

Guidelines for Services for Deaf and Hard of Hearing Students



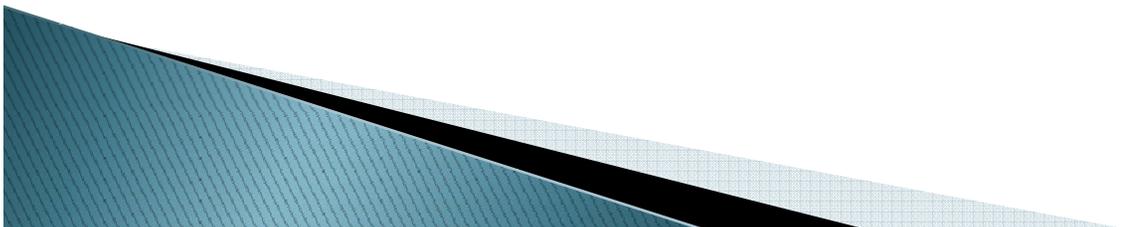
EDUCATION INITIATIVE

*A program of Northeast Deaf & Hard of Hearing Services
funded by the NH Department of Education*

Kimberlee Pelkey
Project Coordinator
New Hampshire Deaf and Hard of Hearing Education Initiative Project
*NHASEA 8th Annual August Academy
August 10, 2011*

New Hampshire Deaf and Hard of Hearing Education Initiative Project (DHHEIP)

- ▶ Grant awarded to Northeast Deaf and Hard of Hearing Services, Inc. by the New Hampshire Department of Education for “Technical Assistance for the Educational Supports of Deaf or Hard of Hearing Students”
- ▶ Prior to the DHHEIP Northeast Deaf and Hard of Hearing Services administered the Professional Development Partnership (also a DOE grant) providing workshops, trainings and conferences related to the education of deaf and hard of hearing students.
- ▶ DHHEIP natural transition to build on and expand upon the Professional Development Partnership.



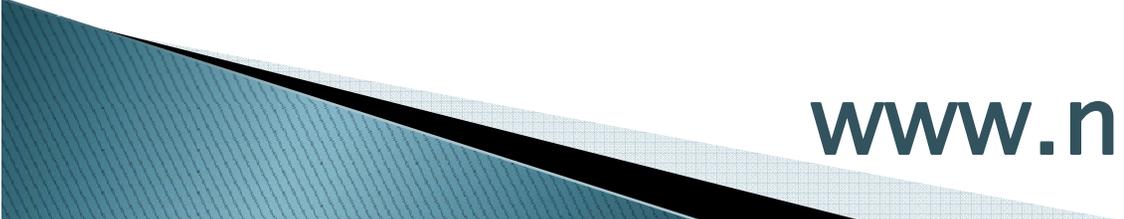
The New Hampshire Deaf and Hard of Hearing Education Initiative will support schools and families by:

- ❖ Project Website
- ❖ Guidelines
- ❖ Information & Referral
- ❖ Data Survey/Needs Assessment
- ❖ Training
- ❖ Outreach
- ❖ Instructional Materials
- ❖ FM Loan Program
- ❖ Personnel



New Hampshire Deaf and Hard of Hearing Education Initiative Website

- A one stop shopping site for information, resources, research, current events.
- Links to agencies and services for deaf and hard of hearing students.
- WebPages designed specifically for educators, parents/families, and the community.
- Archive of workshops, seminars and trainings: PowerPoint's and materials.
- Job listings: postings for open positions for staff serving deaf and hard of hearing students (TODs, Educational Interpreters, SLPs, Counselors, Paras)



www.nhdeafhhd.org



*A program of Northeast Deaf & Hard of Hearing Services
funded by the NH Department of Education*

603-224-1850

search...

INFO@NHDEAFHHED.ORG

[Home](#)

[About Us](#)

[News](#)

[FAQs](#)

[FMs/Materials](#)

[Workshops](#)

[Calendar](#)

[Contact Us](#)

Resources & Educational Information for Deaf and Hard of Hearing Children

The New Hampshire Deaf and Hard of Hearing Education Initiative Project (DHHEIP) provides information to families, educators and the community to educate, support and improve educational outcomes for deaf and hard of hearing children.



Current Events

Deaf and Hard of Hearing Awareness Fisher Cats Game

Friday August 12th at 7:05pm in the Northeast Delta Dental Stadium, Manchester

Features

Coming soon...

We will be focusing on programs and individuals serving Deaf and Hard of Hearing students in the state of New Hampshire. Keep checking back for new information.

