


**BEYOND THE CHECKBOX:
HOW COMMUNICATION PLANS
BENEFIT STUDENTS WHO ARE
DEAF OR HARD OF HEARING**



Presented by Alabama Hands & Voices Board Members
Dr. Julibeth M. Jones, AuD - Pediatric and Educational Audiologist
Dr. Lisa H. Clayton, EdD - Parent and Educator

1

H&V MISSION AND VISION STATEMENT

Mission Statement:
Hands & Voices is a parent driven organization that supports families with children who are Deaf or Hard of Hearing without a bias around communication modes or methodology.

Vision Statement:
We envision a world where children who are deaf and hard of hearing have every opportunity to achieve their full potential.

Motto: "What works for your child is what makes the choice right"

Copyright © Hands & Voices 2018

2

HANDS & VOICES PRESENCE



Hands & Voices Chapters
For info on a H&V chapter near you click a location marker on the maps below. Stars indicate full chapters and dots represent start-up / provisional chapters.

copyright © Hands & Voices

- 50+ Chapters
- Efforts across the globe
- Innovative programs
- Goal: improved educational and social outcomes for children who are deaf or hard of hearing

3

HANDS & VOICES...
WHAT MAKES US TICK



We are a parent-driven, parent/professional collaborative group that supports families without bias about language or communication modes and methods

We believe that there is no one communication option that will work for all children who are deaf or hard of hearing. We think families need access to good information and have a right to make decisions for their child and family



4

TERMINOLOGY

- Legal/Regulatory Terms are not always preferred terms.
- In particular the phrase 'hearing impaired' is non-preferred terminology retained in both the Individuals with Disabilities Education Act (IDEA) and the Alabama Administrative Code (AAC)



5

TERMINOLOGY

- In keeping with Joint Committee on Infant Hearing (JCIH) 2019 recommendations, 'Child/student who is deaf or hard of hearing' will be used in this presentation
- Intended to be inclusive of the entire spectrum of children/students who have hearing differences
 - varied hearing levels from minimal to profound
 - congenital or acquired
 - any type of hearing difference, including conductive, sensory (sensorineural), auditory neuropathy, and mixed
 - permanent, transient, or intermittent
 - all community/cultural identification(s) [e.g., Deaf, deaf, hard of hearing, etc.]



6

TERMINOLOGY

- Deaf-Blindness is used as defined in IDEA and AAC
- 'Deaf Plus' describes students who have a hearing difference combined with one or more conditions or exceptionalities that affect the student medically, physically, emotionally, educationally, or socially (e.g., a hearing difference and autism, a hearing difference and other hearing impairment, etc.)



7

SHARED GOAL

Both educators and parents want students to receive a quality education



8

SHARED GOAL

- Students are most likely to succeed when:
- Parents are involved
 - Strong home/school partnerships exist
 - Priorities are clearly identified and communicated

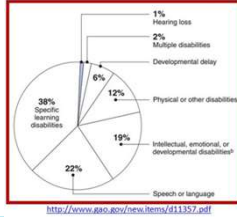


9

CHALLENGES

Students who have hearing differences are a low incidence population.

- It is not unusual for a student who is deaf or hard of hearing to be the only student in his or her school or school district who has a hearing difference especially in rural areas ('solitaire')
- The average number of students who are deaf or hard of hearing per school district is <6



10

CHALLENGES

- This group of students is a diverse population with diverse needs.
- Students who are deaf or hard of hearing are as varied a group as their peers who have typical hearing levels
- The specialized instruction, auxiliary aids, and services appropriate for one student may be wholly inappropriate for another even when the students may seem similar.


11

CHALLENGES

- The specialized knowledge, expertise, and experience to appropriately meet the needs of students who are deaf or hard of hearing is not widespread.
- Parents may be placed in a teaching role regarding both childhood hearing differences in general and their child specifically
- Previous experience may bias expectations in ways that may or may not be helpful

12

"PLEASE JUST TELL ME WHAT TO DO!"



- Define the question/issue
- Identify options, alternative solutions
- Consider objective & subjective values
- Weigh pros & cons
- Make a decision & act on it
- Evaluate the outcome
- Modify the approach or recommit to the choice

© 2017 HANDS & VOICES

13

GUIDANCE

The Individuals with Disabilities Education Act (IDEA) and its successors
 In developing each child's Individualized Education Plan (IEP), the IEP Team is directed to consider:

- (i) The strengths of the child;
- (ii) The concerns of the parents for enhancing the education of their child;
- (iii) The results of the initial or most recent evaluation of the child; and
- (iv) The academic, developmental, and functional needs of the child

34 CFR § 300.324(a)(1) and AAC 290-8-9.05(b)

14

GUIDANCE

For a student who is deaf or hard of hearing or deaf-blind, the IEP Team must also consider 'special factors' which include the student's

- (1) language and communication needs,
- (2) opportunities for direct communications with peers and professional personnel in the student's language and communication mode,
- (3) academic level,
- (4) full range of needs (e.g. social, emotional, cultural, etc.),
- (5) opportunities for direct instruction in the child's/student's language and communication mode
- (6) whether the child/student needs assistive technology devices and services.

34 CFR § 300.324(a)(2)(i, iv, v) and AAC 290-8-9.05(b)(1)(m)

15

GUIDANCE

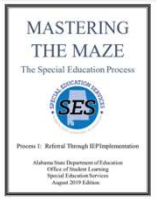
SPECIAL INSTRUCTIONAL FACTORS

Items checked "YES" will be addressed in this IEP:

	YES	NO
• Does the student have behavior which impedes his/her learning or the learning of others?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have a Behavioral Intervention Plan?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have limited English proficiency?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need instruction in Braille and the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student need assistive technology devices and/or services?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student require specially designed P.E.?	<input type="checkbox"/>	<input type="checkbox"/>
• Has the IEP Team determined the student meets the participation criteria for the Alabama Alternate Assessment and will be taught the alternate achievement standards?	<input type="checkbox"/>	<input type="checkbox"/>
• Are transition services addressed in this IEP?	<input type="checkbox"/>	<input type="checkbox"/>

16


GUIDANCE



- When Yes is checked for the question, "Does the student have communication needs?" this factor must be addressed if the student has any communication needs e.g., language and/or communication mode of a child who is deaf or hearing impaired, articulation, stuttering, voice, language disorders, or augmentative communication needs.
- When Yes is checked for the question, "Does the student need assistive technology devices and/or services?" this factor must be addressed if, the student needs an assistive technology device or service(s) for academic or functional needs, it must be addressed in the IEP.

17

Alabama is among the minority of states that has neither a Communication Plan nor a process for documenting Special Factors consideration.



18

**Alone we can do so little;
together we can do so much.**

- Helen Keller
