

Equitable Education for Students with Hearing Differences

Sandy Bowen, PhD
Shauna Moden, EdS

Sandy Bowen, PhD

- Teacher of the Deaf for 8 years
- DHH Early interventionist for 25 years
- Professor Deaf Education
University of Northern
Colorado 24 years
- sandy.bowen@unco.edu





Shauna Moden, EdS

- Teacher of the Deaf (both centered bases and itinerant) for 15 yrs
- Reading Specialist for 6 yrs
- Assistant Director for JeffCo for 3 yrs
- Principal Consultant with CDE for 5 yrs
- Moden_S@cde.state.co.us



Kenny



Learning Objectives

Participants will gain a deeper understanding of the following

- Difference between a Deaf or Hard of Hearing Learner vs Hearing Learner
- Deaf Child Bill of Rights - the what, how, and why
- Teacher Prep for Teachers of the Deaf vs. Generalists/other professionals
- Services from a Teacher of the Deaf
- “Hearing Goals”.... It’s More Than Self-Advocacy



Hearing Difference impacts more than your Ears

- Culture
- Relationships
- Connections
- Access
- Inclusion
- Equity
- Language





Language serves not
only to express
thought but to make
possible thoughts
which could not exist
without it.

Bertrand Russell

Difference between Hearing Students and Students who are Deaf and Hard of Hearing

- Consistent access to Language
- Consistent access to Incidental Learning
- Consistent access to Peers and Role Models
- Consistent access to Related Service Providers

Myths of Hearing Technology

MYTHS ABOUT HEARING AIDS

$\frac{1}{2}$ truth + $\frac{1}{2}$ truth \neq Truth

- Provides Consistent Equitable access to Language
- Provides Gives Consistent Equitable access to Incidental Learning
- Provides Consistent Equitable access to Peers and Role Models
- Provides Consistent Equitable access to Related Service Providers*

Common Things Heard During an Evaluation

- “There are plenty of kids in the class who are further behind.”
- “They don’t know sign yet, we will wait to give them an interpreter until they have a better understanding of the language.”
- “Those speech sounds are often missed at this age.”
- “All kids at this age are grabbing at each other.”
- “They JUST got their hearing technology, we need to wait to see how they will respond.”
- “They JUST got their hearing technology, we need to see if they will catch up before deciding if they need an IEP.”
- “They are just an introvert.”
- “They are the youngest.”
- “They are just learning sign language, so they only need a signing para.”



Considerations for Special Education for a Student with a Hearing Difference





Going to the Park

Ko brak with sidr and mom

Tree clibe mysef

Su ho wudr on I run

Brak I ko evre Sunda

Writing Samples

Written by a male student 10. 6 years of age. He has a profound, bilateral sensori-neural hearing loss. He communicates using sign and attends a center-based program for students who are deaf or hard of hearing. He is included in general education classes most of the day.

Sample 1

On November 24. we are going to my grampas house for Thanksgiving. My family like to eat turkey for thanksgiving. My favorite food of thanksgiving is a rost meat and cranberry sauce. But my cousin like a gravy and roast meat. after thanksgiving we play out side and planning a seek-n-hide. My favorite game is tag. we will have a lot of fun of Thanksgiving tradition. I was so happy that we don't have no shool for 4 days. so I will play all day.

Sample 2

Last Wedsday Breanna gave me a note. that said you won the wrestling and also you pin them. and she don't go there. But Brenya wen there to watch me. Because Brenya's Brother is in wrestling tem with me. And she want me to write her Back Because she want to know what I am writing about wrestling. But she wan to watch me at wrestling.



How does a Teacher of the Deaf Approach this Sample

- What is their mode?
- Is amplification working? (mapping, volume, use of)
- What is the home language?
- Create visual (lip reading is NOT enough)
- Create a bridge from one language to another



Deaf Child Bill of Rights - The Focus

- Language Development
- **Mode** of Language Development
- Access to Peers and Role Models (Identity)
- Access to Equitable Services
- Access to Language and Communication

Deaf Child Bill of Rights Ensures Students Have a Fully Accessible Educational Opportunities By:

- Having teachers of the deaf and hard of hearing proficient in the primary language mode of those children provide appropriate services.
- THE PROVISION OF APPROPRIATE, DIRECT, AND ONGOING LANGUAGE ACCESS TO TEACHERS OF THE DEAF AND HARD OF HEARING AND INTERPRETERS AND OTHER SPECIALISTS WHO ARE PROFICIENT IN THE CHILD'S PRIMARY COMMUNICATION MODE OR LANGUAGE; AND (V) THE PROVISION OF COMMUNICATION-ACCESSIBLE ACADEMIC INSTRUCTION, SCHOOL SERVICES, AND EXTRACURRICULAR ACTIVITIES.



*Division for
Communicative
Disabilities and
Deafness*

It is the position of the Council for Exceptional Children (CEC) Division for Communicative Disabilities and Deafness (DCDD) that, for students who are deaf or hard of hearing (DHH), credentialed teachers of students who are DHH (TODHH) are critical to the provision of appropriate evaluation, educational programming and planning, and student-centered instruction. They are essential to students' achievement of their academic, linguistic, and social–emotional potential. As a part of the educational team, qualified TODHH enable schools to meet the requirements of the Individuals with Disabilities Education Act (IDEA, 2006) and the Americans with Disabilities Act (ADA, as amended by the ADA Amendments Act, 2009), while also securing positive outcomes for students.

