

# Colorado Educational Audiology Professional Learning Community

May 18, 2015

WELCOME ITINERANT TEACHERS!!



# Today's Agenda

- Welcome, Introductions & Announcements (20 min)
- Cooperative Learning: Eligibility Case Studies (1 hr)
- Networking Break (20 min)
- DHH Expanded Core Standards Put Into Practice (50 min)
- Measures of Student Outcomes (20 min)
- Closing Discussion (10 min)

# INTRODUCTIONS

- In Denver

- Online



# Announcements / News



# CDE Deaf Education Conference



## Spring 2015 Deaf Education Conference

Monday, June 15, 2015—9:00 am - 4:00 pm

Aurora, CO

*Current Educational Issues in Colorado*

Register by May 28, 2015 <http://www.surveymonkey.com/r/DHHSpringConference2015>

# Feedback/Needs Around Test Accommodations

- What were some of the challenges?
  - Enrich?
  - Computer Test Process?
  - Using Sign Interpreters?
  - Other?
- What are some things that would be helpful to know or have for next school year?



# Cooperative Learning: Eligibility Case Studies



**The Hearing Impairment, Including Deafness, as described above, prevents the child from receiving reasonable educational benefit from general education as evidenced by one or more of the following criteria: (check all that apply) ECEA 2.08(2)(b)**

Yes	No	Delay in <u>auditory skills and/or functional auditory performance including speech perception scores (in quiet or noise)</u> , which demonstrates the need for specialized instruction in auditory skill development or assistive technology use; and/or
Yes	No	Receptive and/or expressive <u>language (spoken or signed) delay</u> including a delay in syntax, pragmatics, semantics, or if there is a significant discrepancy between the receptive and expressive language scores and/or function which adversely impacts communication and learning; and/or
Yes	No	An impairment of speech articulation, voice and/or fluency; and/or
Yes	No	<u>Lack of adequate academic achievement</u> and/or sufficient progress to meet age or state-approved grade-level standards in reading, writing, and/or math; and/or
Yes	No	Inconsistent <u>performance in social and learning environments</u> compared to typically developing peers; and/or
Yes	No	<u>Inability to demonstrate self advocacy skills or utilize specialized technology/resources</u> to access instruction.



## Break Out: 6 Small Groups

### DENVER

- 1) Jan/Feb (BOBBY)
- 2) Mar/April (VIOLET)
- 3) May/June (BOBBY)
- 4) July/Aug (VIOLET)
- 5) Sept/Oct (BOBBY)
- 6) Nov/Dec (VIOLET)

### ONLINE

- Download case study sheets from the FILES pod in webinar
- Choose a case study and discuss with small group or ponder individually
- Answer your questions via the Chat feature

# Cooperative Learning: Eligibility Case Studies

## BOBBY

- 4 years old (not in school)
- ID at birth
- Received early intervention privately (no IFSP)
- Bilateral N6 cochlear implant processors
- Used Phonak Roger FM at preschool & home
- No academic delays
- Vocabulary screening WNL

## Violet

- 14 years old (9<sup>th</sup> grade)
- Moderate, unilateral, sensorineural hearing loss
- On IEP for Hearing as Primary Disability – Up for Eligibility Meeting
- Receives services from itinerant TOD and audiologist (15 min/mo. direct)
- Goals related to self-advocacy
- No technology used (tried HA when young but didn't like it)
- Bilingual, Spanish spoken in home, but proficient in English
- Academically doing well in a challenging charter school
- Reading is a 18 months below grade level

# Bobby

- ☐ 1) Would you proceed with special education referral and evaluation? Why or why not?
- ☐ 2) If no, how would you proceed (with what level of support and services?)
- ☐ 3) If yes, what other assessments would you consider adding for data collection purposes? Be specific with which tools.
- ☐ 4) What evidence (might you collect that) would convince you to proceed with IEP services?
- ☐ 5) What evidence would convince you to determine he is not eligible for IEP services?
- ☐ 6) If determined eligible, what might his support services include?
- ☐ 7) Would you proceed with a 504 Plan if IEP services were continued, and if so what would the accommodations or services include?