Facebook Feed

Join us on Facebook!

Find us on Facebook



NH Deaf & Hard of Hearing Education Initiative Project (DHHEIP)

www.nhdeafhhed.org

Guidelines

New Hampshire Educational Services Guidelines for Deaf and Hard of Hearing Students

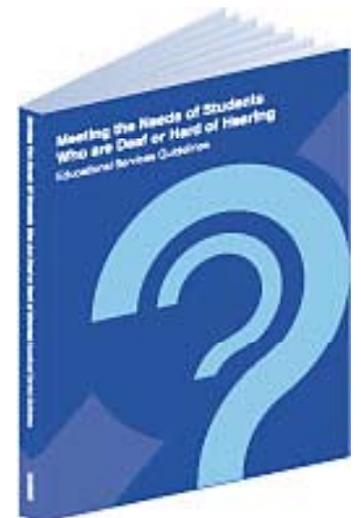
- ▶ Purpose: the primary resource for educators, parents and the community in New Hampshire regarding educational services for children and youth with hearing loss.





NASDSE Consultation

- Consultation with NASDSE's National Deaf Education Initiative – Gaylen Pugh
- “Meeting the Needs of Students Who Are Deaf or Hard of Hearing – Educational Services Guidelines” – NASDSE's evidence based document developed with a multidisciplinary team from across the country
- NH was one of the few states not to have formal guidelines in place related to deaf and hard of hearing students.
- NASDSE provided training and ongoing consultation in the development of the NH guidelines.
- Cheryl Johnson – (Colorado) part of the consultation team



Who is working on the document?

▶ Diverse group of professionals:

- ▶ Teachers of the Deaf and Hearing Disabilities
- ▶ Speech and Language Pathologists
- ▶ Audiologists
- ▶ Special Education Administrators
- ▶ Social Workers
- ▶ Guidance Counselors
- ▶ Educational Interpreters
- ▶ Members of the Deaf and hard of hearing communities
- ▶ Higher Education
- ▶ Early intervention specialists
- ▶ Transition Specialists
- ▶ State Representative
- ▶ Parents of deaf/hard of hearing children

▶ From:

- ▶ Schools (public and private)
- ▶ Hospitals
- ▶ Social service agencies
- ▶ Higher education
- ▶ Vocational rehabilitation
- ▶ Early intervention services
- ▶ Consulting agencies serving deaf and hard of hearing children and youth
- ▶ DHHS
- ▶ NH Legislation



New Hampshire Educational Service Guidelines for Deaf and Hard of Hearing Students

“This document contains recommended guidelines for families, educational personnel, community stakeholders, health care providers and state agency personnel to use in referring, identifying, assessing, planning for and providing appropriate educational services to all children and youth who are deaf or hard of hearing in New Hampshire. The application of these guidelines is intended to improve outcomes for children and youth who are deaf or hard of hearing by providing quality services and complying with federal and state laws and regulations.”

Section One

Identification and Referral

Outcome: Children with hearing loss are identified and referred for assessment as early as possible to enable the best possible language, communication and achievement outcomes.

- ▶ Identification and Referral
- ▶ Collaboration
- ▶ Hearing Screenings
- ▶ Audiological Referral
- ▶ Medical Referral



Section Two

Assessment of Unique Needs

Outcome: A unique intervention or education plan is developed based on assessment that yields valid and reliable information about the child.

- ▶ Persons Conducting the Assessment
- ▶ Domains to be Assessed
- ▶ Test Administration
- ▶ Specialized Services, Materials and Equipment
- ▶ Assessment Teams
- ▶ Placement Considerations



Section Three

Instruction and Learning

Outcome: Deaf and hard of hearing infants, children and youth thrive and achieve their full academic potential in linguistically rich educational environments where language, communication, academics and social opportunities are fully accessible.

- ▶ Multi-Disciplinary Team
- ▶ Focus on Communication
- ▶ Focus on Authentic Peer Interactions
- ▶ District Core Curriculum and State Standards
- ▶ Supplemental Specialized Curricula

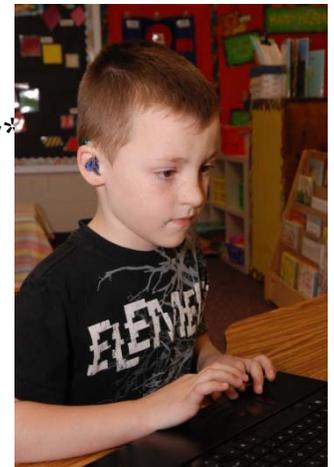


Section Four

Support for Instruction and Learning

Outcome: Deaf and hard of hearing children and youth share the same learning opportunities as their hearing peers and benefit from programs that support and provide equal opportunity for communication access.

