



COLORADO
Department of Education

Educationally Significant Hearing Loss in Colorado Schools: *How and when do kids qualify for supports and services?*

COLORADO ACADEMY OF AUDIOLOGY

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What is this lecture about & who is it for?

- ▶ Terminology
- ▶ Regulations
- ▶ Hearing Assistance Technology
- ▶ Random
- ▶ Best Practices
- ▶ Challenges/Fun Stuff

What do we mean by “Educationally Significant”?

- ▶ A hearing loss that impacts learning
- ▶ Used broadly in educational audiology
- ▶ In Colorado has very specific decibel-level criteria

When's the last time you manually
calculated a PTA?

$$25+35+45=105 / 3=35$$

What's a simple way to think about educationally significant hearing loss?

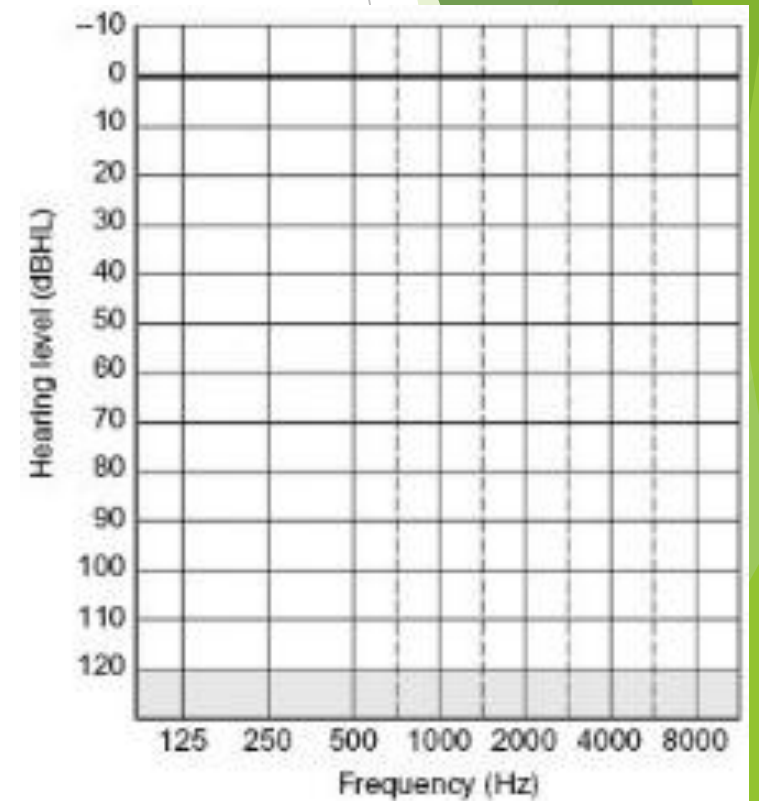
- ▶ Bilateral
- ▶ High Frequency Bilateral
- ▶ Unilateral

What are the BILATERAL Criteria?

- ▶ Three frequency, pure tone average hearing loss in the speech range (500 – 4000 Hertz {Hz}) of at least 20 decibels Hearing Level (dBHL) in the better ear which is not reversible.

What are the High Frequency Criteria

- ▶ A high frequency, pure tone average hearing loss of at least 35 dBHL in the better ear for two or more of the following frequencies: 2000, 3000, 4000 or 6000 Hz.



What about the Unilateral Criteria?

- ▶ A three frequency, pure tone average unilateral hearing loss in the speech range (500 – 4000Hz) of at least 35 dBHL which is not reversible.

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REGULATIONS

General Education, Section 504, and
Special Education

Why are we discussing boring LAWs at the end of the day?

▶ FEDERAL LAWS

- ▶ Americans with Disabilities Act (ADA/Section 504)
- ▶ Individuals with Disabilities Education Act (IDEA)

▶ STATE LAWS

- ▶ Colorado Revised Statutes (Screening Laws)
- ▶ Exceptional Children's Education Act (ECEA)

What is a 504 Plan?

- ▶ Section 504 of the ADA
- ▶ A Civil Rights law
- ▶ Expanded in 2009 to include many disabilities both diagnosed and perceived
- ▶ Protects the rights of eligible individuals with physical and mental impairments against discrimination in programs and activities that receive federal financial assistance (public schools)
- ▶ Goal: to level the playing field

How do kids qualify for a 504 Plan?

- ▶ Does the student have an impairment?
- ▶ Does it impact a major life activity and/or major bodily function?
- ▶ Is the impairment substantially limiting?
- ▶ Because of the impairment, is the student unable to access the educational program as well as unimpaired peers?

What are the downsides of a 504 Plan?

- ▶ Responsibility lies at the school level (not special education)
- ▶ No extra funding available
- ▶ Not well monitored or tracked by district

ECEA (What does that stand for again?)

