

# Documentation of Deaf and Hard of Hearing Services, Activities/Supports & Accommodations

The purpose of this document is to provide guidance on documenting services, activities/supports and accommodations for learners who are deaf and hard of hearing on the Services + section of the IEP in order to assure greater consistency of practice and more reliable data.

The services, activities/supports and accommodations provided to each learner will be *unique and individualized*. The descriptors in this document reflect drop down *category* choices in the ACHIEVE system that IEP authors can use to summarize individual learner needs.

## Special Education Services and Activities

The definitions below guide the documentation of Services, Activities, and Supports in IEPs:

### Services

Services are a regular, purposeful, ongoing set of actions delivered to or on behalf of a learner over time. The *systematic nature* of the described service is reflected in the number of minutes and frequency, the setting where services are provided and the provider(s) responsible. When a service is directly required for the accomplishment of a goal, service providers or educators directing paraprofessional services must be identified as the provider or collaborator for the IEP goal.

### Activities and Supports

Activities and supports are events, tasks, or things provided to or on behalf of an eligible individual in order for the individual to take advantage of, or respond to, educational programs and opportunities. Activities and supports are *less regular or systematic* than services and, in describing these in the IEP, teams *do not require an ongoing designation of minutes in settings or monitoring of progress towards goal attainment*.

## Documentation of Services, Activities, and Supports

Information entered in the Services + portion of the IEP represents *commitments made by the school district or AEA* to or on behalf of the learner.

References to *family-owned technology or equipment* should be documented in the Present Levels of Academic Achievement and Functional Performance (PLAAFP) portion of the IEP, under the section “Other information essential for the development of this IEP.”

Examples:

- The learner has a hearing aid and a cochlear implant which are owned and maintained by the family.
- The family is responsible for the maintenance, care and batteries for the bilateral hearing aids.

## Services

Entered as a drop-down selection in the Services+ portion of the IEP

Some services that may be needed by learners who are deaf or hard of hearing:

### Audiology

Audiologists apply principles, methods and procedures for evaluation of hearing functioning in order to plan, counsel, coordinate, and provide intervention strategies and services for learners who are deaf or hard of hearing. Direct instruction to the learner may also be provided to support skill development in areas of the Expanded Core Curriculum.

### Interpreter

The interpreter facilitates communication and understanding between learners who are deaf or hard of hearing and a variety of persons who are hearing (e.g., students, teachers, school staff, any others involved in the student's education). The interpreter must hold a valid license as outlined by the Iowa Board of Health and Human Services. There are several different types of interpreters:

- Oral interpreters – Individuals who use lip movements to interpret.
- Cued speech transliterators – Individuals who use cued speech to interpret.
- Deaf-blind interpreters – Individuals who use tactile forms of ASL to interpret.

- Certified deaf interpreters – Individuals who use interlingual or intralingual sign language interpreting.
- Sign language interpreters – Individuals who use ASL or another signed system to interpret

Paraprofessional Services for instructional support (Non-Medicaid Billable)

Paraprofessionals are provided to assist in the provision of special education and related services and to help ensure access to the general education curriculum by a learner who is deaf or hard of hearing. The paraprofessional works under the supervision of appropriately licensed educational professionals. The paraprofessional would *not* serve as a sign language interpreter even if they have minimal knowledge of sign language.

Paraprofessional may have the following responsibilities:

- Speech-to-text transcriptionist or live captioning
- Communication and language support services, which includes explaining, expanding, and ensuring understanding of the auditory concepts and instructions presented in class.

Note: When an expense is created for the school district (e.g. hiring paraprofessional staff to meet direct learner needs), supplemental special education weighting will be impacted. Paraprofessional services should be clearly articulated in the IEP, including the amount of support time needed during the day, and an indication of whether the paraprofessional service is individual or shared.

Specially Designed Instruction for Students who are Deaf or Hard of Hearing

Teachers of the Deaf and Hard of Hearing (TDHH) provide specially designed instruction to learners, as well as consultation and collaboration with other professionals. TDHHs use their expertise and knowledge of the unique needs of learners who are deaf or hard of hearing to support teachers, families, and other providers. They do this by identifying appropriate needs, accommodations, and modifications to support access to communication and instruction. Direct instruction to the learner may also be provided to support skill development in areas of the Expanded Core Curriculum

- Specially Designed Instruction- Specially Designed Instruction is selected and coded under services when a TDHH is providing instruction *in a classroom or*

*residential setting.* These professionals are typically teachers employed by a district or special schools such as Iowa School for the Deaf.