- ▶ Statement of Purpose
- ▶ Policy on Language and Communication
- ▶ State Oversight
- ▶ Regional /Cooperative Programs
- ▶ Continuum of Communication Options and Placements
- ▶ Students with Multiple Disabilities; Deafblindness
- ▶ Staff Qualifications
- ▶ Other Qualified Personnel
- ▶ Staff Development
- ▶ Training for General Education Personnel
- ▶ Facilities
- ▶ Program Accountability*
- ▶ Self Assessment



Section Five

Transition

*Outcome: Deaf and hard of hearing children and youth transition successfully from early supports and services through post-secondary placement options .**



- ▶ Transition team members
- ▶ Planning & Guidelines
- ▶ Early Supports and Services transition
- ▶ Post-secondary transition
- ▶ Tools



Section Six

Parent, Family and Community Involvement

Outcome: Family and community members are active, involved participants in the education process of children and youth who are deaf and hard of hearing.



- ▶ Parent Training and Support
- ▶ Parent Leadership and Participation in Program Development
- ▶ Deaf and Hard of Hearing Adults & Community Involvement



Appendices



- ▶ References and Sources
- ▶ Glossary of Terms
- ▶ Documents:
 - Communication Plans for IEPs
 - Writing IEP goals
 - Certification requirements
 - Transition Plan Checklists
 - Guide for Access Planning
 - Guide for Hearing Screenings
 - Assessment instruments
 - Self Assessments
 - Many more!



Moving Forward

- ▶ Final editing and additions to draft document
- ▶ Select group of readers to review document
- ▶ Review and approval by the DOE
- ▶ NASDSE Consultants return for finalization of document with writing group
- ▶ Document goes to print
- ▶ NASDSE Consultants return for training with NH Administrators
- ▶ Outreach training begins

Educational Interpreter/Transliterater

What is the difference between interpreting and transliterating?

- ▶ Simply put:
 - *Interpreting* refers to the process of taking a message and expressing it in a different language (ex; English to American Sign Language, or visa versa.)
 - *Transliterating* refers to the process of taking a message and expressing it in a different form of the same language. (ex: English to Manually Coded English, Cued Speech or Oral Transliterating)

Ed 507.35 Educational Interpreter/Transliterater for Ages 3–21

CRITERIA FOR CERTIFICATION AS AN EDUCATIONAL INTERPRETER/TRANSLITERATOR

Ed 507.35 Educational Interpreter/Transliterater for Ages 3–21.

(a) For purposes of this section, the following definitions shall apply:

- (1) "Interpreting" means the process of conveying information between American Sign Language (ASL) and English;
- (2) "Transliterating," means conveying a message via visible manual representations of the English language such as manually coded English, Signed English and Signing Exact English (SEE). This process conveys information from one mode, spoken or signed, of English to another mode of English.

(b) The following requirements shall apply to the certification of an educational interpreter / transliterater for children ages 3 to 21 years:

- (1) Hold a minimum of an Associate's Degree;
- (2) Receive a passing grade on the Educational Interpreter Performance Assessment Written Test (EIPA-WT) as specified in (c); and
- (3) Meet one of the following entry level requirements relative to education and experience:
 - a. A certificate of completion from an educational interpreter training program or educational interpreter preparation program;
 - b. Educational Interpreter certification from another state whose standards are equivalent to Ed 507.35;
 - c. Hold a current national certification from either National Offices of Registry of Interpreters of the Deaf (RID) or National Association of the Deaf (NAD) of at least level III; or
 - d. Receive a passing grade on the practical examination in signing for the Educational Interpreter Performance Assessment Performance test(EIPA) as specified in (c).

(c) Candidates for the EIPA-WT and EIPA Performance test shall demonstrate the following skills, competencies, and knowledge through a combination of a written examination and an actual practical examination in the following areas:.....

