Assessing the Quality of D/HH/DB Programs:

How do we know if our programs are good enough?

Work of the Governor's Advisory Council for D/HH/DB

Outline

01 History of the D/HH/DB Council

02 NASDSE Guidelines;
VT NASDSE Coalition

03 VT Quality Indicator Tool &
Checklist for D/HH/DB

04 How the Checklist is used in IEP, 504,
EST (direct service/ TA / consult)

05 Use of Checklist in school districts

History of the D/HH/DB Advisory Council

- Formed in <u>2016 by legislative mandate</u>;
- <u>members</u> appointed by and report annually to the Governor

<u>School-age Subcommittee charged in Feb 2022:</u>

......to fulfill the legislative mandate under Vermont Statutes (33 V.S.A, § 1602)
to "assess the services, resources, and opportunities available to children in the
State who are Deaf, Hard of Hearing, or DeafBlind."

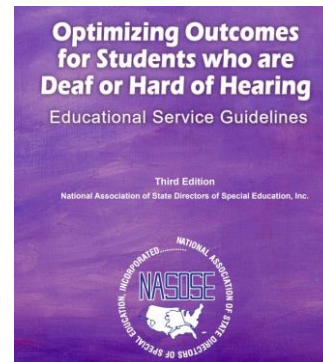(See: https://legislature.vermont.gov/statutes/section/33/016/01602)

02

NASDSE Guidelines 2018

National Association of State Directors
of Special Education (NASDSE) Guidelines (2018)

About the Guidelines – Deaf Education Guidelines
(deafedguidelines.org)

Optimizing Outcomes for Students who are Deaf or Hard of Hearing
Educational Service Guidelines

Third Edition
National Association of State Directors of Special Education, Inc.

NASDSE

VT Coalition for Deaf or Hard of Hearing NASDSE Guidelines (2020)

State Activities – Deaf Education Guidelines
(deafedguidelines.org)

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VERMONT COALITION FOR
DHH
NASDSE
GUIDELINES
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TEN ESSENTIAL PRINCIPLES FOR EFFECTIVE EDUCATION OF STUDENTS WHO ARE DEAF AND HARD OF HEARING
National Association of State Directors of Special Education (NASDSE), 2018

Hearing loss is often invisible. It presents unique obstacles and requires access to professionals with specialized training and expertise in working with students with hearing loss to comply with Title II of the ADA (Americans with Disabilities Act), Section 504, and IDEA (Individuals with Disabilities Education Act).[1]

Illustration by Rebecca Witzofsky

1 EACH STUDENT IS UNIQUE
A student's hearing levels do not necessarily predict their speech ability or use of sign language, nor can educators assume that students can hear because they can talk and/or use hearing technology.

2 HIGH EXPECTATIONS DRIVE EDUCATIONAL PROGRAMMING AND FUTURE EMPLOYMENT OPPORTUNITIES
Deaf and hard of hearing children require learning and academic opportunities designed to enhance their abilities, not their disabilities. A database on student progress should be maintained and monitored.

03 Vermont Quality Indicator Checklist and Tool for D/HH/DB Services

Optimizing Outcomes for Students who are Deaf or Hard of Hearing
Educational Service Guidelines

Third Edition
National Association of State Directors of Special Education, Inc.

NASDSE Guidelines for Deafblindness (2008)

VT AOE
[Education Quality Standards](#)

VT Quality Indicator Tool

- 9 Quality Indicators establish the level of service/support

- evidence of compliance w/indicators

- Guide IEP, 504, EST meetings for direct service, Tech Assistance and Consultation

- List of resources for providers/teams

Meeting summaries posted to:
[Deaf, Hard of Hearing, DeafBlind Council | Disabilities, Aging and Independent Living (vermont.gov)](#).

DHHDB Checklist

- used for prep, and/or during meeting

04 How the DHHDB Checklist is used in IEP, 504, EST (direct service/TA/ consult)

The <u>CHECKLIST</u> provides:

- evidence of how easily the principles of standard practice can be applied to any student in this population
- provides a model structure that addresses many of the NASDSE components
- demonstrates that the DHHDB Checklist can be utilized by all team members

Updated TOOL and CHECKLIST can be found<u> here</u>

Mock IEP Meeting

Student Profile: John has a moderate to severe bilateral sensorineural hearing loss
- Kindergarten age, mainstreamed
- Utilizes hearing aids, uses hearing assistive technology (Roger DM system)
- Uses combination of ASL and English and has an educational interpreter

The Special Ed Team will use/mention:

- VT Quality Indicator Checklist for D/HH/DB Services
- Vermont Communication Plan for Students who are Deaf, Hard of Hearing, or DeafBlind
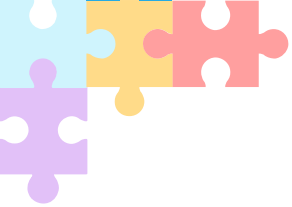
Special Ed Team:

- Parent/guardian - Amelia Briggs
- Special educator and LEA - Sherry Sousa
- Licensed TOD - Jen Bostwick
- Licensed Audiologist - Tracy Hinck
- Licensed SLP - Tracy Hinck
- Trained Deaf Mentor (Sign Language Instructor) - Rebecca Lalanne
- Educational Interpreter - Emily Verner
- Gen Ed Teacher - Sharon Henry

Sherry will indicate which Essential Element from the DHHDB Checklist is being applied at different points during the meeting.

