unknown Author is licensed under [CC BY-NC-ND](#)

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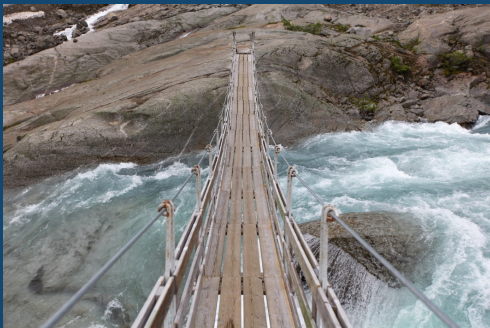


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Foundations for “appropriate” for children who are deaf/hard of hearing includes “individualized” consideration of all of their “unique needs”, utilizing IDEA’s *six special factors*.

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IDEA's SPECIAL FACTORS FOR D/HH:
CRITICAL TO APPROPRIATE SUPPORT
FOR EACH EDUCATIONAL
TRANSITION



THE BRIDGE OVER
TROUBLED
TRANSITION WATERS

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PEDIATRIC HEARING DIFFERENCES & DEAFNESS

Most Common Birth Anomaly ⁹



2 to 3 of 1000
2020: About 9034 infants
1 in every 400 births

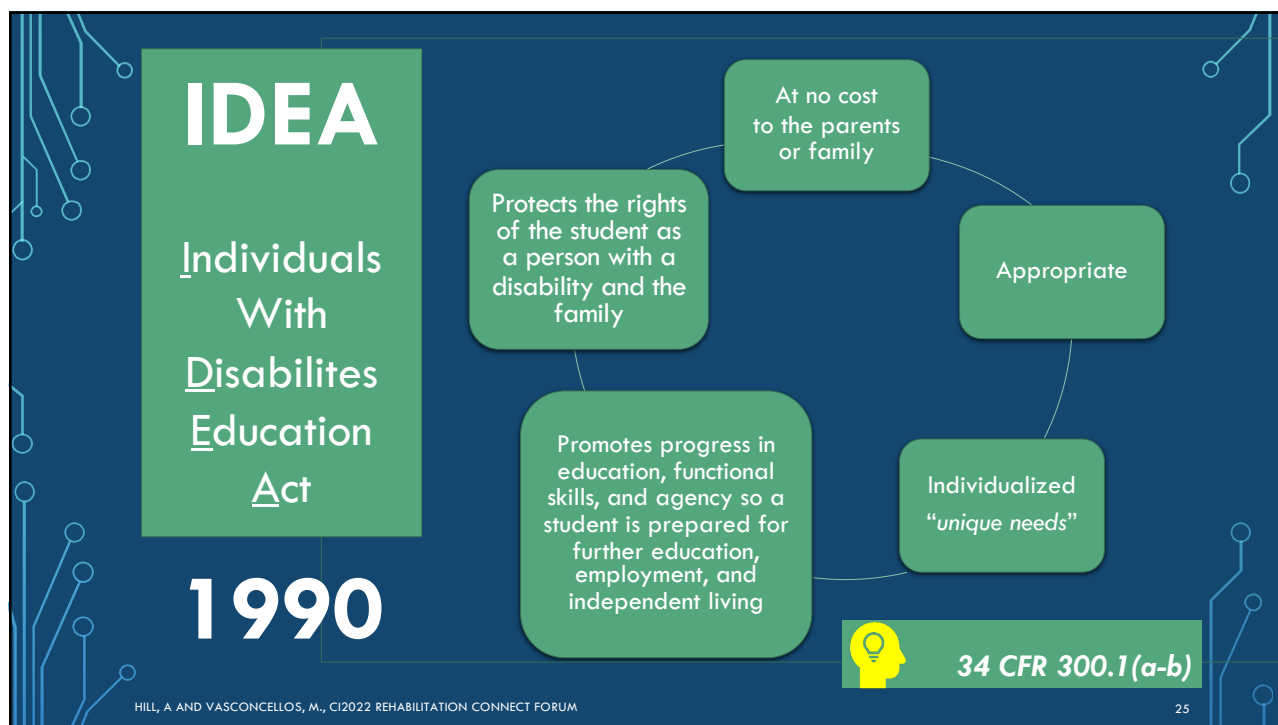


1 %
of the School Age Population ¹⁰

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DEFINING
"APPROPRIATE"

BOARD OF
EDUCATION
VS ROWLEY
(1982)



ROWLEY (1982)
Board of Education – Hendrick Hudson School District vs. Rowley ¹¹

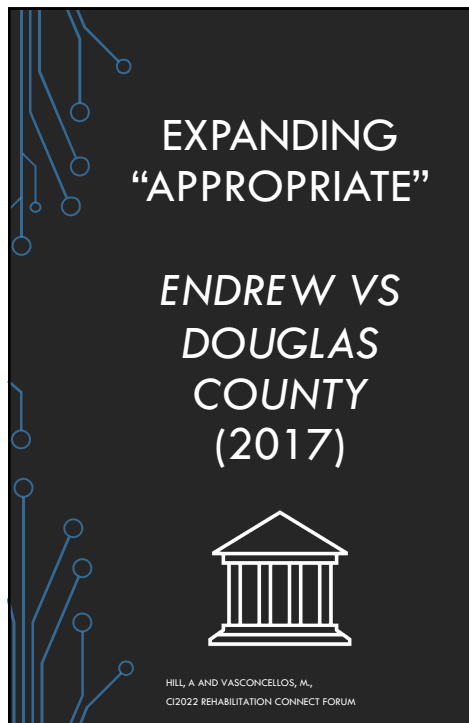
- IEP of students eligible under IDEA must be "reasonably calculated to provide educational benefit"
- Established that IDEA provides a "basic floor of opportunity"
- No requirement to "maximize" a student's potential
- "Serviceable Chevy" analogy

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EXPANDING “APPROPRIATE”

ENDREW VS DOUGLAS COUNTY (2017)

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ENDREW (2017)