Source. #7756, eff 9-1-02; amd by #8229, eff 12-17-04; ss by #8844, eff 3-16-07

http://www.gencourt.state.nh.us/rules/state_agencies/ed500.html



Educational Interpreter/Transliterater

Current Certification Criteria



1. Associates Degree AND
2. Passing Score on the Educational Interpreter Performance Assessment– Written (EIPA–WT) AND
3. Score of 3.5 or better on the Educational Interpreter Performance Assessment – Performance (EIPA – Performance) *OR* hold a national level license from Registry of Interpreters for the Deaf (RID) or national Association of the Deaf (NAD III) AND
4. NH DOE Certificate as an Educational Interpreter/Transliterater

***Ed. 507.35 Educational Interpreter/Transliterater Certification Rules Committee currently working on updating the criteria for certification.*



Educational Interpreter/Transliterators

Information and Resources related to Educational Interpreters/Transliterators

- ▶ Registry of Interpreters for the Deaf Standard Practice Paper on Educational Interpreters
http://www.rid.org/UserFiles/File/pdfs/Standard_Practice_Papers/K-12_Ed_SPP.pdf
- ▶ Deaf Students Education Services: US Department of Education: Notice of Policy Guidance
<http://www2.ed.gov/about/offices/list/ocr/docs/hq9806.html>
- ▶ www.classroominterpreting.org
 - Legal Rights
 - A Student's Need for Educational Interpreter
 - Interpreter Qualifications
 - Interpreter Supervision
 - The Educational Team and the Interpreter
 - Interpreter Roles and Responsibilities
 - Learning Through an Interpreter
 - Interpreting Social and Extra-curricular Events



Educational Interpreter/Transliterater

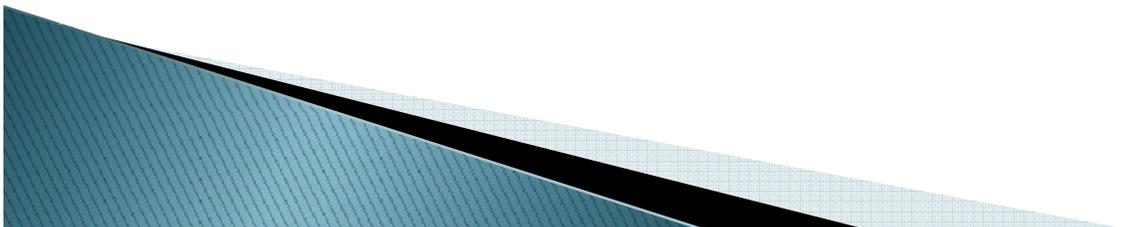
▶ Challenges:

- Schools/administrators/IEP teams with limited experience related to educational interpreters: assessing the need, locating resources, etc.
- Critical shortage of *educational* interpreters
- Shortage of trained/qualified freelance interpreters willing to work in schools

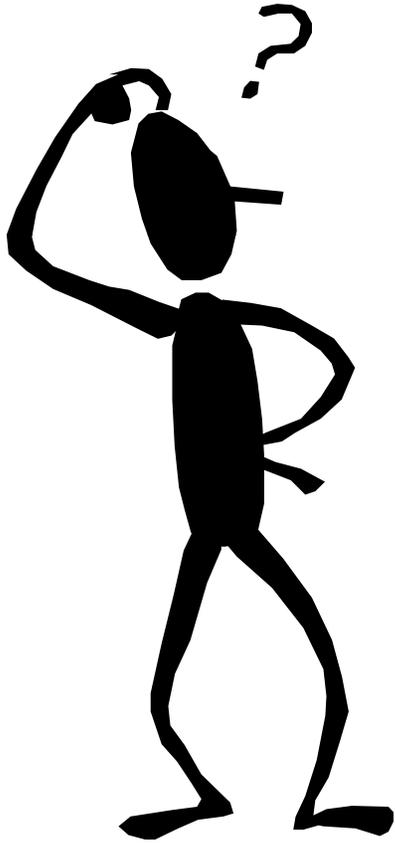
***UNH–Manchester Sign Language Interpreting Bachelor’s degree program recently added courses specifically related to preparing educational interpreters.*

▶ Options to consider:

- Contact Kim Pelkey at DHHEIP to assist with information and resources
- Use of community/freelance licensed interpreter until an educational interpreter is found
http://www.education.nh.gov/career/vocational/documents/interp_guide.pdf
- Remote access interpreting or video remote interpreting
- C–print or TypeWell services, CART (Communication Access Realtime Translation) available via remote
- Alternate placement



Questions?



For More Information Please Contact

Kimberlee Pelkey
Project Coordinator
Deaf and Hard of Hearing Education Initiative Project
(DHHEIP)
Northeast Deaf and Hard of Hearing Services
57 Regional Drive
Concord, NH 03301
(603) 224-1850 ext. 205 • (603) 968-5893 VP
(603) 856-0242 FAX
kpelkey@ndhhs.org