

Colorado Educational Audiology PLC

April 23, 2015



AGENDA



- 12:30 Lunch / Networking (not online)
- 1:00 Welcome ~ Introductions (15 min)
- 1:15 Susan Brown, UNC DO IT Center (30 min)
- 1:45 Dr. Sandy Gabbard, Marion Downs Center/CU (30 min)
- 2:15 Title II Clarification Policy / Effective Communication (15 min)
- 2:30 Student Outcome Measures (60 min)
- 3:30 Announcements (15 min)
- 3:45 Open discussion ~ dates, topics for next year's meetings/trainings (15 min)



Susan Brown, UNC DO IT Center

Educational Interpreter Training

Feedback from Educational Audiologists



Sandy Gabbard

Marion Downs Center Programs

University of Colorado AuD



Title II Clarification Policy

US Department of Education (OCR & OSERS)

US Department of Justice (Civil Rights Division)

LINKS TO GUIDANCE AND FAQ

http://www.ada.gov/doe_doj_eff_comm/doe_doj_eff_comm_ltr.pdf

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>

OTHER RELEVANT LINKS

- ADA EFFECTIVE COMMUNICATION POLICY

<http://www.ada.gov/effective-comm.htm>

- CO AGBell Summary

<http://www.listeningandspokenlanguage.org/Guidance.Schools.Accomodations/>

- Cheryl D. Johnson (EAA & H&V)

<http://www.handsandvoices.org/astra/docs/GameChanger.pdf>

- Karen Anderson (Website & new ASHA Sig 9 Perspectives)

<http://successforkidswithhearingloss.com/access-ada>



Summary

- Why was the clarification released?
- What's new and different?
 - **Strong language** to school districts in making sure that communication with students with hearing, vision, or speech **disabilities is as effective as communication with all other students.**
 - Schools must apply **both IDEA** lens **AND the Title II** (ADA Effective communication) policies when determining needs of students
 - Regardless of whether a student has an IEP, 504 Plan, **or is considered to be ineligible for these supports or services**, the district must still ensure that students are receiving effective communication.
 - Regardless of whether a parent asks or not



What must be considered?

- **AUXILIARY AIDS AND SERVICES:** services, devices, technologies and methods for providing effective communication
 - Note-takers
 - Exchange of written materials
 - Real-time computer-aided transcription services (CART, Speech-to-Text services)
 - Assistive listening systems
 - Accessible electronic and information technology
 - Open and closed captioning
 - Interpreters
 - Training for staff, student, and/or parents
 - Collaboration/consultation among staff, parents, and/or other professionals

What does this mean for us?

- ▶ Standard audiograms and language assessments are not enough
- ▶ Function performance in the classroom needs to be evaluated each year
- ▶ We need to consider additional areas related to classroom access including effort and listening fatigue

Our primary question becomes
***“Does the student have effective
access to communication in school?”***
YOUR THOUGHTS?



5 Minute Break



CDE Model Evaluation

Standards 1-5

Feedback on Framework NEEDED ASAP!

Feedback from PILOT~ READ HERE:

<http://www.cde.state.co.us/educatoreffectiveness/ssppilotreportaudiologists>



Evaluation Feedback

CONCERNS

- Being evaluated on unmeasurable targets
- Too vague
- Too much work (time consuming)
- No clear reward (to be beyond proficient)
- Does not result in improved outcome
- Feeling a little powerless and stressed
- Process of providing artifacts too cumbersome
- Lack of adequate time and training to implement the new system (especially compared to the teachers system)



Evaluation Feedback

POTENTIAL UPSIDES

- More mindfulness to the day-to-day practices serving students and managing programs (REFLECTION PROCESS)
- Potential opportunity to re-look at educational audiology practice-standards with an outcomes focus



Outcomes

Standard 6



2014-15 Student Outcome Experiences

- Who did NOTHING in regard to outcomes?
- Who selected outcomes and attempted to incorporate into your evaluation?
- Who selected outcomes and SUCCESSFULLY incorporated into your evaluation?

Suggested Outcomes & Performance Indicators for School-based Audiology Services

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



National EAA Working Group

Commencing 4/27/15

Susan Dillmuth-Miller	Donna Smiley	Tena McNamara	Tina Childress
Naomi Smith	Lisa Cannon	Linda Thibodeau	Christine Jones
Anita Vereb	Carrie Spangler	Krista Yuskow	Eileen Rall
Julie Verhoff	Cheryl Johnson		



Cooperative Learning: Let's brainstorm together

CDE Guidance



CDE Guidance on Measures of Student Outcomes (MSO)

- Step 1) Determine the roles and responsibilities to select relevant measures, which may vary greatly depending on individual role and setting circumstances
- Step 2) Select and preliminary weight the measures using a collaborative process that is meaningful to the roles and job duties
- Step 3) Set success criteria (Much Less than Expected, Less than Expected, Expected, More than Expected) using baseline data to determine appropriate success criteria; set rigorous but attainable targets and scales for each rating category
- Step 4) Score the results from multiple measures of student outcomes
- Step 5) Combine weighted scores into a “MSO” rating that will comprise 50% of evaluation rating

CDE Sample Audiologists' Student Outcomes

- Individual formal and informal audiological assessment data
- Increased access to learning environment
- Training and IEP/504 plans
- Increased stakeholder:
 - Awareness and understanding of the impact of hearing on learning
 - Identification and implementation of accommodations to facilitate learning
 - Knowledge and use of hearing assistance technology across educational settings
 - Screening and Identification of hearing loss
- Increased student self-awareness and/or self-advocacy skills for their learning and communication needs
- Improved collaboration and problem solving skills to address learning and communication needs.
- Usage of hearing assistance technology
- Children receive audiological evaluations within 30 days of referral from screening
- Students receive hearing screening and follow-up in alignment with State hearing screening guidelines
- Support increased medical follow-up to enhance hearing health
- Increased awareness of hearing conservation issues



For those who selected outcomes,
which did you select?

➤ Please share...

➤ DPS

➤ Adams 12

➤ Others?

A decorative graphic on the left side of the slide. It features a solid red arrow pointing to the right, positioned horizontally. Behind the arrow and extending upwards and to the right are several thin, dark, curved lines that resemble stylized grass or reeds.

Announcements



Announcements

- Job Openings?
- Student looking for Child Find hours
- EAA 2015 Summer Conference June 24-26, St. Petersburg, FL
- ASHA in Denver November 11-15, 2015
- Hong Kong Education Bureau Visit (November 16, 17)
 - 11/16 AM (Mainstream Primary Age)
 - 11/16 PM (Mainstream Secondary Age)
 - 11/17 AM (Center Program)



Planning

May 18, 2015 (Next meeting)

2015-16 School Year



May 18, 2015 CEA PLC

1617 South Acoma (DPS Building)

- Positive feedback on including itinerant teachers whenever possible
- Common issues to discuss
 - Enrich
 - PARCC Accommodations
- LOTS OF RETIREMENTS TO CELEBRATE!



2015-16 Proposed Dates

- Tues. Sept. 15, 2015
 - Thursday October 15, 2015
 - Wed., Nov. 18, 2015
 - Friday all-day workshop, Dec. 11, 2015
 - Tuesday Conference Jan. 26, 2016
 - Tues. Feb. 23, 2016
 - Thursday April 21, 2016
 - Monday May 16, 2016
- 



We're done.
See you in May!