Vermont Quality Indicator CHECKLIST to Assess Deaf, Hard of Hearing, DeafBlind Services

This **CHECKLIST** is a companion document to the Vermont Quality Indicator **Tool** for Deaf, Hard of Hearing, or DeafBlind (D/HH/DB) Services which establishes the level of service and support expected of programs/providers working with Vermont students who are D/HH/DB. These indicators are based in large part on the work of National Association of State Directors of Special Education (NASDSE) Guidelines (Optimizing Outcomes for Students Who are Deaf or Hard of Hearing 3rd ed., Sept 2018) in addition to stakeholder input as well as the NASDSE Guidelines for Deafblindness (2008) and conversations (email/Zoom) with national experts.

The scope and purpose of the Quality Indicators Tool and Checklist is to fulfill the legislative mandate under Vermont Statutes (33 V.S.A, § 1602) to assess the services, resources, and opportunities available to children in the State who are D/HH/DB. The Checklist and Tool ensure that Vermont children who are D/HH/DB receive high quality services.

Essential Element/Vermont Statute Powers and Duties	Program, Provider or Family advocates for:	Documented Yes/No
1. Unique needs of student is considered (VSA C.1.8)	Inclusion of qualified providers in the student's educational team meetings and their services that support the unique language, communication and needs of the student (i.e., VT state licensed Teacher of the Deaf/Hard of Hearing (TODHH), audiologist, SLP with expertise in working with DHHDB students or DB specialist)	
	A safety plan for the student has been determined.	
2. Expectations, Educational Programming, and Future Employment (VSA C.1.B)	All members of student's team receive professional development regarding the needs of the student (e.g., in-service to review the impact of hearing loss, accommodations, strategies, hearing assistive technology, sign language instruction, AAC)	
	Student opportunities for specialized instruction unique to deafness or hearing difference (Expanded Core Curriculum-Auditory and listening skill development, hearing assistive technology, self-determination and self-advocacy, deaf studies or transition skills)	
3. Families as Critical Partners (VSA C.1.C)	Parent(s)' involvement in all levels of planning and decision making for their child(ren) (including transition).	
	The necessary parent training and counseling services that are necessary to implement the child's plan.	
	Specialized activities or programs are shared with the family. (Meetings with other parents who have children who are DHHDB, social events specific to families of children who are DHHDB, transition trainings/workshops)	
4. Language and Communication needs are considered and accommodated in the student's learning environment (VSA C.1.A)	Comprehensive assessment of student's language at each transition to identify gaps.	
	Student opportunities for direct communication and/or instruction with peers and professional personnel	
	Assessment of classroom acoustics and the consideration of hearing assistive technology (HAT)	
	A continuum of placement opportunities to those students whose needs cannot be met in their local school district to ensure the Least Restrictive Environment (LRE)	
5. Student receives individualized specially designed instruction that incorporates evidence-based practices	Decisions that are guided by recent research and evidence-based practices.	
	A monitoring plan that ensures the student's hearing aids, cochlear implants and/or hearing assistive technology function properly (including validation procedures such as Functional Listening Evaluation) and HAT devices reflect recent technological advancements that enhance their functionality for students.	
6. Educational Progress, Accountability and Oversight (VSA C.1.F)	Educational plans that are based on student need rather than available services.	
	The student's disability category is documented as deaf, hard of hearing or deafblind on their educational plan	
7. Access to Peers and Adults who are DHHDB (VSA C.1.B)	Access for the student to peers and personnel with the same language and communication mode.	
8. Qualified Providers (VSA C.1.A)	Inclusion of DHHDB providers who are appropriately licensed/certified and trained, who meet minimal qualifications and who also receive ongoing professional development.	

Comments:

05 Use of DHHDB Checklist in districts

Phase 1: Beta testing of the DHHDB Checklist

- Introducing the DHHDB Checklist to Teams
- Using the DHHDB Checklist: IEP, 504, or EST Plan
- Documenting the level of support and service for DHHDB
- Preliminary feedback from Providers and Teams

Phase 2: Beta testing the VT Quality Indicator Tool (which is based on the NASDSE Guidelines)