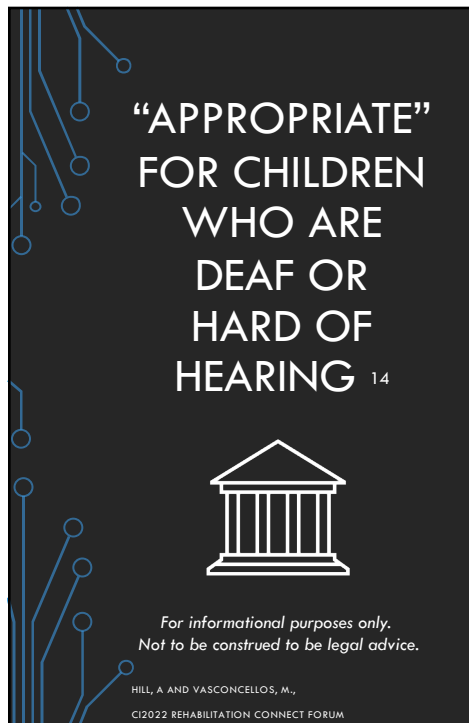
Endrew F. vs Douglas County School District ^{12, 13}

- Unanimous Supreme Court decision
- IEP of students eligible under IDEA must be “appropriately ambitious”.
- Eliminates “minimalist” standard by including “challenging objectives” language.
- FAPE can only be achieved when the child’s unique needs in functional, developmental, academic and any other specific aspects of IDEA which apply to the child are met through a variety of options to promote progress.
- “Menu of choices” or “Buffet” analogy

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“APPROPRIATE” FOR CHILDREN WHO ARE DEAF OR HARD OF HEARING ¹⁴

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Phyllene W (MW) vs Huntsville City (AL) Board of Education
11th US Circuit Court of Appeals (2015)

To draw **appropriate** conclusions and develop **appropriate** education programming, eligibility and IEP teams must carefully consider all implications of hearing loss, whether HL is diagnosed or suspected.

DD vs Foothills (CA) SELPA - ALJ Ruling (2002)

EN vs St Johns County (FL) School Board - ALJ Ruling (2004)

In the absence of specialized expertise (in both cases, LSLS/Cert AVT and CI Specialists) to provide inputs, services, etc., **appropriate** educational programming cannot be achieved and FAPE is thus denied.

JG vs Grandview (WA) School District - US District Court (2011)

Placement of a student who is deaf/hard of hearing with normal cognition in a developmentally delayed educational program is **inappropriate and denies FAPE.**

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FOUNDATIONS FOR APPROPRIATE & INDIVIDUALIZED

In developing each child's IEP, the IEP Team MUST consider:

(i)Strengths of the child

(ii)Concerns of the parents for enhancing the education of their child

(iii)Results of the initial or most recent evaluation of the child

(iv)Unique needs of the child in three domains:
1. Academic 2. Developmental 3. Functional

 34 CFR 300.324 (a) (1) (i-iv)

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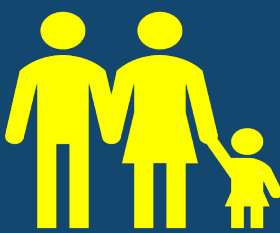
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STRENGTHENING FOUNDATIONS:
THROUGH PARENTAL CONCERNS & INPUTS

"(ii) Concerns of the parents for enhancing the education of their child"

 34 CFR 300.324 (a) (1) (ii)


Parents


IDEAease


34 CFR 300.304 (b)(1)
34 CFR 300.306 (c) (1)
34 CFR 300.321(a)(1)
34 CFR 300.321(a)(6)
34 CFR 300.322 (a, c, d)
34 CFR 300.327
34 CFR 300.501(b)(1)


School

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ON THE
IMPORTANCE
OF DELIBERATE
PREPARATION
FOR IDEA
PART B
ELIGIBILITY &
IEP PROCESSES

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“From a maternal emotional perspective, it felt like the weight of my children’s futures rested on the outcomes of school transitions and IEP meetings, but with my training as a JD, I was already comfortable in situations that demanded advocacy and negotiation skills. I found a reasonable, factual, prepared approach led to respectful, collaborative, and productive partnerships with the school teams.”

Jeanne Washuta

NJ Parent of two children in their 20s who were born with severe-profound deafness and use CIs

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ON THE
IMPORTANCE OF
INVOLVING
CI EDUCATIONAL
CONSULTANTS,
AND / OR
CI EDUCATIONAL
ADVOCACY
SPECIALISTS...

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“When I was preparing to begin the IEP process for the first time, many people warned me how challenging it would be, but I was not prepared for how intimidated and defeated I would feel while advocating for necessary services and supports for my child. I realized very quickly how much I did not know and that I needed help. I am so thankful for the invaluable support and guidance I have received from my CI Educational Advocate. With her vast knowledge of Special Education Law, particularly as it pertains to hearing loss and cochlear implants, she has coached me to develop comprehensive written inputs, helped me manage stressful communications, and further supported me by attending IEP meetings. She has empowered me to be a more effective advocate for my children, and my family would not be where we are without her. We have even managed to educate some school district employees formerly unfamiliar with the nuances of CIs along the way! .”

Lindsey Williams

AL Parent of two children with progressive genetic hearing loss, one of whom is a bilateral CI user.

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“A good process produces good results...”

Nick Saban



Photo Credit: Kevin C. Cox, Getty Images 2018

Preparation for transition and IEP proceedings requires a process that includes training, guidance, coaching, and advocacy support over time.

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REQUIRED ELIGIBILITY & IEP TEAM MEMBERS



Regular or General Education Teacher



Special Education Teacher



Teacher of the Deaf/Hard of Hearing



Representative of the Public Agency



Representative of the Public Agency (Fiduciary Authority)