Note: When an expense is created for the school district supplemental special education weighting will be impacted. District or special school employed teachers (with special education licensure) providing instruction should be coded under Specially Designed Instruction, with a clear description of the time and setting in which the services are provided.

- Deaf/Hard of Hearing Instruction is selected and coded under services when a TDHH is providing services that are *not in a classroom or residential setting*. These professionals are *Teachers of the Deaf and Hard of Hearing*, who are hired by Iowa's Area Education Agencies (providing on site, itinerant instruction within assigned districts).

## Activities/Supports

Entered as a drop-down selection in the Services+ portion of the IEP

Some activities that may be needed by learners who are deaf or hard of hearing:

### Accessible Educational Materials (AEM)

Definition: Print- and technology-based educational materials, including printed and electronic textbooks and related core materials, that are designed or enhanced in a way that makes them usable for all learners. The use of an alternate format will improve the learner's independent access to content that is being used in the classroom.

Examples may include:

- The learner requires the use of closed captioning to access videos, books, or passages presented on media platform(s).
- The learner requires a sign language interpreter to access the story book during a large group read aloud.

Note: When an expense is created for the school district (e.g. developing AEM that may include braille), this will impact assignment of supplemental special education weighting. AEM required by the learner should be clearly articulated in the IEP.

### Assistive Technology Devices

Definition: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a learner with a disability *except a medical device that is surgically implanted*.

Examples may include:

- The learner requires LEA owned Hearing Assistive Technology (HAT) that enhances and distributes the teacher's voice over and above the classroom background noise. The system will consist of a classroom sound system with two transmitters and two personalized ear-level receivers.
- Equipment to support communication access to the learner using the TypeWell speech-to-text transcription system including a notebook computer for the transcriber, hearing assistive technology, a viewing device for a learner which includes a second notebook, TypeWell software, and a device to link the computers such as Wi-Fi or a cable. The equipment will be provided by the LEA.

Note: When an expense is created for the school district (e.g. purchase of, or maintenance of, hearing assistive technology equipment), this will impact assignment of supplemental special education weighting. Equipment required by the learner should be clearly articulated in the IEP.

### Assistive Technology Supports

Definition: Events or tasks that the learner needs to complete in order to take advantage of or respond to educational programs and opportunities. Assistive technology supports are provided for the learner to have access to the general education curriculum and assessment.

Examples may include:

- The educational audiologist will explain to the learner the benefits of using amplification in community and work settings.
- The educational audiologist will provide problem-solving/troubleshooting and programming of the district-owned hearing assistive technology.
- The audiologist will instruct the classroom teacher how to perform a daily listening check with hearing assistive technology.

### Linkages/Inter-agency Responsibilities

Definition: A statement of interagency responsibility or linkages required for a learner to receive FAPE. Linkages may be established at different stages of a learner's school career, from preschool entry to planning for transition to post-secondary life.

Examples may include:

- Annually, the family takes the learner to the Iowa Hearing Center for audiological testing and maintenance of bilateral hearing aids.
- The University of Iowa Cochlear Implant Center completes annual mapping and maintenance of the learner's bilateral cochlear implants..

### Supports for School Personnel

Definition: Supports or services provided to school personnel to provide them with the necessary skills and assistance needed to support the implementation of the IEP.

Examples may include:

- The teacher of the deaf and hard of hearing will provide classroom teachers and paraprofessionals with information about the impact of the learner's hearing loss on their daily instructional needs.
- General Education Teacher, Special Education Teacher, and Interpreter will meet 30 minutes weekly to collaboratively plan for instruction and necessary accommodations.

Note: When an expense is created for the school district (e.g. staff collaboration time that involves LEA staff), Supports for School Personnel will impact assignment of supplemental special education weighting. These activities should be clearly articulated in the IEP.

## Other Activities and Supports

Definition: Activities and supports that 1) don't fit well in specific categories or 2) include activities and supports that fit in multiple categories.

Examples may include:

- The audiologist will provide an annual hearing test for the learner and provide a report to the IEP team.

## **Accommodations**

Entered individually and described in the Services+ portion of the IEP

Definition: Supports or services provided to help a learner access the general curriculum.

Examples may include:

- The learner will have preferential seating, away from environmental noise, and with a good view of the teacher.
- The learner should be seated to the right side of the classroom about halfway back so that they can easily turn and see who is speaking with their good ear (left) toward the class in order to hear peers during class discussions. The learner should be allowed to change seating as activities change to allow better access to auditory information.
- The learner requires all directions to be in written format so as to avoid missing steps as described auditorily by the classroom teacher.