- ▶ The state law that governs special education practice in Colorado

Exceptional Children's Education Act

2.08(2) A child with Hearing Impairment, Including Deafness shall have a deficiency in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech where, even with the help of amplification, the child is prevented from receiving reasonable educational benefit from general education.

2.08(2) (a) A "deficiency in hearing sensitivity" shall be one of the following as measured by behavioral or electrophysiological audiological assessments:

2.08(2) (a) (i) Three frequency, pure tone average hearing loss in the speech range (500 – 4000 Hertz {Hz}) of at least 20 decibels Hearing Level (dBHL) in the better ear which is not reversible.

2.08(2) (a) (ii) A high frequency, pure tone average hearing loss of at least 35 dBHL in the better ear for two or more of the following frequencies: 2000, 3000, 4000 or 6000 Hz.

2.08 (2) (a) (iii) A three frequency, pure tone average unilateral hearing loss in the speech range (500 – 4000Hz) of at least 35 dBHL which is not reversible.

2.08 (2) (a) (iv) A transient hearing loss, meeting one of the criteria in (a)(i) – (a)(iii) above, that is exhibited for three (3) months cumulatively during a calendar year (i.e., any three months during the calendar year) and that typically is caused by non-permanent medical conditions such as otitis media or other ear problems.

2.08(2) (b) 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:

2.08 (2) (b) (i) 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;

2.08 (2) (b) (ii) 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;

2.08 (2) (b) (iii) An impairment of speech articulation, voice and/or fluency;

2.08 (2) (b) (iv) Lack of adequate academic achievement and/or sufficient progress to meet age or state-approved grade-level standards in reading, writing, and/or math;

2.08 (2) (b) (v) Inconsistent performance in social and learning environments compared to typically developing peers; and/or

2.08 (2) (b) (vi) Inability to demonstrate self advocacy skills or utilize specialized technology/resources to access instruction.

To Be Eligible to Receive Special Education for Hearing Disability, the Child Must Meet All Three Conditions?

1. Have evidence of a deficiency in hearing sensitivity, as measured by behavioral or electrophysiological audiological assessment conducted by an audiologist.
2. The deficiency of hearing sensitivity must be significant enough that even with the help of amplification, educational performance is adversely affected.
3. The deficiency of hearing sensitivity must create a need for specially designed instruction.

How does the IEP process work?

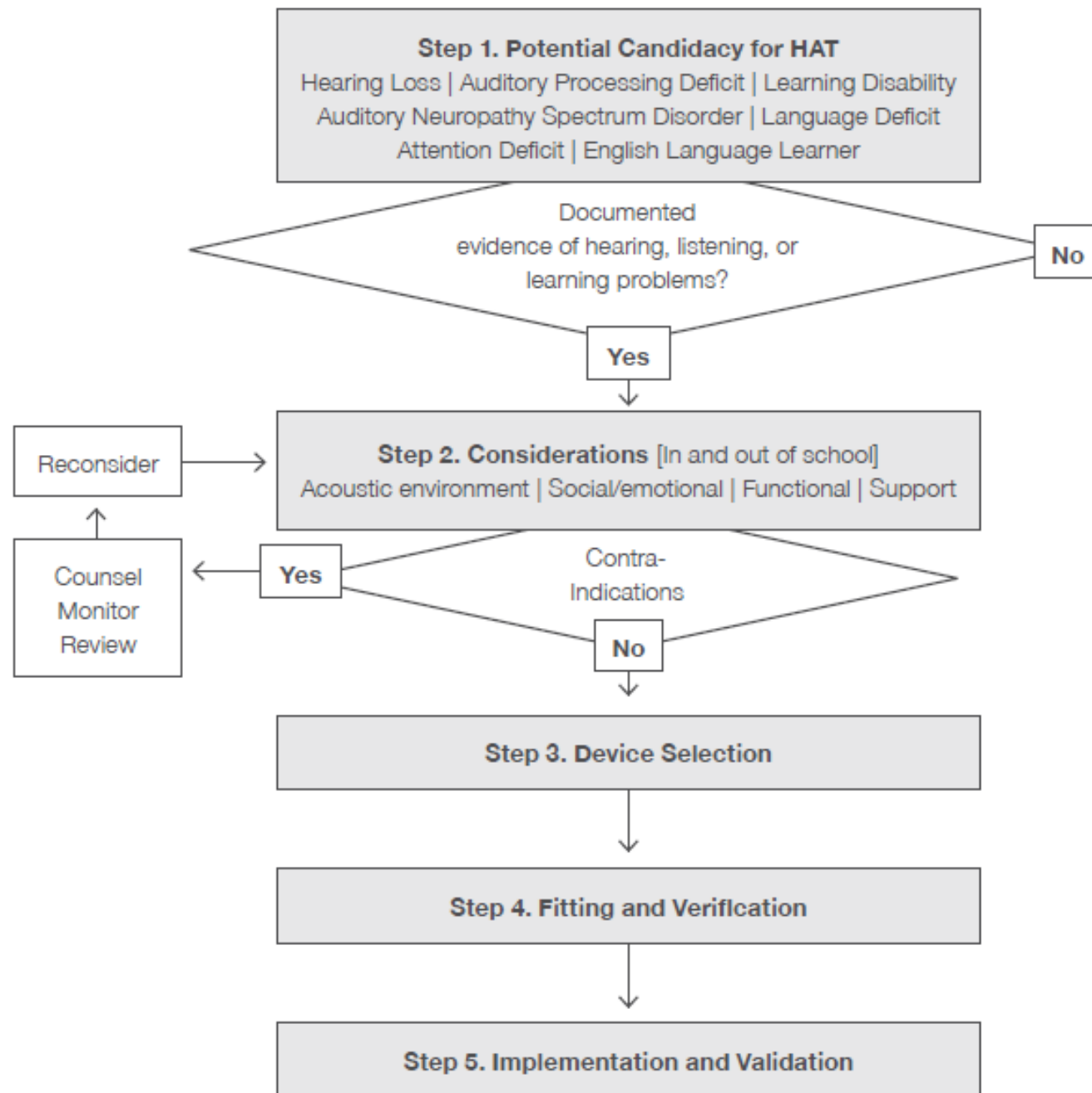
- ▶ Eligibility is determined by the IEP team using the criteria just outlined (eligibility determination once every three years)
- ▶ A professional with expertise in the area of disability must be present to interpret results
- ▶ IEP services may include direct and/or indirect services from
 - ▶ Audiologist
 - ▶ Teacher of deaf/hard of hearing
 - ▶ Speech-language pathologist
 - ▶ Educational interpreter
 - ▶ Etc.
- ▶ Students' strengths and needs are identified and goals are designed in accordance with needs
- ▶ Accommodations and modifications are identified and selected in accordance with student needs (including HAT or other AT)
- ▶ A Communication Plan is completed