Other Individuals w/Knowledge or Specialized Expertise Regarding the Child



Parents



Educational Audiologist



Speech-Language Pathologist



Interpreter of Instructional Implications of Evaluation



34 CFR 300.321 (a) (1-7)

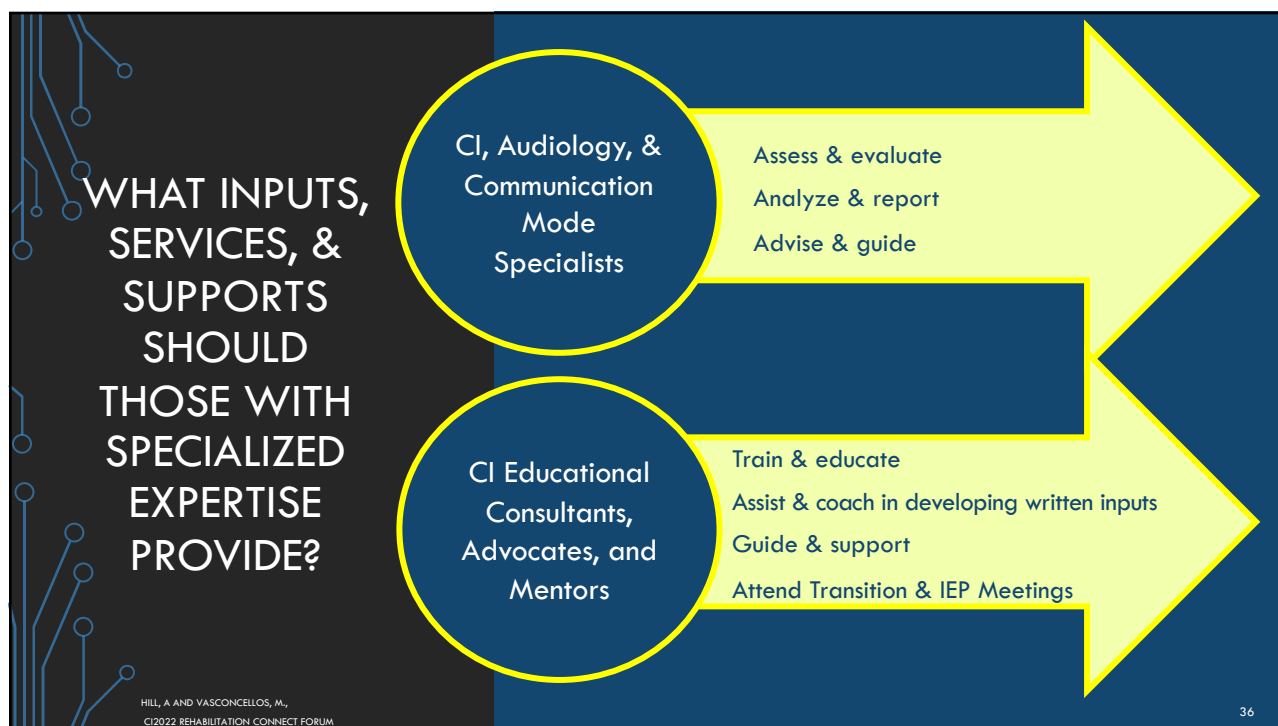
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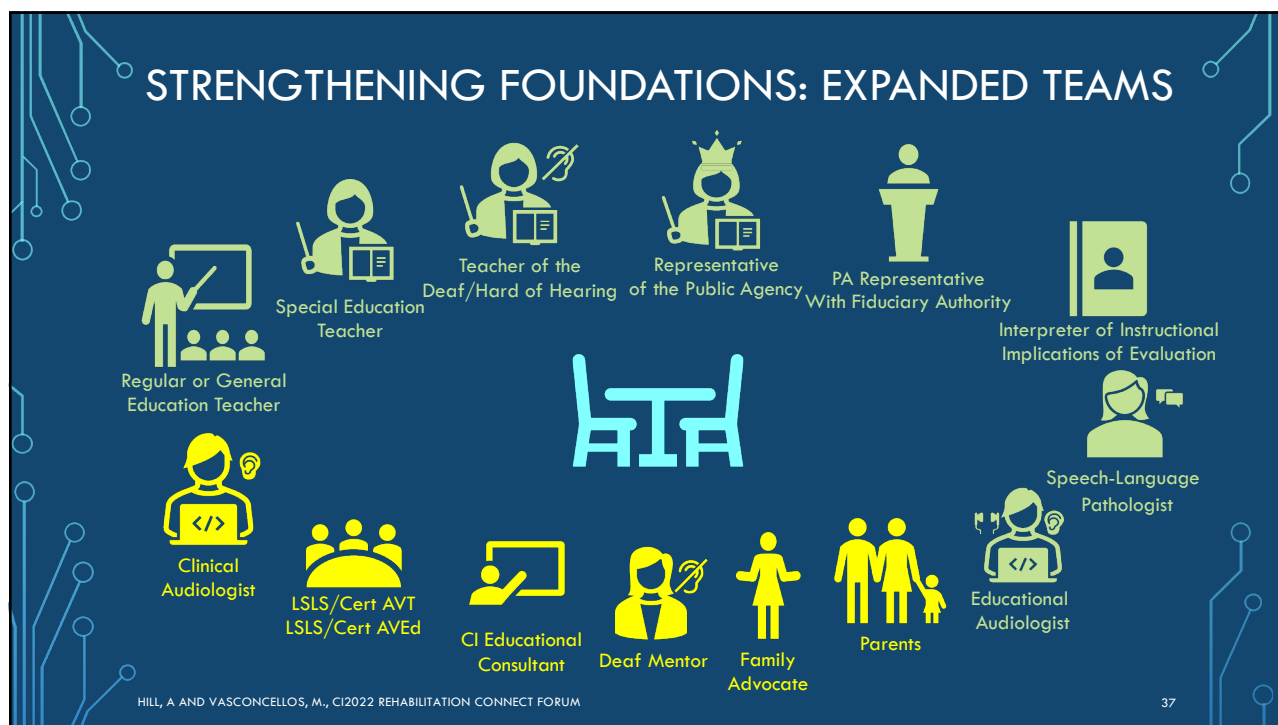
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STRENGTHENING TEAM COMPOSITION RESULTS IN ENHANCED EVALUATION PROCESSES

“(iii) Results of the initial or most recent evaluation of the child”

💡 34 CFR 300.324 (a) (1)(iii)

- A. Evaluation from an IDEA perspective does **not** mean a singular assessment or evaluation, but comprehensive evaluation of the child. (34 CFR 300.304 (b)(2))
- B. Evaluation should be multi-disciplinary.
- C. Because IDEA requires careful consideration of **special factors for children who are deaf/hard of hearing**, the multi-disciplinary evaluation process is also impacted:
 - which evaluations are selected
 - who completes the evaluations
 - who analyzes and interprets the evaluations
 - how evaluation results are communicated

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STRENGTHENING FOUNDATIONS: UNIQUE NEEDS

“(iv) Unique needs of the child” 34 CFR 300.324 (a) (1) (iv)

Academic

Functional

Developmental

Eligibility and IEP Teams must consider ALL areas of suspected disability. 34 CFR 300.304 (c) (4)

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IDEA’S SIX SPECIAL FACTORS DEFINE UNIQUE NEEDS FOR STUDENTS WHO ARE DEAF/HARD OF HEARING

Language & Communication Needs

Assistive Technology

Academic Level

FULL Range of Needs

Opportunities for direct communications with peers & professionals in the child’s language and communication mode

Opportunities for direct instruction in the child’s language and communication mode

34 CFR 300.324 (a)(2)(iv-v)

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ON THE
IMPORTANCE OF
COMMUNICATION
PLANS &
DOCUMENTING
IDEA'S SPECIAL
FACTORS...