# Violet

- ☐ 1) What assessments will you recommend to collect data for the eligibility meeting? Be specific with what tools you would use.
- ☐ 2) What evidence (might you collect that) would convince you to continue with IEP services?
- ☐ 3) What evidence would convince you to discontinue IEP services?
- ☐ 4) If determined eligible, what might his support services include?
- ☐ 5) Would you proceed with a 504 Plan if IEP services were continued, and if so what would the accommodations or services include?

# Discussion on Interpretation of Findings

## Next Steps



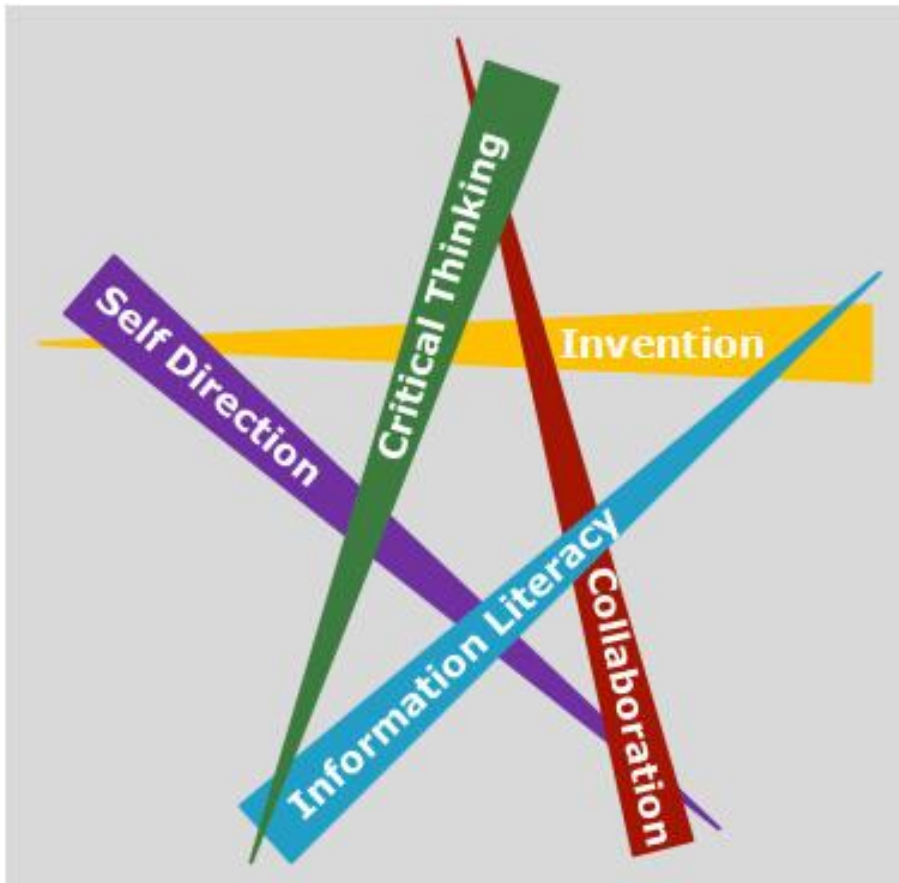
# Break

20 Minutes

# DHH Expanded Core Standards

Put Into Practice

# Colorado Academic Standards



- 10 Content Areas
- Extended Evidence Outcomes
- CO English Language Proficiency (CELP)



# Questions Driving Improvements

- What do we want students, educators, schools and districts to know and be able to do?
  - Colorado Academic Standards
  - Educator Quality Standards
  - School/District Performance Indicators
- How will we know if expectations are met?
  - Assessments
  - Educator Evaluations
  - School & District Performance Frameworks
- How will we respond when help is needed and to support continued growth?