Hearing Assistance Technology

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Who makes the determination whether a student receives HAT?

- ▶ All students with hearing loss are considered candidates
- ▶ Should be a team discussion
- ▶ Should be based on documented student need
- ▶ Clear process spelled out in AAA HAT Guidelines



Are we considering everything? How is a device selected?

- ▶ Audiological
- ▶ Developmental/Age
- ▶ Listening Environment/Needs
- ▶ Technology
- ▶ Funding

How are product decisions made?

- ▶ How are your product decisions made in the clinic?

What about...?

Auditory Processing?

- ▶ Reference Colorado (C)APD Guidelines
- ▶ Not all districts/BOCES provide comprehensive assessment or management practices
- ▶ In many instances, districts will only provide assessment if student is currently undergoing a comprehensive special education evaluation
- ▶ The deficit must interfere with learning in the general education classroom
- ▶ The APD assessment is part of the multi-disciplinary body of evidence that meets criteria for a Specific Learning Disability (SLD) or Speech-Language Impairment (SLI)

Students with Additional Needs?

- ▶ A large number of students with educationally significant hearing loss have additional needs
- ▶ In many cases, the hearing disability will not be the primary area of disability
- ▶ May include services from Audiologist and TOD
- ▶ Most common additional disabilities
 - ▶ Multiple Disabilities
 - ▶ Developmental Delay (formerly Preschooler with a Disability)
 - ▶ Specific Learning Disability (SLD)
 - ▶ LINK: <http://www.cde.state.co.us/cdesped/sd-main>

What are criteria when child also has blindness?

- If the child with Deaf-Blindness **does not meet the exact eligibility requirements** for Hearing Impairment, Including Deafness (HID), but the combination of an existing hearing loss and the documented vision loss adversely affects the student's educational performance that will prevent the child from receiving reasonable educational benefit from general education, **there is a box on the HID eligibility checklist page for this situation.**

Best Practices

- ▶ Educational Audiology Association

- ▶ <http://www.edaud.org/?page=4>

- ▶ ASHA

- ▶ Guidelines for Audiology Service Provision in and for Schools (2002)

- ▶ AAA

- ▶ Remote Microphone Technology Guidelines (HAT)
 - ▶ Classroom Acoustics (2011)
 - ▶ CAPD Guidelines (2010)
 - ▶ Childhood Hearing Screening Guidelines (2011)

Best Practices

► COLORADO

- Standards of Practice for Audiology Services in the Schools (2004)
- Auditory Processing Deficits: A Team Approach to Screening, Assessment & Intervention Practices (2008)
- Cochlear Implants and Personal FM (2010)
- Early Childhood Hearing Screening Guidelines (2001)

Why Oh Why?

- ▶ Why do districts do things so differently?
- ▶ Why don't some parents know the name of their child's school?
- ▶ Why don't some kids (or parents) know what kind of FM system is being used at school?

DISCUSSION

► <http://cea-plc.wikispaces.com/CAA2014>