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The special factors IDEA identifies for children who are deaf/hard of hearing and the contents & processes required to develop Communication Plans *are so essential to promoting positive outcomes*, this information needs to be “on page 2 or 3, not page 48” of the student’s IEP or SS504 Plan.

Cheryl DeConde Johnson, Ed.D.

National Policy Expert on Education of Students who are Deaf/Hard of Hearing across all communication modes, technologies, and issues.

Co-Editor of National Association for State Directors of Special Education (NASDSE)’s *Optimizing Outcomes for Students Who Are Deaf/Hard of Hearing*, 3rd Edition, 2018.

<https://adevantage.com>

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BEST PRACTICE: DOCUMENT, DOCUMENT, DOCUMENT

1. Parent Input Reports
2. Reports & Recommendations from Birth – 3 Professional Team
3. Communication Plan (or similar) Documentation of IDEA’s Special Factors

➤ National Association of State Directors of Special Education (NASDSE) *Optimizing Outcomes for Students Who Are Deaf or Hard of Hearing*, 2018 Edition.

➤ *The Role of Educational Audiologists in IDEA’s Special Factors*, Educational Audiology Association, 2020.

➤ *SP vs. East Whittier City (CA) School District* (2018).

➤ *MW (Phyllene) v. Huntsville City (AL) Board of Education* (2015).

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New Mexico	Addendum for Students who are Deaf or Hard of Hearing Communication Considerations
Georgia	Deaf Child's Bill of Rights Worksheet
Idaho	Deaf & Hard of Hearing Guidance Handbook
Iowa	IEP Communication Plan for Student Who Is Deaf or Hard of Hearing
Louisiana	Tools for Developing Communication Plans: Students with Unique Needs
Colorado, Michigan, & Others	Communication Plan

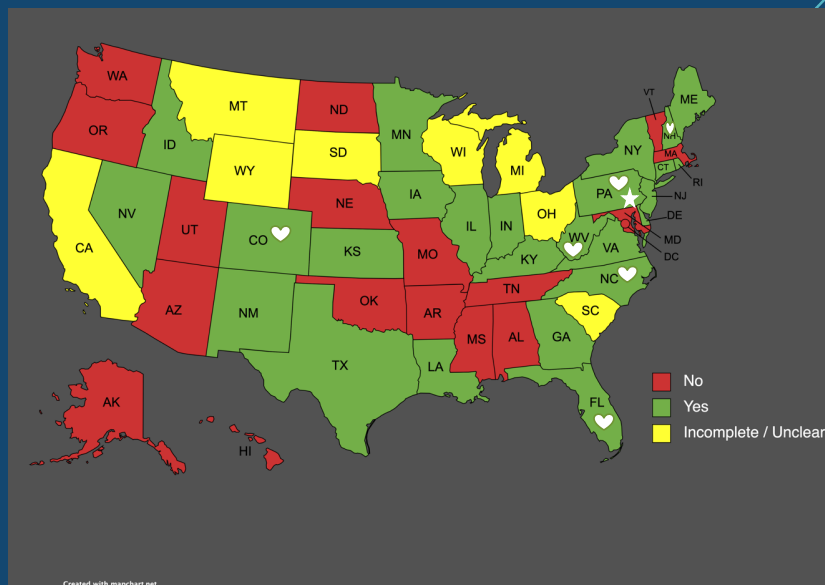


QuoteHD.com

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MAPPING
DOCUMENTATION
REQUIREMENTS
FOR IDEA
SPECIAL FACTORS
FOR STUDENTS
WHO ARE
DEAF/HARD OF
HEARING



Highlighted by National Association for State Directors of Special Education (NASDSE) for state documentation.



Only state which includes documentation for Early Intervention/IFSP/Transition.

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WHAT IF MY STATE DOES NOT REQUIRE, RECOMMEND, OR OFFER DOCUMENTATION OF SPECIAL FACTORS FOR STUDENTS WHO ARE D/HH?

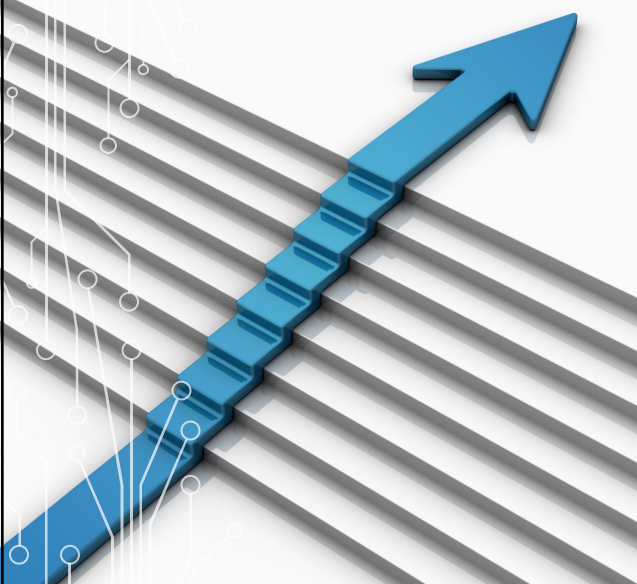


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NEXT STEPS



- 1 Educational Advocacy Support Section on ACIA Website
- 2 ACIA Communication Plan Form
- 3 Interactive National Map
- 4 Assist with establishing appropriate Assessment Framework for toddlers with CIs (2.6 - 2.11)

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ESTABLISHING APPROPRIATE ASSESSMENT FRAMEWORK FOR TODDLERS WITH COCHLEAR IMPLANTS (AGES 2.6 – 2.11)

Are you interested in participating in a project which is developing an evidence-based practice framework for appropriately assessing toddlers with cochlear implants for special education eligibility during the Part C to Part B transition?

We are particularly interested in collaborating with LSLS/Cert AVTs and LSLS/Cert AVEs who work in cochlear implant centers, Option Schools, and other programs or practices which support and facilitate the critical Part C to Part B educational transition.

