

Optimizing Outcomes for Students who are Deaf or Hard of Hearing; Educational Service Guidelines, NASDSE 2018: Chapter 4 Eligibility and Evaluation

Discussion Guide for MN School District Implementation Teams, 2019-2020

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NASDSE 2018, page 23: Key Points for Discussion

- *Thorough assessment is needed for eligibility determination to uncover any potential language and learning gaps or other situations that affect progress.*
- *Do not underestimate the impact of compromised hearing ability: minimal, mild, unilateral or single sided deafness conditions can have the same consequences as more significant hearing loss and deafness.*
- *The expertise of the multidisciplinary team is essential; for students with complex needs, additional experience may be necessary.*

Federal Laws and Policies:

- Child Find was established in the Individuals with Disabilities Education Act (IDEA) to ensure that all students with disabilities are identified and evaluated. According to IDEA, through their Child Find activities (34 C.F.R. § 300.111), states must ensure that all children residing in the state who need special education are identified, located and evaluated.
- Schools are required to conduct a comprehensive individual initial evaluation, in accordance with IDEA, before initiating special education and related services (34 C.F.R. § 300.301). Re-evaluations must be conducted at least once every three years or sooner, if needed. (34 C.F.R. § 300.303). IDEA requires a written report as part of the evaluation process

MN State Laws and Policies:

- Child Find – most districts have their own manual
https://mn.gov/mnddc/partnersinpolycymaking/class32_materials/Child_Find_Article_2_014.pdf
- Read pages 24 & 25 to determine appropriate assessments.
 - Discuss what tests you are using and if there are any gaps. Are they current?
- Resources for Assessments of Deaf and Hard of Hearing Students.
<https://education.mn.gov/MDE/dse/sped/cat/dhh/>

- Read and consider Additional Assessment Considerations of Co-Occurring disabilities on 27 & 28

Evidence-Based/Experienced-Based Information:

- Where possible, it is best practice to present families with a brief and clear summary of the comprehensive assessment report, including charts or graphs, if available, that show how their child is performing in various areas. The report should also be discussed directly with the parents so that they understand the information, its implications and can ask questions and/or seek further explanation.
- The evaluation report should include quantitative data from all the assessment instruments that were used as well as qualitative data from less formal sources. The representation of the data should express results that maximize comparability across measures (i.e., standard scores). While age or grade equivalents may not be as accurate as standard scores, they do help parents understand their child's performance in relation to their peers.

Resources:

- [Resources for Assessments of Deaf and Hard of Hearing Students](https://education.mn.gov/MDE/dse/sped/cat/dhh/) (https://education.mn.gov/MDE/dse/sped/cat/dhh/)
- [Social Skills Checklist](https://education.mn.gov/MDE/dse/sped/cat/dhh/) (https://education.mn.gov/MDE/dse/sped/cat/dhh/)
- [Compensatory Skills Checklist](https://education.mn.gov/MDE/dse/sped/cat/dhh/) (https://education.mn.gov/MDE/dse/sped/cat/dhh/)
- [Minnesota Resource Library \(MNRL\)](https://www.msa.state.mn.us/1/department2/34/) has many tests available to districts. (https://www.msa.state.mn.us/1/department2/34/)

Discussion Questions/Reference to Chapter 9:

1. Does your district have a manual that talks about special education procedures? What does it say about child find procedures?
2. What assessments are you using? Do you need assessments?
3. What does your written assessment report include?
4. Are you collecting sufficient data? (page 81 2C)
5. Are decision makers aware of unique language, communication, academic and social needs of DHH students? (page 92 6A)