



## Optimizing Outcomes for Students who are Deaf or Hard of Hearing; Educational Service Guidelines, NASDSE 2018:

### Chapter 6 School Environment Access and Accommodations

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

#### **NASDSE 2018, page 37: Key Points for Discussion**

- *Full access is essential*
- *Access and accommodations are an education system's responsibility.*
- *Gaps in access limit access to content.*
- *Accommodations are personal; one size does not fit all.*
- *Recommended accommodations are only as good as how well they are implemented.*
- *Teachers need support to implement accommodations with fidelity.*

#### **Federal Laws and Policies: NASDSE 2018, page 37**

- *The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) "require local educational agencies provide students with disabilities free, equal and effective educational access."*
- *"The Individuals with Disabilities Education Act (IDEA) and 504 shape the accommodations those students receive to ensure they have a Free Appropriate Public Education (FAPE)"*
- *Some students with disabilities need accommodations or modifications to their educational program in order to participate in the general curriculum and to be successful in school. While the Individuals with Disabilities Education Act (IDEA) and its regulations do not define accommodations or modifications, there is some agreement as to what they mean.*

*An accommodation allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. An accommodation does not alter in any significant way what the test or assignment measures. Examples of accommodations include a student taking a test alone in a quiet room, or a student who is blind taking a Braille version of a test. A modification is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. Examples of possible modifications include a student completing work on part of a standard or a student completing an alternate assignment that is more easily achievable than the standard assignment. Needed modifications and accommodations should be written into a student's Individualized Education Program (IEP) or Section 504 Plan.*

*(<https://osepideasthatwork.org/node/116>)*

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- [Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools](#)
- “Students eligible for IDEA are also eligible for the higher ‘effective communication’ standard afforded through the ADA”
  - U.S. Departments of Justice and Education, [Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools](#), (<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>)

### **MN State Laws and Policies:**

[MN Administrative Rule 3525.2810](#) Development of individualized Education Program Plan (<https://www.revisor.mn.gov/rules/3525.2810/>)

[School Accommodation Ideas for Students who Receive Section 504 or Special Education Services](#) (PACER Center, 2018) (<https://www.pacer.org/parent/php/PHP-c267.pdf>)

### **Evidence-Based/Experienced-Based Information:**

- Accommodations are practices and procedures that provide students with equitable access to instruction and assessments for students with special needs. They do not reduce learning expectations. Accommodations must be planned to support each individual student’s communication and learning needs.
- Universal Design for Learning (UDL) is a framework that provides for multiple means of representation to support individual student learning for all students. NASDSE 2018 illustrates *Three Key Principles of UDL: Engagement, Representation, Action and Expression*. [Universal Design for Learning \(UDL Center\)](#) (<https://medium.com/udl-center>)
- “*The Student, Environments, Tasks, and Tools (SETT) Framework (Zabala, Joy n.d.) is a four-part model designed to promote collaborative decision-making in all phases of service design and delivery, including implementation and evaluation of the effectiveness of the service.*” (page 40).
- The SETT Framework for selecting and using assistive technology in school environments includes consideration of *the Student, the Environment, the Tasks, and the Tools*. (See pages 40, 48, 49)

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- *Accommodations and Management of the School Environment* includes consideration of the student’s individual cultural and linguistic experiences, including ASL and Deaf Culture for some students. It also includes the team’s consideration of the student’s access to visual and/or auditory learning environments and critical conversations about the student’s communication environment access.
- Assistive technologies and services are individually planned to support each student’s access needs. Assistive technologies, including hearing assistive technology systems (HAT) and assistive and instructional technologies, are discussed in NASDSE Chapter 6, pages 43 – 46.
  - See the chart of page 45, with IDEA links for “IDEA requirements for provision and maintenance of amplification technology used by students in school”, including personal hearing devices and school-provided HAT.
  - All instructional videos shown or assigned should be captioned.
  - Additional Speech-to-Text services are a critical communication access need for some students.
- Appropriate and allowed accommodations for curricular and for standardized assessments may differ. MN Department of Education is in process of updating guidance to providers on accommodations for students taking standardized state assessments.
- Students should be supported to participate in discussions of assistive and instructional technology as part of self-advocacy efforts when developmentally appropriate.

### **Discussion Questions/Reference to Chapter 9:**

#### **Chapter 9 Questions 1A, 1B, 1C, 2F, 2O, 2P, 4K, 4L, 4M, 4N, Section 5 questions**

Do all students have visual, auditory, and communication access in all school learning environments as well as for extra-curricular activities?

How do educational teams provide support for students’ unique cultural and linguistic backgrounds, including Deaf culture, bilingual and/or bicultural learning?

Do students have access to certified interpreters specific to their language modality as identified in the IEP in order to have access to instruction and communication with peers and adults?

How do schools ensure that students’ hearing aids or school-provided HAT are monitored daily and are working properly?

Are all videos shown in the classroom and as part of assignments captioned?

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Are educational teams knowledgeable about allowable accommodations on curricular and standardized assessments to meet the unique needs of students with hearing differences?

**Resources:**

[Accessible Educational Materials](https://education.mn.gov/MDE/dse/sped/mat/), MN Department of Education  
(<https://education.mn.gov/MDE/dse/sped/mat/>)

[Accommodations for Students with Hearing Loss](https://successforkidswithhearingloss.com/for-professionals/accommodations-for-students-with-hearing-loss/), Success for Kids with Hearing Loss  
(<https://successforkidswithhearingloss.com/for-professionals/accommodations-for-students-with-hearing-loss/>)

[Assistive Technology](https://education.mn.gov/MDE/dse/sped/tech/), MN Department of Education  
(<https://education.mn.gov/MDE/dse/sped/tech/>)

Johnson, C.D. & Seaton, J. [\*IEP/504 Checklist: Accommodations and Modifications for Students Who are Deaf and Hard of Hearing\*](https://www.handsandvoices.org/pdf/IEP_Checklist.pdf), Educational Audiology Handbook, 2nd Edition (2012), Cengage-Delmar Learning. Revised 2014 by C. Johnson for Hands & Voices  
([https://www.handsandvoices.org/pdf/IEP\\_Checklist.pdf](https://www.handsandvoices.org/pdf/IEP_Checklist.pdf))

[Laws Impacting Students who are Deaf or Hard of Hearing](https://www3.gallaudet.edu/clerc-center/info-to-go/legislation-and-policies/laws-impacting-students.html), Laurent Clerc National Deaf Education Center, Gallaudet University (<https://www3.gallaudet.edu/clerc-center/info-to-go/legislation-and-policies/laws-impacting-students.html>)

[Statewide Assessments; Students with Disabilities](https://education.mn.gov/MDE/dse/sped/spedtest/), MN Department of Education  
(<https://education.mn.gov/MDE/dse/sped/spedtest/>)