Please contact
Kameron Carden, MA, CCC-SLP, LSLS/Cert AVT
kcarden1@crimson.ua.edu

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Q & A



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IDEA

Individuals with Disabilities Education Act

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IDEA

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

was signed into law in 1990 with the expressed purposes of ensuring:

- a) that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. (34 CFR 300.1(a))
- b) that the rights of children with disabilities and their parents are protected. (34 CFR 300.1(b))

 34 CFR 300.321 (a) (1-7)

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KEY ACRONYMS, TERMS, & ALPHABET SOUP

IFSP	Individualized Family Services Plan Legally binding document which covers all specialized instruction and related services a child with a disability ages birth – 3 will receive to enhance and promote development.
FAPE	Free and Appropriate Public Education
Eligibility	Process of determining whether a child with a disability is eligible for special education and related services.
Special Education	Specialized instruction designed to meet unique needs of a child with a disability.
IEP	Individualized Education Program Legally binding document which covers all specialized instruction and related services a child with a disability ages 3 – 21 will receive to meet their unique needs and prepare them for further education, employment, and independent living. (In Texas, children with disabilities are determined eligible and the IEP is developed through a process called Admission, Review, & Dismissal (ARD).)

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IDEA REQUIREMENTS – ROLE OF PARENTS

34 CFR 300.304 (b)(1)
In conducting the evaluation, the public agency **MUST** use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent...

34 CFR 300.306 (c)(1)
In interpreting evaluation data for the purpose of determining if a child is a child with a disability under § 300.8, and the educational needs of the child, each public agency must—
(i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and
(ii) Ensure that information obtained from all of these sources is documented and carefully considered.

34 CFR 300.321(a)(1)
The public agency must ensure that the IEP Team for each child with a disability includes the parents of the child.

34 CFR 300.321(a)(6)
At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

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IDEA REQUIREMENTS – ROLE OF PARENTS

34 CFR 300.322 Parent participation.
(a) *Public agency responsibility— general.* Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including—
(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
(2) Scheduling the meeting at a mutually agreed on time and place.
(b) *Information provided to parents.*
(1) The notice required under paragraph (a)(1) of this section must—
(i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
(ii) Inform the parents of the provisions in § 300.321(a)(6) and (c) (relating to the participation of other individuals on the IEP Team who have knowledge or special expertise about the child), and § 300.321(f) (relating to the participation of the Part C service coordinator or other representatives of the Part C system at the initial IEP Team meeting for a child previously served under Part C of the Act).
(c) *Other methods to ensure parent participation.* If neither parent can attend an IEP Team meeting, the public agency must use other methods to ensure parent participation, including individual or conference telephone calls, consistent with § 300.328 (related to alternative means of meeting participation).

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IDEA REQUIREMENTS – ROLE OF PARENTS

34 CFR 300.322 Parent participation, CONTINUED.

- (d) *Conducting an IEP Team meeting without a parent in attendance.* A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency must keep a record of its attempts to arrange a mutually agreed on time and place, such as—
- (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- (e) *Use of interpreters or other action, as appropriate.* The public agency must take whatever action is necessary to ensure that the parent understands the proceedings of the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- (f) *Parent copy of child's IEP.* The public agency must give the parent a copy of the child's IEP at no cost to the parent.

34 CFR 300.327 Educational placements.

Consistent with § 300.501(c), each public agency **must ensure** that the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child.

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IDEA REQUIREMENTS – ROLE OF PARENTS

34 CFR 300.501 (b & c) Parent participation in meetings.

- (1) The parents of a child with a disability must be afforded an opportunity to participate in meetings with respect to—
 - (i) The identification, evaluation, and educational placement of the child; and
 - (ii) The provision of FAPE to the child.
- (2) Each public agency must provide notice consistent with § 300.322(a)(1) and (b)(1) to ensure that parents of children with disabilities have the opportunity to participate in meetings described in paragraph (b)(1) of this section.
- (3) A meeting does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.
- (c) *Parent involvement in placement decisions.*
 - (1) Each public agency must ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.
 - (2) In implementing the requirements of paragraph (c)(1) of this section, the public agency must use procedures consistent with the procedures described in § 300.322(a) through (b)(1).
 - (3) If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the public agency must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.
 - (4) A placement decision may be made by a group without the involvement of a parent, if the public agency is unable to obtain the parent's participation in the decision. In this case, the public agency must have a record of its attempt to ensure their involvement.

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IDEA REQUIREMENTS - TEAM MEMBERS

1. The **parents of the child**;
2. Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
3. Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
4. A representative of the public agency who—
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - Is knowledgeable about the general education curriculum; and
 - Is knowledgeable about the availability of resources of the public agency.
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (a)(6) of this section;
6. At the discretion of the parent or the agency, **other individuals who have knowledge or special expertise regarding the child**, including related services personnel as appropriate
7. The child, as appropriate.

 **34 CFR 300.321 (a) (1-7)**

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STRENGTHENING FOUNDATIONS: UNIQUE NEEDS

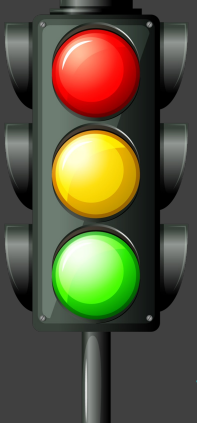
The IEP Team MUST consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's:

- (1) Language and Communication Needs. (a)(2)(iv)
- (2) Opportunities for direct communications with peers and professional personnel in the child's language and communication mode (a)(2)(iv)
- (3) Academic Level (a)(2)(iv)
- (4) Full Range of Needs (a)(2)(iv)
- (5) Opportunities for direct instruction in the child's language and communication mode (a)(2)(iv)
- (6) Needs for Assistive Technology Devices and Services (a)(2)(v)

 **34 CFR 300.324 (a)(2)(iv-v)**

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COMMUNICATION MODE: WORDS MATTER

“Methodology”: school has the legal right to determine.

“Approach”: ambiguous, open to legal challenge.

“Communication Mode”: legally defensible.

**Just like American Sign Language (ASL),
Listening & Spoken Language (LSL) is a COMMUNICATION MODE
for children who are deaf/hard of hearing not an “approach”.**

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WHAT IF THE SCHOOL EXCLUDES ME OR ATTEMPTS TO IGNORE MY INPUTS?

- The parents of the child may invite whomever they choose to include in Eligibility Determination proceedings and IEP Meetings.
- The school cannot deny or override parental invitations.
- Just as the school determines the expertise of the professionals they include as team members, so too does the parent determine which professionals outside the school system have specialized knowledge and expertise necessary for accurate eligibility determinations and IEP development which ensures the unique needs of their child as a child with a disability who uses cochlear implants are appropriately addressed.

