5.04 Special Education Specialist: Deaf/Hard-of-Hearing (Ages Birth-21)

To be endorsed as a special education specialist: deaf/hard-of-hearing, an applicant shall hold an earned master's or higher degree in special education: deaf/hard-of-hearing or its equivalent – as determined by the Department of Education – from an accepted institution of higher education; have completed an approved program for the preparation of special education specialists: deaf/hard of hearing including prescribed field experience requirements; and have demonstrated the competencies specified below:

5.04(1) The special education specialist: deaf/hard-of-hearing is knowledgeable about the philosophical, historical and legal foundations of special education and is able to articulate and incorporate into planning for students:

5.04(1)(a) current definitions of students with hearing loss including terminology, identification criteria, labeling issues and current incidence and prevalence figures.

5.04(1)(b) models, theories and appropriate philosophies that provide the basis for educational practice relevant to students who are deaf or hard-of-hearing.

5.04(1)(c) variations in beliefs, traditions and values across cultures and within society, and the effect of the relationships between children who are deaf or hard-of-hearing, their families, schools and communities, and can:

5.04(1)(c)(i) identify resources, model programs, organizations, agencies, research centers and technology that can be of assistance in working with students who are deaf or hard-of-hearing;

5.04(1)(c)(ii) apply understanding of proven theory, of philosophy and of models of effective practice to the education of students who are deaf or hard-of-hearing; and

5.04(1)(c)(iii) articulate the pros and cons of current issues and trends in special education and in educating students who are deaf or hard-of-hearing.

5.04(2) The special education specialist: deaf/hard-of-hearing is knowledgeable about factors that impact the learning of students who are deaf or hard-of-hearing and is able to articulate and incorporate into planning for these students:

5.04(2)(a) relevant elements of learning necessary for enhancement of cognitive, emotional and social development.

5.04(2)(b) proven and effective research on communication, socialization and cognition.

5.04(2)(c) cultural dimensions of being deaf or hard-of-hearing.

5.04(2)(d) the specific impact of various etiologies of hearing loss on the sensory, motor and/or learning capability.

5.04(2)(e) knowledge of the effect of family involvement, onset of hearing loss, age of identification, amplification and provision of services.

5.04(2)(f) knowledge of the impact of early and ongoing comprehensible communication.

5.04(2)(g) the effect of sensory input, including both incidental communication and experiences, on the development of language and cognition.
5.04(3) The special education specialist: deaf/hard-of-hearing is knowledgeable about and is able to:

5.04(3)(a) demonstrate effective communication strategies to students who are deaf or hard-of-hearing.

5.04(3)(b) describe how to make incidental learning opportunities accessible.

5.04(3)(c) articulate the interrelationship between communication, socialization and cognition.

5.04(4) The special education specialist: deaf/hard-of-hearing is knowledgeable about the assessment, effective teaching, service and special services provision and the evaluation of students who are deaf or hard-of-hearing, and is able to:

5.04(4)(a) implement formal and informal assessment procedures for eligibility, placement and program planning.

5.04(4)(b) articulate legal provisions, regulations and guidelines regarding unbiased diagnostic assessment(s) and the use of instructional assessment measures.

5.04(4)(c) incorporate into planning the specifics of policies regarding referral and placement procedures.

5.04(4)(d) demonstrate amplification system’s parts and articulate function, benefits and limitations of options in group and personal amplification.

5.04(4)(e) administer assessment procedures and instruments for students who are deaf or hard-of-hearing and those with additional disabilities, and utilize appropriate assessment tools and informal assessment and evaluation procedures, utilizing natural/heritage/preferred language.

5.04(4)(f) use assessment data in making informed instructional decisions and for planning individual programs that result in appropriate service delivery and intervention for students who are deaf or hard-of-hearing.

5.04(4)(g) troubleshoot amplification problems and explain the parts and functions of group and personal amplification.

5.04(4)(h) develop and implement effective communication plans.

5.04(4)(i) plan an educational program to address the needs of students who are deaf or hard-of-hearing and who may have additional disabilities or conditions that impact learning.

5.04(5) The special education specialist: deaf/hard-of-hearing is knowledgeable about content standards and practice and is able to:

5.04(5)(a) identify and utilize specialized instructional materials relevant to specific student need and content standards.

5.04(5)(b) incorporate into planning information related but not limited to the syntactic, semantic use of American Sign Language (ASL) and English.

5.04(5)(c) incorporate into planning information related to languages and systems used to communicate with individuals who are deaf or hard-of-hearing.
5.04(5)(d) articulate normal speech development and characteristics of speech development for
deaf or hard-of-hearing students.

5.04(5)(e) implement assessment procedures and curricula designed for:

5.04(5)(e)(i) the speech development of students who are deaf or hard-of-hearing and
those who may have additional disabilities;

5.04(5)(e)(ii) ASL and English language development;

5.04(5)(e)(iii) stimulating the utilization of residual hearing;

5.04(5)(e)(iv) strategies/techniques related to the promotion of reading development; and

5.04(5)(e)(v) written language development.

5.04(5)(f) design and implement strategies and techniques for positively affecting the speech
development of students who are deaf or hard-of-hearing.

5.04(5)(g) design and implement strategies/techniques to effectively instruct students about ASL
and English language development.

5.04(5)(h) design and implement strategies/techniques for the stimulation and utilization of
residual hearing.

5.04(5)(i) address in planning ways to facilitate cultural identity, linguistic, academic, cognitive,
physical and social-emotional development.

