



# Optimizing Outcomes for Students who are Deaf or Hard of Hearing; Educational Service Guidelines, NASDSE 2018: Chapter 1 Essential Principles to Optimize the Education of Students who are Deaf or Hard of Hearing

Discussion Guide for MN School District Implementation Teams, 2019-2020

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## Key Points for Discussion:

*Chapter 1 Essential Principles* outlines a foundational summary of quality educational services for students who are deaf or hard of hearing. Your self-review team members' understand of, and commitment to, these foundational principles will influence all of the discussions of your programs and services for students who are deaf or hard of hearing and the self-review activities to follow. As shared in Chapter 1, *"the complexity of educating students who are deaf or hard of hearing extends beyond communication approaches."* It also extends well beyond a student's audiogram. It includes consideration of how we support the following—and more for each student (page 2):

- The collaboration of *"educational teams, including parents as vital members, [as they determine the individualized] services and placement that best meet each student's needs"*,
- A continuum of educational placements to meet students' needs,
- The additional services that are needed by students who have hearing differences and additional disabilities,
- The linguistic development of young children to *"start school with a linguistic foundation from which to build language, cognition, and literacy skills"*,
- Educational specialists who *"analyze and interpret each student's current level of functioning to plan and deliver appropriate services that address the student's language and communication needs as a foundation for successful educational performance."*

## The Ten Essential Principles for Effective Education of Students who are Deaf or Hard of Hearing (pages 2-3).

Guidance information for each of these ten principles is expanded in the chapters that follow. These principles are also reflected in the Chapter 9 Checklist of self-review questions.

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1. Each student is unique. (Chapter 9 Checklist Topic 1)
2. High expectations drive educational programming and future employment opportunities. (Chapter 9 Checklist Topic 2)
3. Families are critical partners. (Chapter 9 Checklist Topic 3)
4. Early language development is critical to cognition, literacy and academic achievement. (Chapter 9 Checklist Topic 4, Language and Communication Access)
5. Specially designed instruction is individualized. (Chapter 9 Checklist Topic 5)
6. Least restrictive environment (LRE) is student-based. (Chapter 9 Checklist Topic 6)
7. Educational progress much be carefully monitored. (Chapter 9 Checklist Topic 7)
8. Access to peers and adults who are deaf or hard of hearing is critical. (Chapter 9 Checklist Topic 8)
9. Qualified providers are critical to a child's success. (Chapter 9 Checklist Topic 9)
10. State leadership and collaboration is essential. (Chapter 9 Checklist Topic 10)

**Questions for your self-review team after reviewing Chapter 1 -- 10 Essential Principles:**

1. How would each member of your self-review team(s) describe the professional role(s), strengths and experiences that they are able to bring to your discussions and self-review activities?
2. As you begin your discussions, how would each member of your self-review team(s) describe their current level of understanding of each of the 10 Essential Principles?
  - a. What would each member of your self-review team(s) consider areas of learning for them? How can the team support each team member's learning?
3. Which of the 10 Essential Principles does your self-review team feel most confident are being reflected with fidelity in the programs and services for all students who are Deaf and students who are Hard of Hearing in your district(s)?
  - a. Share and celebrate your successes!
4. Which of the 10 Essential Principles does your self-review team feel the least confident are being reflected with fidelity in the programs and services for all students who are deaf and students who are Hard of Hearing in your district(s)?
  - a. List the challenges you face and topics you want to explore together to try to meet those challenges.