“The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) (i.e., “other individuals who have knowledge or special expertise regarding the child, including related services personnel”) must be made by the party (parents or public agency) who invited the individual to be a member of the IEP Team.”

34 CFR 300.321 (c)

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COMMUNICATION PLAN: COLORADO SAMPLE

Legal Name of Student: _____ Date of Birth: _____

State Student ID (SASID): _____ Date of Birth: _____

Communication Plan for Student who is Deaf/Hard of Hearing or Deaf-Blind

The IEP team has considered each area listed below, and has not denied instructional opportunity based on the amount of the child's residual hearing, the ability of the parent(s) to communicate, nor the child's student's experience with other communication modes. To the extent appropriate, the input about this child's student's communication and related needs as suggested from adults who are deaf/hard of hearing has been considered. 300.334(a)(2)(vii) 4.038(a)(4)

1. Language and Communication

1. a. The child's student's primary language is one or more of the following.

Describe all that apply:

Receptive	Expressive
☐ English	☐ English
☐ Native language (ASL, Spanish etc), specify _____	☐ Native language (ASL, Spanish etc), specify _____
☐ Combination of several languages	☐ Combination of several languages
☐ Minimal language skills; no formal primary language	☐ Minimal language skills; no formal primary language

Describe: _____

Action Plan, if any: _____

1. b. The child's student's primary communication mode is one or more of the following. Supports 300.116(a).

Describe all that apply and if more than one applies, explain.

Receptive:	☐ Auditory	☐ American Sign Language	☐ Signing Exact English/Signed English
☐ Speechreading	☐ Cued Speech/Cued English	☐ Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)	☐ Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)
☐ Fingerspelling	☐ Gestures	☐ Pictures symbols/pictures/photographs	☐ Pictures symbols/pictures/photographs
☐ Tactile/objects	☐ Home signs	☐ Other, please explain _____	☐ Other, please explain _____
☐ Other, please explain _____			

Expressive:

☐ Spoken language	☐ American Sign Language	☐ Signing Exact English/Signed English
☐ Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)	☐ Fingerspelling	☐ Gestures
☐ Tactile/objects	☐ Pictures symbols/pictures/photographs	☐ Other, please explain _____
☐ Cued Speech/Cued English	☐ Other, please explain _____	

Explanation for multiple modes of communication, if necessary: _____

1/16/08

Legal Name of Student: _____ Date of Birth: _____

State Student ID (SASID): _____ Date of Birth: _____

1. c. What supports are needed to increase the proficiency of parents and family members in communicating with the child/student? Parent Counseling Training 300.348(c) and (d).

Issues considered: _____

Action Plan, if any: _____

2. Describe the child's student's need for deaf/hard of hearing adult role models and peer groups in sufficient numbers of the child's student's communication mode or language. Document who on the team will be responsible for arranging for adult role model connections and opportunities to interact with peers. (Section 3.02-20-188 CRS to 300.116)

Options/notes considered: ECCEA proposal 4.038(a)(4)

Action Plan, if any: _____

3. An explanation of all educational options provided by the administrative unit and available for the child/student has been given. Placement determination 300.115 and 300.116

Placement explained: _____

Describe how the placement options impact the child's communication access and educational progress: _____

4. Teachers, interpreters, and other specialists delivering the communication plan to the child/student must have demonstrated proficiency in, and be able to accommodate for, the child's student's primary communication mode or language. ECCEA 3.04(1)(f)

Considerations: _____

Action Plan, if any: _____

5. The communication-accessible academic instruction, school services, and extracurricular activities the child/student will receive have been identified. The team will consider the entire school day, daily transition times, and what the child/student needs for full communication access in all activities.

Considerations 300.324(a)(2)(vii) Communication plan, 300.107 Non-academic settings, 300.107 FAFSE

Action Plan, if any: _____

1/16/08

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COMMUNICATION PLAN: NORTH CAROLINA SAMPLE

ECATS

NC Communication Plan Worksheet

NORTH CAROLINA COMMUNICATION PLAN WORKSHEET

For A Student Who Is Deaf or Hard of Hearing

Student: _____	Student UID#: _____	DOB: _____
School: _____	Grade: _____	Age: _____
Type/Degree of Hearing Loss: _____	Type of Amplification: _____	

I. Consider the Student's Language and Communication Needs

1. The student's language is one or more of the following: (check all that apply)

Language Used	Conventional	Expressive	Receptive	Expressive
English				
American Sign Language (ASL)				
Other Language: _____				
No formal language established				

2. The student's communication mode(s) and/or methods used to establish language is one or more of the following: (check all that apply)

Communication Used	Conventional	Expressive	Receptive	Expressive
American Sign Language (ASL)				
Alternative Augmentative Communication				
Specify: _____				
Cued Language				
English-Based Sign Language				
Spoken Language				
Tactile Signing				
Other: _____				
Specify: _____				

3. Using the data from annual assessments measuring language necessary for literacy, describe the student's functional language and vocabulary level.

C: EC File, Parent/Guardian Student UID#: _____

ECATS

NC Communication Plan Worksheet

4. Describe the language(s) and mode(s) of communication the parents and family members use:

5. What are ways that language and communication needs of the student and family can be addressed in the IEP?

6. Other comments (optional):

II. Consider Opportunities for Direct Communication Instruction

1. Describe how the student accesses the general education curriculum and the supports that provide access, including direct services and accommodations/modifications.

2. Describe how the student communicates and what opportunities are provided for direct communication with peers during instructional and non-instructional opportunities.

C: EC File, Parent/Guardian Student UID#: _____

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COMMUNICATION PLAN: NORTH CAROLINA SAMPLE

ECATS

NC Communication Plan Worksheet

3. Describe how the student communicates and what opportunities are provided for direct communication with adults during instructional and non-instructional opportunities.

4. What are ways in which opportunities for direct communication and instruction in the student's language and communication mode can be addressed in the IEP?

III. Consider Academic Level

YES

Does the student have communication, language, and literacy skills necessary to acquire grade-level academic skills and concepts in the general education curriculum?

NO

If **yes**, describe the supports to consider for the student to continue communication, language and academic proficiency.

If **no**, describe the supports to consider to increase proficiency in communication, language and literacy.

C: EC File, Parent/Guardian

Student UID#: _____

ECATS

NC Communication Plan Worksheet

IV. Consider Full Range of Needs

1. Describe the student's level of access to all other educational components of the school (related services, guidance counseling, recess, lunch, assemblies, extra-curricular activities, etc.) and the supports/accommodations to consider that allow for access.