5.04(5)(j) plan effective multi-level lessons.

5.04(5)(k) incorporate proven and effective research-supported instructional strategies and
practices.

5.04(5)(l) implement strategies and procedures that effectively facilitate the deaf or hard-of-
hearing student's transition to new settings and to meeting life challenges.

5.04(5)(m) communicate with advanced proficiency in relevant language(s) (English, ASL) and/or
sign systems.

5.04(5)(n) select, modify, design, produce and utilize specialized and appropriate media,
instructional materials, resources and technology.

5.04(5)(o) infuse communication skills into academic areas.

5.04(5)(p) apply appropriate and effective first- and second-language teaching strategies to meet
student need.

5.04(5)(q) promote and encourage speech development; ASL and English language
development; the utilization of residual hearing; reading and written language
development to students who are deaf or hard-of-hearing.

5.04(5)(r) implement multi-level lessons for students who are deaf or hard-of-hearing.

5.04(5)(s) develop effective transition plan for students who are deaf or hard-of-hearing.
5.04(6) The special education specialist: deaf/hard-of-hearing is knowledgeable about the learning environment and is able to:

5.04(6)(a) demonstrate the adaptations needed within a variety of learning environments and within the community for students who are deaf or hard-of-hearing.

5.04(6)(b) manage assistive devices appropriate for students who are deaf or hard-of-hearing.

5.04(6)(c) select, implement and evaluate effective classroom management strategies.

5.04(6)(d) adapt learning environments to effectively meet needs of students who are deaf or hard-of-hearing and those who may have additional disabilities or special needs.

5.04(6)(e) plan and effectively implement instruction for students who are deaf or hard-of-hearing and those with additional disabilities or special needs.

5.04(7) The special education specialist: deaf/hard-of-hearing is knowledgeable about promoting student social interaction and independence and is able to:

5.04(7)(a) demonstrate processes for establishing ongoing interactions of students who are deaf or hard-of-hearing with peers and role models who are deaf, hard-of-hearing or hearing.

5.04(7)(b) provide opportunities for interaction with communities of individuals who are deaf, hard-of-hearing or hearing on the local, state and national levels.

5.04(7)(c) provide students with a wide variety of communication strategies which allow effective interaction with people and in places, situations and organizations within the community.

5.04(7)(d) implement strategies for teaching appropriate social skills and behavior in a variety of situations to students who are deaf or hard-of-hearing.

5.04(7)(e) provide appropriate methods of effective self-advocacy to students who are deaf or hard-of-hearing.

5.04(7)(f) articulate social/emotional/psychological developmental and social/emotional issues related to students who are deaf or hard-of-hearing.

5.04(7)(g) promote independence and responsibility to students who are deaf or hard-of-hearing.

5.04(7)(h) effectively teach students who are deaf or hard-of-hearing:

5.04(7)(h)(i) how to use support personnel and contact resources appropriately and effectively;

5.04(7)(h)(ii) how to be self-advocates;

5.04(7)(h)(iii) how to be independent and take responsibility for their own actions;

5.04(7)(h)(iv) about legal procedures, their rights and how to take appropriate action;

5.04(7)(h)(v) to express emotions appropriately; and

5.04(7)(h)(vi) how to use a wide variety of assistive devices.
5.04(8) The special education specialist: deaf/hard-of-hearing is knowledgeable about communication and collaborative partnerships and is able to:

5.04(8)(a) provide a wide variety of resources to family members and professionals who are deaf or hard-of-hearing; to assist them in dealing with educational concerns and options, utilizing relevant available services and determining appropriate communication modes; and to identify cultural and community opportunities for students who are deaf or hard-of-hearing.

5.04(8)(b) identify and articulate appropriate roles and responsibilities of educators and support personnel including, but not limited to, interpreters, note-takers and paraprofessionals in the delivery of education and education-related activities and programs to students who are deaf or hard-of-hearing.

5.04(8)(c) articulate the effects of communication on the development of family relationships and strategies to facilitate communication in families with children who are deaf or hard-of-hearing.

5.04(8)(d) articulate appropriate strategies to promote partnerships and to overcome barriers between families and professionals to effectively meet the needs of students who are deaf or hard-of-hearing.

5.04(8)(e) articulate to families and professionals the educational options, communication modes/philosophies, services, cultural issues and community resources available for children who are deaf or hard-of-hearing.

5.04(8)(f) facilitate communication between the child who is deaf and his or her family and/or other caregivers when, and as, appropriate.

5.04(8)(g) facilitate/oversee coordination of and supervise support personnel including but not limited to interpreters, note-takers and paraprofessionals, to meet the needs of students who are deaf or hard-of-hearing.

5.04(8)(h) use collaborative strategies and effective communication skills with individuals who are deaf or hard-of-hearing, parents, school and community personnel in various learning environments.

5.04(8)(i) advocate for meeting the social-emotional, educational and communication needs of students who are deaf or hard-of-hearing in a wide variety of settings.

5.04(9) The special education specialist: deaf/hard-of-hearing is knowledgeable about professionalism and ethical practice and is able to:

5.04(9)(a) acquire the additional knowledge and skills necessary to effectively educate students who are deaf or hard-of-hearing and to work successfully with their families, other professionals and interested stakeholders.

5.04(9)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students who are deaf or hard-of-hearing.

5.04(9)(c) self-assess, design and implement an ongoing professional development plan relevant to being an effective educator of students who are deaf and hard-of-hearing.