Teacher Preparation

Adhere to Standards by the

Council for Exceptional Children (CEC)

Council on the Education of the Deaf (CED)

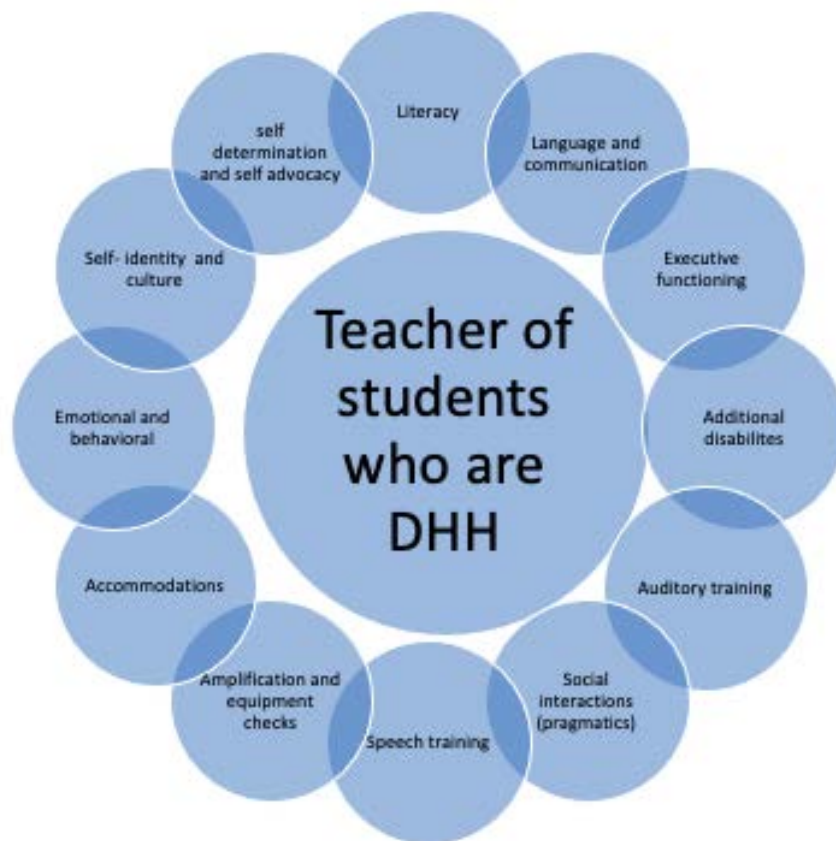
Colorado Department of Education (CDE)



Separating the Roles of the DHH Teacher from other Professionals



Uniquely prepared



Expanded Core Curriculum (ECC) (Iowa Dept. of Education, 2013)

- Audiology
- Career education
- Communication
- Family education
- Functional skills for academic success
- Self-determination and advocacy
- Social emotional skills
- Technology



More than “Hearing Goals”

Teachers of the Deaf should be supporting the development of:

- Language
- Social Interaction
- Appropriate Use of Technology
- Identify
- Reading Achievement
- Math Achievement
- Executive Functioning



Why do we need to get this right?

Figure 6

EMPLOYMENT RATES IN COLORADO BY GENDER



How are we presenting students with ideas they can achieve?



Johanna Lucht and Ka-Yum Lau (Photo – Innovate Pasadena)

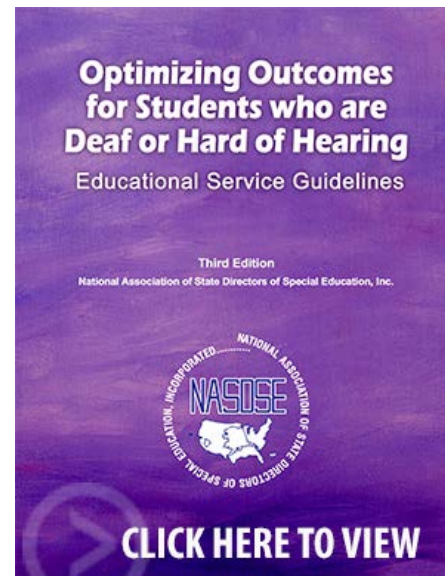
Johanna Lucht had no language skills until age 9 – other than mathematics.

Optimizing Outcomes for Students Who Are Deaf or Hard of Hearing: Educational Service Guidelines, 3rd edition (NASDE)

Optimizing Outcomes for Students Who Are Deaf or Hard of Hearing: Educational Service Guidelines, 3rd edition is the recently updated set of guidelines available from the National Association of State Directors of Special Education.

A team of experts from a broad range of backgrounds and communication approaches worked together to share important considerations for the educational needs of deaf and hard of hearing students, the steps schools and programs need to take in order to serve them well, and available resources to support those efforts.

This comprehensive set of guidelines, inclusive of many useful tools and resources, can be utilized by stakeholders, deaf education administrators, educational professionals, and special education administrators involved in the education of students who are deaf or hard of hearing.



Resources

[Council for Exceptional Children: Teachers of Students who are Deaf or Hard of Hearing](#)

[Deaf Child Bill of Rights](#)

[Mentor Program from Colorado Department of Education](#)

[Collaboration Webpage \(Resources specific to CO providers\)](#)

[Postsecondary Achievement of Deaf People in Colorado](#)

[Optimizing Outcomes for Students who are Deaf or Hard of Hearing Students \(NASDE\)](#)

[#DeafAtWork](#)