2. Describe the potential opportunities for students to interact with other deaf or hard of hearing adults.

V. Consider Need for Amplification and Assistive Technology Devices and/or Services

1. Check all to consider:

No amplification

Hearing aid(s)

Cochlear Implant(s)

Other device (e.g., BAHA*, bone oscillator, etc.)

FM System

Personal Soundfield

Augmentative Alternative Communication Device

Assistive Technology Service

2. Describe why amplification/assistive technology devices and/or services are or are not being considered.

C: EC File, Parent/Guardian

Student UID#: _____

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COMMUNICATION PLAN: NORTH CAROLINA SAMPLE

ECATS

NC Communication Plan Worksheet

VI. Documentation of Data to be used in Placement Decisions

List formal and informal assessment measures used in Section I, Question 3 to describe the student's communication, language and vocabulary skills that will be relevant when placement is being considered.

VII. IEP Team Participants

Name	Position	Date
	Parent/Guardian/Student	
	Parent/Guardian/Student	
	LEA Representative	
	Special Education Teacher	
	General Education Teacher	
	Interpreter of Instructional Implications of Evaluations	

C: EC File, Parent/Guardian

Student UID#: _____

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COMMUNICATION PLAN: PENNSYLVANIA SAMPLE

Communication Plan for a Child Who Is Deaf or Hard of Hearing

ANNOTATION:
The primary purpose of the Communication Plan is to establish discussion among all IEP team members who review the student's needs based on communication skills and access. The result of this discussion should be used to identify the student's present educational levels as well as to complete other sections of the IEP, including appropriate specially designed instruction and IEP goals.

I. Language and communication needs

1. The student's current primary LANGUAGE is one or more of the following (check all that apply):

☐ American Sign Language

☐ Spoken language other than English

☐ Signed language other than ASL

☐ Other

ANNOTATION:
The primary language to be checked is the language most frequently used across settings by the student (i.e., classroom, extracurricular events, home). Other refers to any foreign language either spoken or signed. This information should inform the school team regarding the student's preferred method for learning.

2. The student's current primary COMMUNICATION MODE is one or more of the following (check all that apply).

Receptive:

☐ American Sign Language

☐ Auditory/Oral

☐ Cued Language

☐ Finger spelling

☐ Touch Cues

☐ Gestures

☐ Signed English

☐ Tactile sign language

☐ Object/Picture System

☐ Other, please explain:

Expressive:

☐ American Sign Language

☐ Cued Language

☐ Finger spelling

☐ Touch Cues

☐ Gestures

☐ Oral/Spoken English

☐ Signed English

☐ Tactile Sign Language

☐ Object/Picture System

☐ Other, please explain:

ANNOTATION:
Communication modes checked are to be those modes that are most frequently used and preferred by the student to receive communication and express ideas across settings (i.e., classroom, extracurricular events, home). This may be different for receptive and expressive preferences. A glossary of these modalities can be found

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COMMUNICATION PLAN: PENNSYLVANIA SAMPLE

II. Opportunities for direct communication

1. Describe opportunities for direct communication with peers that are to be addressed in the IEP:

ANNOTATION:
Identify settings/situations (in the academic setting, during extracurricular activities and clubs, etc.) which provide opportunities for (one on one and group) direct interaction between the student and peers without the use of interpretation, transliteration or captioning. If not, the team should consider developing goals that promote direct communication with peers.

2. Describe the opportunities for direct communication with professional staff and other school personnel that are to be addressed in the IEP:

ANNOTATION:
Identify settings/situations (in class, labs, etc) which provide opportunities for (one on one and group) direct interaction between the student and instructor without the use of interpretation, transliteration or captioning. If not, the team should consider developing goals that promote direct communication with school personnel or if school personnel need additional supports in order to promote opportunities for direct communication.

3. Describe opportunities for direct instruction in the child's language and communication mode that are to be addressed in the IEP:

ANNOTATION:
Identify settings/situations in which instruction is delivered using the student's preferred language and communication mode without the use of an interpreter, captionist or technology (other than CV, hearing aid or FM system).

III. Academic level, assistive technology, devices and services.

What language and communication supports are needed for the child to participate and make progress in the general education curriculum?

☐ General education curriculum delivered directly by a teacher proficient in the language(s) and communication modality(s) identified in part I questions one and two.

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III. Full range of needs

3. Is the language and/or mode of communication the child/student using adequate with his/her family/caregivers?

ANNOTATION:
Identify the mode(s) used and describe the effectiveness of communication experienced between the student and family members. This must address the preferred communication mode by the student and the family. If the current mode(s) is not effective, the team should consider whether to develop goals to improve the student's effective communication with his/her family during this IEP.

4. Is the language and/or mode of communication the child/student using adequate with his/her peers?

ANNOTATION:
Identify the mode(s) used and describe the effectiveness of communication experienced between the student and his/her peers. This must address the preferred communication mode of the student and peers. If the current mode(s) is not effective, the team should consider whether to develop goals to improve the students effective communication with his/her peers during this IEP.

5. If deafblind, does the mode of communication provide access to visual and environmental information?

ANNOTATION:
For those students who have both a visual impairment and a hearing loss, identify the mode(s) used and describe how it provides access to visual and environmental information. This must address the mode of communication used for instruction. If the current mode is not effective, the team should develop goals to improve communication in order to make visual and environmental information more accessible to the student.

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IV. Full range of needs

☐ General education curriculum delivered through use of qualified interpreter and/or intervener (if deafblind).

☐ American Sign Language Interpretation

☐ English Transliteration

☐ Oral Interpreting

☐ Cued language transliteration

☐ Deafblind Interpreting (tactile or visual)

☐ Intervener

☐ Other

☐ Assistive devices/services have been considered.

☐ Captioned media

☐ CART

☐ C-Print

☐ FM System

☐ Note taking

☐ Sound field System

☐ Communication Device

☐ Other

Are the language and communication supports adequate to meet the child's needs?

ANNOTATION:
Identify all supports needed by this student for participation in the general curriculum. Definitions of services can be found attached to this document. This information should be used to identify specially designed instruction as well as appropriate accommodations for assessments. American Sign Language Interpretation and English Transliteration must be provided by qualified interpreters; see definition in glossary.

IV. Full range of needs

☐ The IEP team has addressed the full range needs (e.g. social, emotional, cultural) for this child/student, including:

ANNOTATION:
Identify any additional needs that are not addressed earlier throughout this plan.

