

Ventura County SELPA
Roles of the Deaf/Hard of Hearing Teacher and
Educational Audiologist
in the IEP Process

Deaf/Hard of Hearing (DHH) Teacher

Annual Review

All students with a primary disability of Deaf or Hard of Hearing must have a DHH credentialed teacher consult with the IEP team on at least an annual basis. Their name should be included as a provider in SIRAS. This may include:

- Reviewing the progress on goals for the year
- Interviewing the teacher and/or Case Manager
- Reviewing any other new reports
- Consulting with the Audiologist regarding current audiological information
- Consulting with the Educational Audiologist regarding current functional performance in the educational environment and use of hearing assistive technology

The DHH teacher will provide updated information to the Present Levels of Performance, and participate in development of any Annual Goals related to the hearing loss.

When the DHH teacher is present at the meeting, he or she will share any updated information regarding the student, and participate in the discussion about needed services and supports. If they will not attend, the parents will be asked to agree to the Team Member Excusal, and the DHH teacher will send a written report with updated information and recommendations about services and supports.

Initial and Triennial Assessment

For initial or triennial assessment, all students with deafness or hard of hearing in the record should have a DHH teacher as part of the assessment team. The DHH teacher will either conduct assessment and give input for a combined Multidisciplinary Psychoeducational Report, or will produce a "stand alone" DHH Report (located on the SELPA website under "Assessment Reports").

The DHH teacher will collect or collaborate with other professionals in determining the following information for the assessment if relevant:

- Auditory discrimination skills
- Following verbal directions
- Auditory memory and sequencing
- Listening for details in a message
- Listening vocabulary skills

- Listening grammatical skills
- Listening in background noise
- Overall auditory comprehension skills

For students with a secondary disability of Deaf or Hard of Hearing, the IEP team should consider whether or not it is necessary to have a DHH teacher consult regarding development of the IEP. This may be done by a review of the file and progress reports and phone interview with the Case Manager or teacher. Input would be noted on the Present Levels of Performance.

If it is determined that a student who is Deaf or Hard of Hearing needs regular, direct or consultative services from the DHH teacher, the services will be noted on the Student Information and Services page, and at least one corresponding goal will be written. Consultative services to be provided on an "as needed" basis will be noted on the LRE page under "Additional Supports for Staff."

The Educational Audiologist

Annual Review

Working with the DHH teacher and Special Education Case Manager, the Educational Audiologist will assist classroom staff in monitoring the student's ability to access the educational learning environment. The Education Audiologist will advise, monitor and consult regarding hearing technology including hearing aids, cochlear implants and hearing assistive technology.

Educational Audiological services will be indicated on the LRE page on an "as needed" basis, unless the severity of need requires frequent ongoing support of the Educational Audiologist. In this case, the service and frequency will be noted on the Student Information and Services page, and a corresponding goal will be developed. Goals related to Educational Audiology may be related to student self-advocacy in use of technology or other areas related to use of listening supports.

Initial and Triennial Assessment

The Educational Audiologist should be considered for participation in every initial or triennial assessment of students with Deafness or Hard of Hearing as an area of suspected disability. The Educational Audiologist will work the DHH Teacher to interpret audiological results from the private audiologist (if there is one) to determine hearing level and functional performance. The Educational Audiologist may conduct audiological and/or assessment of functional performance in the classroom as needed.

The Educational Audiologist will send findings to the Assessment Team Lead in a brief summary for inclusion into the Psychoeducational Report. The findings will be included under "Health and Developmental Information."

Deaf/Hard of Hearing Teacher

- Consult with Educational Audiologist and private audiologist regarding current audiological information
- Collaborate with Educational Audiologist and other school staff regarding correct and consistent use of hearing equipment, including monitoring function and need for repair
- Consult with IEP teams regarding needed specialized services, goals and/or classroom accommodations
- Provide direct or consultative services with other professionals and paraprofessionals to support the student, which may include:
 - Speech, speech reading or auditory training
 - Instruction in oral, sign and/or written language development
 - Adaptation of curriculum, media and/or learning environment
 - Student self-advocacy
- Provide guidance and direction to educational sign language interpreters as needed
- Collaborate with Special Education Case Manager to train, support and monitor paraeducators as needed
- Consult with families regarding child's educational needs, home programs, and other community supports
- Collaborate with Special Education Case manager regarding services and supports for transitioning to adult life

Educational Audiologist

- Assess range, nature and degree of hearing loss or other auditory dysfunction
- Counsel families and educators regarding test results and educational impact
- Monitor hearing levels, auditory behavior and functional performance with and without hearing equipment
- Collaborate with and assist families in accessing community professionals regarding a student's hearing loss or other auditory dysfunction and hearing equipment
- Monitor student's ability to use hearing and hearing equipment in the classroom, including analysis of and recommendations regarding the classroom acoustics and listening environment
- Determine needs, select, implement and monitor group and/or individual hearing assistive technology in the educational setting
- Consult with families, the Deaf/Hard of Hearing teacher, and other school staff regarding strategies and accommodations to address student's educational needs as a result of the hearing loss or other auditory dysfunctions
- Interpret audiological results and provide training to Special Education Case Managers, classroom teachers and other personnel on hearing loss and other auditory dysfunctions, and monitoring of hearing equipment (hearing aids, cochlear implants, hearing assistive technology)
- Consult with IEP teams in the evaluation, educational placement, and accommodations for hearing loss or other auditory dysfunction