



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

Chapter 8 Personnel

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

NASDSE 2018, page 61: Key Points for Discussion:

- *Providers of services to students who are deaf or hard of hearing require specialized expertise to address the unique language, communication and social implications of their hearing status.*
- *Each student has complex individual characteristics that require consideration and planning by a multidisciplinary team.*
- *Outside support from state schools for the deaf, regional day school programs serving students who are deaf or hard of hearing, or the state education agency may be necessary to appropriate evaluate, plan, and serve students.*

“Education personnel who work with students who are deaf or hard of hearing encompass a wide range of knowledge, skills and abilities to meet the variety of services and supports needed by each child. Collaboration among SISPs (related service providers), families, students and communities is a key component to successful provision of services. Educational personnel should also exercise interprofessional collaboration strategies to ensure that all supports are understood and implemented consistently across providers as well as to maximize resources.”
(NASDSE 2018, page 61)

Federal Laws and Policies:

[Special Education Teachers, IDEA 34 C.F.R. § 300.156 \(c\)](https://sites.ed.gov/idea/regs/b/b/300.156/c)

(<https://sites.ed.gov/idea/regs/b/b/300.156/c>)

[Related Services IDEA 34 C.F.R. §300.34\(c\)\(4\)](https://sites.ed.gov/idea/regs/b/a/300.34/a)

(<https://sites.ed.gov/idea/regs/b/a/300.34/a>)

MN State Laws and Policies:

[MN Administrative Rule 8710.5200 Teachers of Special Education: Deaf or Hard of Hearing](https://www.revisor.mn.gov/rules/8710.5200/)

(<https://www.revisor.mn.gov/rules/8710.5200/>)

[MN Administrative Rule 8710.5250 Teachers of Special Education: Oral/Aural Deaf Education](https://www.revisor.mn.gov/rules/8710.5250/)

(<https://www.revisor.mn.gov/rules/8710.5250/>)

[MN Administrative Rule 8710.5500 Teachers of Special Education: Early Childhood](https://www.revisor.mn.gov/rules/8710.5500/)

(<https://www.revisor.mn.gov/rules/8710.5500/>)

[Interpreter Resources, MN Department of Education](https://education.mn.gov/MDE/dse/sped/cat/dhh/index.htm)

(<https://education.mn.gov/MDE/dse/sped/cat/dhh/index.htm>)

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Evidence-Based/Experienced-Based Information:

- Students with hearing differences use a variety of language, communication and learning approaches. They demonstrate a wide variation in communication, social-emotional, learning and access needs in the classroom.
- Professionals working within the field come from a variety of backgrounds, training, and expertise related to the supporting and facilitating language development and learning of students with hearing differences. Individualized instructional strategies will differ depending on many factors, including whether the child's access to language and learning is primarily through visual strategies, auditory strategies, or a combination.
- Supporting the needs of students with hearing differences within the schools requires collaboration among members of a multidisciplinary team which includes parents.
- NASDSE 2018 Table 8.1 Lists Key Knowledge and Skill Areas for Teachers of Students who are Deaf or Hard of Hearing (pages 64-67)
- NASDSE 2018 describes the *Roles and Responsibilities of Personnel Serving Children who are Deaf or Hard of Hearing* for a number of professionals who may serve students with hearing differences within the public school system. (pages 67-77).

Discussion Questions/Reference to Chapter 9:

Chapter 9 Questions: 1C, 2G, 2M, 2N, 5B, 7A, 7B, 7K, 7L, Section 9 Questions (Qualified Providers)

1. Do all students with hearing differences—and school districts—have access to highly qualified educational professionals with specialized background and expertise in providing educational services to students with hearing differences that meet their unique language and learning needs?
2. How do the roles and responsibilities of Teachers DHH and other education professionals serving students with hearing differences outlined in NASDSE Chapter 8 compare to your professional roles and responsibilities as you have experienced them in your current position?
3. Review the Resources linked at the end of the chapter related to Educational Audiologist and Speech Language Pathologist Guidelines and Scopes of Practice. How are these guidelines reflected in your work and across student IEP teams in your district/region?
4. Educational leaders across Minnesota have reported a shortage of professionals available to serve the needs of students who have hearing differences. What opportunities or recommendations do you have for recruitment efforts, continuing professional development, alternatives for service provision, and/or system change?

Resources: See Chapter 8 References

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