# DPS Audiology & DHH Department (Itinerant Team)

- Trends in students being exited from center-based programs (serving more kids with higher academic skills)
- Questions regarding our relationship to the CAS – what are we doing that is unique?
- Questions regarding our roles in serving students receiving IEP services for hearing disability
- What is it we want D/HH students to know and learn to be college and career ready?
- What types of measures of student learning do we include in our student outcomes half professional evaluation?

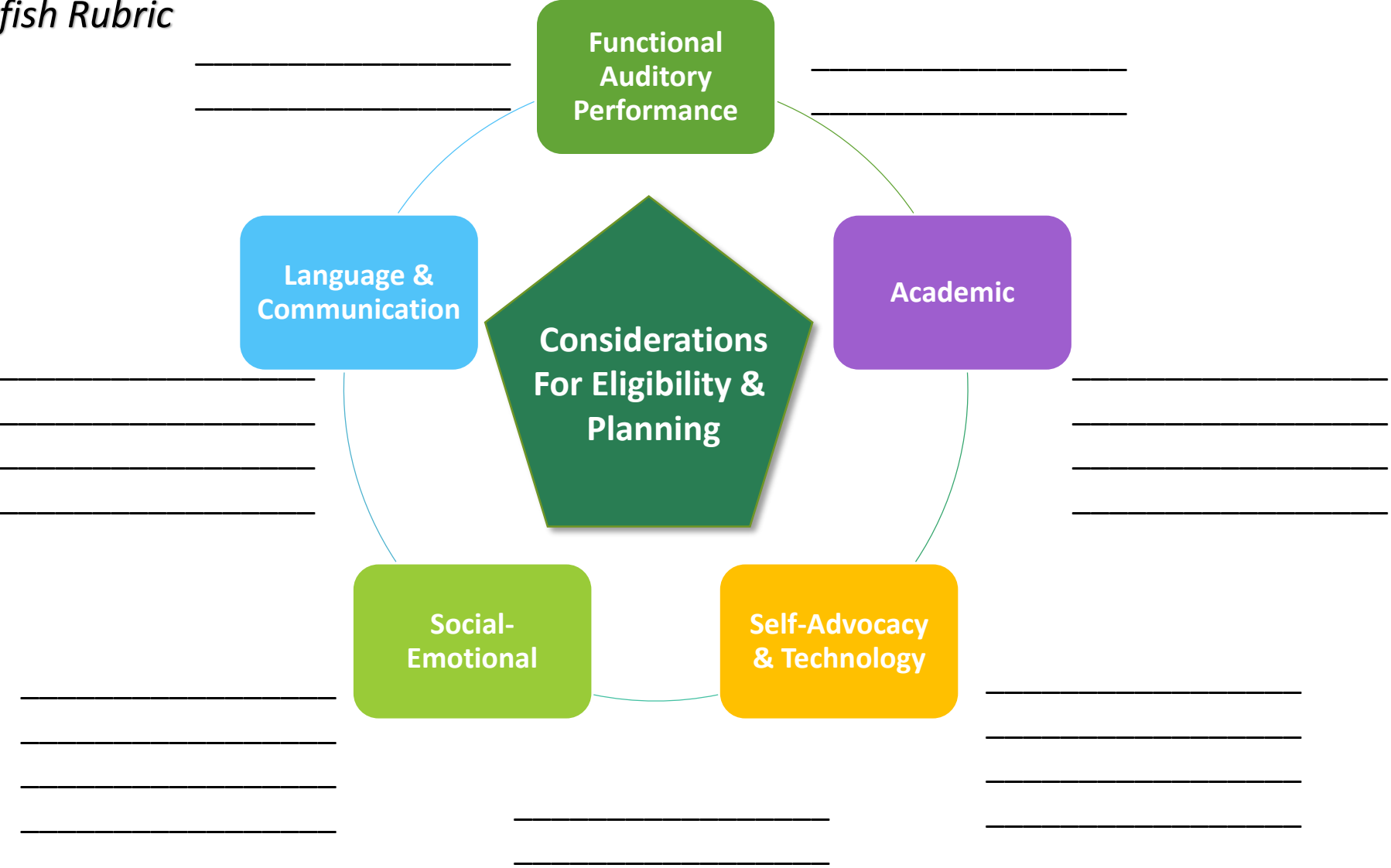
# What is an expanded core and why do we need it?

