



**Deaf, Hard of Hearing, Deaf/Blind Advisory Council
School Age Subcommittee**

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: