



HEARING RESOURCE TEACHER

The Teacher of Deaf and Hard of Hearing Students provides services to a student, where the effects of the hearing loss are such that they impact on auditory, speech, language, academic and/or social and emotional development. The type of support is determined in consultation with the classroom teacher and the school based team.

One of the effects of a hearing loss may be that the student does not have the language base as his/her hearing counterpart and, as a result, requires ongoing support with vocabulary development and concept-building in subject areas, such as language arts, social studies and science. Materials may need to be modified or developed. Support is provided in class whenever possible.

All students with a diagnosed hearing loss, whether sensori-neural (permanent) or conductive (temporary), need to be closely monitored. This includes those with and without amplification (hearing aids), as well as those who have/have had a history or middle ear involvement (otitis media), which may have resulted in periods of intermittent hearing loss. The effects are often subtle and may go unnoticed until the intermediate grades.

It is recommended that, whenever there is a concern about a student's hearing, contact should be made with the home and a referral made to the Public Health Nurse for a hearing screening. Students receiving student support services should also be referred for an annual hearing screening in the fall.

Students who are Deaf or Hard of Hearing

Definition

For educational purposes a student considered to be deaf or hard of hearing is one who has a medically diagnosed hearing loss which results in such a substantial educational difficulty that he/she requires direct services on a regular, frequent and ongoing basis by a qualified teacher of the deaf and hard of hearing.

Students with a diagnosis on central auditory processing dysfunction are not traditionally served by teachers of the deaf and hard of hearing unless there is an additional diagnosis of peripheral hearing loss.

To be eligible for supplemental funding as a deaf or hard of hearing student the following conditions must be met:

- a medical diagnosis of hearing loss has been made;
and
- a current IEP must be in place;
and
- the student must be receiving special education services that are directly related to the

student's hearing loss on a regular, frequent and ongoing basis from a qualified teacher of the deaf and hard of hearing. The special education service(s) must be in addition to any services provided under formula funding based on total student enrolment (e.g. learning assistance, counselling). Reduction in class size is not by itself a sufficient service to meet the definition.

Identification and Assessment

Most children with significant hearing loss will have been identified through an audiological assessment prior to entering the school system. A few children, however, particularly those with less severe hearing loss, may not have been identified prior to school entry. Under the audiological services protocol agreement between the Ministries of Health and Education, all students in the initial school entry year receive a hearing screening. Any student who fails the screening should be referred to the nearest health unit or audiology clinic for a complete hearing assessment. Indeed, any student referred for special education services during his or her school career should be referred for a hearing assessment in order to determine whether an intermittent or chronic hearing loss is the primary cause of any exhibited learning or behavioural problem.

Hearing loss is generally measured in terms of decibel loss using standards agreed on internationally. However, decibel losses do not always correlate with educational implications and are therefore not a sole criterion for determination of need for educational intervention. Any degree of hearing loss has educational implication, so following the identification of a student's hearing loss an assessment to determine the strengths and weaknesses of the student in the areas of language development and communication skills may be required. This assessment, usually administered by a teacher of the deaf and hard of hearing, may include the administration of standardized tests in the areas of ability and achievement, as well as curriculum-based assessment and observation and teacher reports. Program planning decisions and recommendations for placement of the student in a specific program should occur only once a full assessment has been completed.

A critical part of the assessment process is determining the method of communication to be used in the educational setting. While the majority of students who are hard of hearing will develop English language skills through the use of appropriate amplification and oral instruction, some students, often with more severe hearing losses, will require either an English-based sign system or American Sign Language. School districts are responsible for assessing the most enabling language(s) to allow a student who is deaf or hard of hearing to fully access the curriculum, and for providing staff with the qualifications to meet the specific communication needs of individual students.

Planning and Implementation

The educational program for a student who is deaf or hard of hearing should not be confined to the regular program but should also include specific instruction in:

- language development;
- auditory management;
- speech development;
- speech reading;
- sign language as required; and
- deaf culture when appropriate.

In addition to addressing the direct effects of hearing loss and language development, the IEP should address the social and vocational needs which arise as a result of the hearing loss and which are known to be significant.