- American Federation of the Blind
- IOWA Expanded Core Curriculum
- Development of our Framework (roles, services, assessments, and standards)

Expanded Core Standards	1. FUNCTIONAL AUDITORY PERFORMANCE	2. LANGUAGE & COMMUNICATION	3. ACADEMIC SKILLS	4. SOCIAL/EMOTIONAL	5. SELF-ADVOCACY & TECHNOLOGY
ECEA ELIGIBILITY CRITERIA	<p>❑ Delay in auditory skills and/or functional auditory performance including speech perception scores (in quiet or noise), which demonstrates the need for specialized instruction in auditory skill development or assistive technology use.</p>	<p>❑ Receptive and/or expressive language (spoken or signed) delay including a delay in syntax, pragmatics, semantics, or if there is a significant discrepancy between the receptive and expressive language scores and/or function which adversely impacts communication and learning; and/or an impairment of speech articulation, voice and/or fluency</p>	<p>❑ Lack of adequate academic achievement and/or sufficient progress to meet age or state-approved grade-level standards in reading, writing, and/or math</p>	<p>❑ Inconsistent performance in social and learning environments compared to typically developing peers</p>	<p>❑ Inability to demonstrate self-advocacy skills or utilize specialized technology/resources to access instruction</p>
CONCEPTS & SKILLS	<p>1) Auditory Development</p> <p>2) Functional Listening</p>	<p>1) Receptive Language</p> <p>2) Expressive Language</p> <p>3) Pragmatics</p>	<p>1) Concept Development</p> <p>2) Comprehension</p> <p>3) Organization &amp; Study Skills</p>	<p>1) Self-Esteem &amp; Self-Concept</p> <p>2) Personal &amp; Interpersonal</p>	<p>1) Understanding Hearing Loss</p> <p>2) Technology Management</p> <p>3) Environmental Management &amp; Access</p> <p>4) Resources &amp; Community</p>

# DHH Expanded Core Standards

*Starfish Rubric*



# DPS Expanded Core Standards

- View draft

# ECS Put into Practice

- Planning for goals and objectives
- Targeted focus of those skills that DHH students need to access the mainstream
- Use of multiple instructional strategies
- Progress monitoring rubrics
- Data collection

# Self-Advocacy & Technology Use

- By 12/2015 N.D. will demonstrate age appropriate growth in the area of **Understanding Hearing Loss** from 2/12 to 10/12 during the course of the school year as measured by the ToDHH using a compensatory skills checklist (such as the MN Compensatory Skills Checklist).
- By 12/2015 N.D. will demonstrate age appropriate growth in the area of **Amplification Management** from 18/28 to 26/28 during the course of the school year as measured by the ToDHH using a compensatory skills checklist (such as the MN Compensatory Skills Checklist).