Adapted from "Communication Considerations for Students who are Deaf or Hard of Hearing," New Mexico and from "IEP Communication Plan for Student Who Is Deaf or Hard of Hearing," Iowa and Colorado.

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COMMUNICATION PLAN: PENNSYLVANIA SAMPLE

GLOSSARY OF TERMS USED IN THE COMMUNICATION PLAN

Adequate – meeting requirements, sufficient or suitable

American Sign Language – ASL is a visual language used by deaf and hard of hearing people in the United States and Canada. ASL has syntactic (grammar/sign order), phonological (structure and organization of signs), morphological (how signs relate to one another), and semantic (how language structures meaning) rules that are distinct from English.

American Sign Language Interpretation – is the process of a third party (interpreter) facilitating communication between persons who are hearing and persons who are deaf or hard of hearing by providing an interpretation of communication while working between spoken English and American Sign Language. This interpretation must be provided by a qualified interpreter, as defined in the Pennsylvania special education regulations contained in Chapters 14 and 711 of the Pennsylvania Code (see definition below).

Assistive Listening Devices – Any and all types of devices that increase the sound and aid in the understanding of speech. These devices may include personal hearing aids, frequency modulation (FM) systems, induction loop systems, infrared, special inputs for telephone or television and amplified alarms and signals.

Audition – The act or sense of hearing

Auditory-Oral Mode of Communication – (Auditory-Verbal Education) – The development of speech and verbal language through the maximized use of residual hearing. An Auditory-Oral approach allows for visual cues, typically speechreading. Auditory-Verbal approach focuses specifically on residual hearing and would not encourage relying upon visual cues.

Captioned Media – Filmstrips, films, videos, etc. that have the spoken word or the visual intent of the media represented by written language displayed on the screen as it is occurring.

CART – (Communication Access Realtime Translation) 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 often provided in classroom settings for a student who is deaf or hard of hearing.

C-Print – 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 transcription.

Cochlear Implant Monitoring – Follow-up on a continual basis to insure that the cochlear implant is performing correctly and that the child is receiving the intended benefit.

Communication Device – a physical object or device used to transmit or receive messages. Communication devices can range from paper and pencil to communication books or boards to devices that produce voice output and/or written output.

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Communication Mode – how a person expresses and receives communication. Examples include speaking, signing, gesturing, writing, etc. The method of communication being employed in the environment of the deaf or hard of hearing child.

Cued Speech (Language) – In this system, children learn to both “see” and “hear” speech and language. They focus on the movements that the mouth makes when one talks. This is combined with (a) right hand shapes called cues; and (b) four positions around the face, indicating vowel sounds. The hand cues help the child distinguish the sounds that look alike on the lips.

Cued Speech (Language) Transliteration – is the process of a third party (transliterator) 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 English and Cued Speech.

Deafblind Interpreting – The act of describing an environment in addition to relaying salient information to and from the deafblind student. This service is delivered in a manner most comfortable to the student and can include visual frame signing, close vision signing, tracking, tactile signing, tactile finger spelling or short cut signs.

Direct Communication – In the field of deaf education, communication that occurs without an interpreter or transliterator.

Direct Instruction – Instruction delivered, received and reciprocated by the teacher using the primary language of the learner who is Deaf/HH without the need of a third party (interpreter/transliterator) or medium (captioning)

English Transliteration – A form of interpreting in which, the language base remains the same (e.g., the transliteration of spoken English to a signed English system or to a form which can be read on the lips). This interpreting must be provided by a qualified interpreter, as defined in the Pennsylvania special education regulations contained in Chapters 14 and 711 of the Pennsylvania Code (see definition below).

Fingerspelling – Representation of the alphabet by finger positions in order to spell out individual words or commercial longer strings of language.

FM System – An assistive listening device that transmits the speaker’s voice via a microphone to an electronic receiver in which the sound is amplified and transmitted to the student’s personal hearing aids or cochlear implant through direct audio input or through a loop cord worn around the neck. This reduces the problems of background noise interference and distance from the speaker.

Gestures – Movements of any part of the body to express or emphasize an idea, an emotion or a function. Not part of a formal communication system.

Hearing Aid monitoring – Checking the hearing aid on a continual basis to determine that it is functioning properly.

Interpreter – An individual who is specially trained to provide clear and consistent sensory information to an individual who is deafblind. An interpreter acts as the eyes and ears of the individual who is deafblind, making him or her aware of what is occurring in their environment and attaching language and meaning to all experiences.

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COMMUNICATION PLAN: PENNSYLVANIA SAMPLE

Language – The systematic use of syntactic, semantic, pragmatic, phonological, and morphological symbols for communication within a community by engaging in listening and speaking, and sometimes reading and writing.

Object/Picture System - objects or pictures that are used as symbols for communication by individuals who are not able to communicate using more conventional symbol systems. These objects or pictures bear an obvious and concrete relationship to the visual or tactile properties of the entities that they represent.

Oral English – (Oral Education) A philosophy of teaching deaf or hard-of-hearing individuals to make efficient use of residual hearing through early use of amplification, to develop speech and to use speechreading skills.

Oral Interpreting – The art of moving the mouth in order to paraphrase what is being said. Communicates the words of a speaker or group of speakers to an individual by imitable mouth movements so that they can be read on the lips.

Primary Language –The language predominantly used by the child across settings.

Qualified Interpreter – The Pennsylvania special education regulations contained in Chapters 14 and 711 of the Pennsylvania Code state that educational interpreters must achieve a minimum score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned or be a qualified educational interpreter or qualified transliterator pursuant to the Sign Language Interpreter or Transliterator Act, Act 57 of 2004.

Signed English – The Signed English system was devised as a semantic representation of English for children between the ages of 1 and 6 years of age. ASL signs are used in English word order with 14 sign markers being added to represent a portion of the inflectional system of English.

Sound Field System – An environmental amplification system that utilizes a portable speaker system or placing a loudspeaker on one or more walls and/or ceiling. This type of system ensures that that speech signal is evenly distributed throughout the classroom with the end goal of improving the signal to noise ratio for each student in the room.

Tactile – have or perceived by the sense of touch. The process of giving knowledge by using the sense of touch in order to understand and share information.

Tactile Sign Language – a common means of communication used by people with both a visual impairment and hearing loss which is based on a standard system of sign language.

Touch Cues – A touch made in a consistent manner directly on the body to communicate with a child.

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