Most students who are deaf or hard of hearing can and should be educated in their local school district. Typically, programming for students with hearing loss involves one or more of the following services:

- a regular class with direct, frequent support from a qualified itinerant teacher of the deaf and hard of hearing;
- a resource room staffed by a teacher of the deaf and hard of hearing;
- a self-contained class staffed by a teacher of the deaf and hard of hearing who has access to the appropriate support services; and/or
- an individual program for students with hearing loss and additional special needs.

The prevalence of hearing loss is low. Therefore, the provision of a full range of services within a single school district is not always feasible. In such cases, school districts are encouraged to collaborate to provide regional programs that serve the needs of students in several districts. In particular, the social and emotional needs of adolescent students who are deaf or hard of hearing may require more than itinerant services. Where there are a sufficient number of students, local or regional school programs for the deaf and hard of hearing should be developed to launch a flexible and comprehensive program complete with qualified staff and the appropriate support services.

When the needs of a particular deaf or hard of hearing student cannot be met locally or regionally, or where special circumstances prevail, the student may be referred to the Provincial Educational Review Committee for Deaf and Hard of Hearing students for recommendations for programming and/or determination of eligibility for Provincial Resource Programs designed for students with hearing loss.

Evaluation and Reporting

School districts are responsible for developing clearly defined policies and procedures which include a mechanism for:

- assessing the effectiveness of local programs for deaf and hard of hearing students;
- monitoring the educational program of a student placed in a regional or provincial setting to ensure continued appropriateness; and
- evaluating student progress specific to the additional service provided by a teacher of the deaf and hard of hearing. Such evaluation may result in adjustment of communication methodology, recommendations for either additional or reduced service, recommendation for alternate placement, etc.

It is expected that students who are deaf or hard of hearing will follow the regular evaluation and reporting procedures of the district. Specific comments regarding progress in the areas of language development and communication skill, as well as other areas identified on the IEP, should be included in the report.

Personnel

Teachers of the deaf and hard of hearing

Where supplemental funding is requested by districts, teachers must have appropriate qualifications. The ministry defines a qualified teacher of the deaf and hard of hearing as one with:

- a valid B.C. Teaching Certificate; and
- certification, or eligibility for certification, by the Association of Canadian Educators of the Hearing Impaired (ACEHI)

Where a district is unable to employ a qualified teacher of the deaf and hard of hearing, this requirement may be met by providing services through sharing arrangements with adjacent districts or through a fee-for-service arrangement with qualified specialist teachers of the deaf and hard of hearing.

Visual language interpreters

A visual language interpreter, often referred to as interpreter or sign language interpreter, should meet standards established by:

- the Registry of Interpreters of the Deaf, Inc. (R.I.D.), or
- the Association of Visual Language Instructors of Canada (AVLIC);

to be a graduate of the Douglas College Visual Language Interpreter Training Program or an

equivalent program from another institution.

Education Assistants

If the support of an education assistant is warranted, the teacher of the deaf and hard of hearing should consult with the classroom teacher to assist in developing, directing and monitoring the assistant's activities. Education assistants working with students who are deaf or hard of hearing should have sufficient training and understanding of hearing loss for the duties they are assigned. Education assistants should be able to demonstrate:

- an understanding of the social, emotional and educational implications of hearing loss; and
- competence in the communication mode of the student(s).

Where the role of the education assistant is to facilitate communication between the student and others in the environment the district should ensure the education assistant can demonstrate proficiency in the communication mode of the student. In instances where sign communication and/or oral interpretation is required and the individual is not a qualified interpreter, districts are advised to arrange for qualified interpreters to evaluate the communication competency of the education assistant.

Resources

Provincial Education Review Committee for Deaf and Hard of Hearing Students

The Provincial Education Review Committee for Deaf and Hard of Hearing Students (PERCDHH) is a ministry-appointed body which may, upon the request of a district:

- advise a district regarding the educational needs of a student who is deaf or hard of hearing;
- determine eligibility for admission to any of the Provincial Resource Programs for Deaf and Hard of Hearing Students; and
- recommend to the school district a specific Provincial Resource Program that best meets the educational needs of the student.