# UNDERSTANDING HEARING LOSS

## Strategies/Tools

- Link that applies to Understanding Hearing Loss teaching:  
<https://diseasemuseum.wordpress.com/station-3-the-human-ear/>
- Link that applies to Understanding Hearing Loss:  
<http://successforkidswithhearingloss.com/demonstrations>
- Uni Means One: Sort activity for Understanding Hearing Loss
- Degree of Hearing Loss with visuals: Understanding Hearing Loss tool

# TECHNOLOGY MANAGEMENT

## Strategies/Tools

- Hearing your best: Amplification Management
- Adapted MN compensatory check list: adding points system for progress monitoring purposes

# Social/Emotional/Interpersonal

- I Am Determined Template: Support for Student Driven IEP, Understanding Hearing Loss: Accommodations, Personal and Interpersonal
- Communication Characteristic Template: Tool when teaching Communication Repair and Personal and Interpersonal

# What we've learned & next steps

- As a team, we are all working towards the same goals for our DHH students but we may use different strategies
- Eligibility is still an individual IEP team decision
- We need consistency in service delivery – especially thinking ahead to measuring student outcomes
- We still have some work to do tightening up the expanded standards as far as quantitative data analysis goes (no standardized scores, etc.)

# Measures of Student Outcomes

# Student Outcomes

- Requirement language from State Board Rule:
  - *At least **fifty percent** of the evaluation shall be based on **at least two measures** of student outcomes, which measures shall be aligned with the role and duties and the individual SSP being evaluated*

# Choosing Student Outcome Measures

- Taking in to account your roles and responsibilities, consider the following measures for inclusion in your evaluation system:
  - Collective attribution measures
    - Refers to outcomes on a measure attributed to two or more licensed personnel
  - Individual attribution measures
    - Refers to outcomes on a measure that are attributed to an individual licensed person

# Student Learning Objective Process

Determine professional contribution to students in order to select outcomes



**Collect Baseline Information**

Set Student Targets

Set Appropriate Scales for  
Measurement



# Direct Measures of Student Outcomes

- Timely screening and follow-up
- Timely audiological evaluations
- Improved auditory access
- Evidence of full access to education
- Evidence of effective communication
- Evidence of hearing technology function and/or usage
- Growth in IEP or other individual goals such as:
  - Hearing technology management skills
  - Self-advocacy communication skills
  - Social-emotional skills and/or self-concept
  - Academic standards
  - Postsecondary/transition goals
  - Community access skills

# Indirect Measures of Student Outcomes:

- Increased stakeholder:
  - Understanding of hearing and auditory disorders
  - Understanding of impact of hearing on learning and communication
  - Identification and/or implementation of strategies or accommodations to facilitate learning
  - Knowledge of and/or use of hearing technology
  - Awareness of hearing conservation issues
- Increased family participation
- Number and/or percentage of students accessing educational audiology services
- Professional, parent, or student satisfaction surveys
- Measures of:
  - Fidelity of implementation of assessments, recommendations, accommodations and/or interventions
  - Benefit of executed assessments, recommendations, accommodations, and/or interventions

# National Educational Audiology Outcomes Project

## A call for outcomes measurement for school-based audiology services

*By Cheryl DeConde Johnson, EdD*

It is more critical than ever in this time of increasing accountability and budget scrutiny that service providers are able to articulate and quantify the benefits of the services they perform.

The American Speech-Language-Hearing Association (ASHA) has been collecting outcomes data through its National Outcomes Measurement System (NOMS) project since 1997, focusing primarily on speech-language services for children from pre-K through 12th grade.

Early Hearing Detection and Intervention (EHDI) programs at the state level report screening, diagnostic, and early intervention data to the Centers for Disease Control and Prevention based on the 1-3-6 goals (screening by 1 month, assessment by 3 months, and intervention by 6 months). Public schools also report



of school-based audiology services. This conceptual shift, from a prescriptive approach identifying and assessing services and programming to one focused on outcomes and effectiveness, is momentous and not

**ENJOY YOUR SUMMER!**

**2015-16**

**DATES**

**Tues. Sept. 15, 2015**

**Thursday October 15, 2015**

**Wed., Nov. 18, 2015**

**Friday all-day workshop, Dec. 11, 2015**

**? Conference January, 2016 ?**

**Tues. Feb. 23, 2016**

**Thursday April 21, 2016**

**Monday May 16, 2016**