Referral may be made to:

The Secretariat
Provincial School for the Deaf
5455 Rumble Street
Burnaby, B.C. V5J 2B7

Phone (604) 664-8560
TTY: (604) 664-8563
Fax: (604) 664-8561

Auditory Training Equipment

School boards are responsible for referring students who have a hearing loss to the Ministry of Health for a needs assessment to determine whether auditory training equipment for classroom use is required (Ministerial Order 149/89, the Support Services for Schools Order). The Ministry of Education makes auditory training equipment (ATE) available to districts for the use of deaf and hard of hearing students in the public schools of British Columbia and provides for routine maintenance.

Jericho Outreach Program

The Jericho Outreach Program for deaf and hard of hearing students is available to provide consultative and support services to school districts.

Further information may be obtained from:

Outreach Consultant
Provincial School for the Deaf
Jericho Outreach Program
5455 Rumble Street
Burnaby, B. C. V5J 2B7

Phone: (604) 664-8560
Fax: (604) 664-8561
TTY: (604) 664-8563

Resource centre

A Resource Centre for deaf, hard of hearing and speech materials has been established as part of the outreach program of the Provincial School for the Deaf to permit teachers of the deaf and hard of hearing and other district personnel to review professional publications, assessment tools and media materials.

Specialized equipment grants

Targeted funds are provided on an annual basis for students who are deaf and hard of hearing to assist boards in providing the specialized equipment required by these students.

When considering the purchase of specialized equipment, school districts should be aware that the fitting of hearing prostheses, or any fitting related activities, may come under the jurisdiction of the Board of Hearing Aid Dealers and Consultants and may involve liability for the school district and/or individuals operating under its mandate.

Funding for cochlear implant recipients

When a child has had a cochlear implant, he or she requires (re)habilitation over and above the services normally provided to deaf and hard of hearing students. A special grant is available on application from the Ministry of Education to provide such specialized support. Applications should be made to the Special Education Branch. Funds are available for a maximum of three consecutive years, following date of implant.

Protocol to support pre-school children

A protocol has been established in recognition of the unique needs of young children who are deaf and who require the specialized skills of teachers of the deaf and hard of hearing. This protocol allows for boards to contact the services of teachers of the deaf and hard of hearing to local agencies, preschools or parents.

February 1, 1994

S.D. NO. 2 (CRANBROOK)

POSITION: TEACHER OF THE HEARING IMPAIRED

SCOPE AND PURPOSE:

The primary purpose of the Teacher of the Hearing Impaired is to provide appropriate support services to best meet the individual needs of hearing impaired students. Students are identified by the school based team.

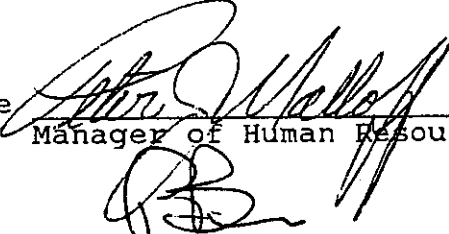
DUTIES AND RESPONSIBILITIES:

1. Determine the individual needs of the hearing impaired students by:
 - a) observation
 - b) informal assessment
 - c) formal assessment
 - d) consultation with the classroom teacher
 - e) consultation with parents.
2. Work with the School Based Team to develop an Individual Educational Program (I.E.P.).
3. Establish a hearing management program for those students with a sensori-neural (permanent) loss.
4. Liaise with school personnel, parents and other agencies directly involved with the hearing impaired student.
5. To assist teachers and students to accept, accommodate and understand the hearing impaired student.
6. To act as a resource person for accessing specialized materials for the hearing impaired student.
7. Provide inservice for students, teachers, child care workers and parents on issues related to the hearing impaired child.
8. Perform other job related duties as assigned by the Director of Instruction: Student Services.

QUALIFICATIONS

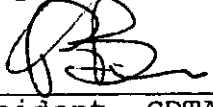
1. Masters degree or diploma in field of hearing impaired.
2. Knowledge of elementary and secondary curriculum.
3. Must be fluent in signing.
4. Must be eligible for membership in the C.D.T.A.
5. Must be eligible for membership in the B.C. College of Teachers.

Board Representative



Manager of Human Resources & Operations

CDTA Representative



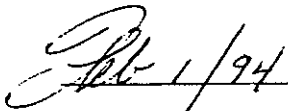
President, CDTA

District Supervisor

Director of Instruction: Student Services

Employee

Date


Feb 1/94