

# Texas Response to the National Agenda for Students Who Are Deaf and Hard of Hearing

**Color Code:**

- Numbers indicate goals from the National Agenda
- State Performance Plan (SPP) Indicators
- State Plan for Deaf and Hard of Hearing Students (State DHH Plan) Results and Indicators
- Input from State DHH Plan stakeholders from early meetings (listed under TNAC Goals/Outcomes)
- Input from Lisa Crawford and Laura Davis (Texas Hands and Voices)
- Need further discussion
- Hot Topics Information added in third column

# 1. Early Identification and Intervention

The Development of Communication, Language, Social, and Cognitive Skills at the earliest possible age is fundamental to subsequent educational growth for deaf and hard of hearing students.

<p><b>SPP Indicator 6:</b> % of preschool children with IEPs who received special education &amp; related services in settings with typically developing peers (e.g., early childhood settings, home, &amp; part-time early childhood/part-time early childhood special education settings)?</p> <p><b>SPP Indicator 7:</b> % of preschool children with IEPs who demonstrate improved</p> <ul style="list-style-type: none"> <li>A. Positive social-emotional skills (including social relationships).</li> <li>B. Acquisition &amp; use of knowledge &amp; skills (including early language/communication &amp; early literacy).</li> <li>C. Use of appropriate behaviors to meet their needs.</li> </ul> <p><b>SPP Indicator 11:</b> % of children with parental consent to evaluate who were evaluated &amp; eligibility determined within 60 days (or State established timeline)</p> <p><b>SPP Indicator 12:</b> % of children referred by Part C prior to age 3, who are found eligible for Part B, &amp; who have an IEP developed &amp; implemented by their third birthdays</p>	<p><b>State Plan Result #1:</b> Children who are deaf or hard of hearing, birth through two, are identified and receiving appropriate interventions at the earliest possible age.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Percent of infants and toddlers who are deaf or hard of hearing birth to 1 with IFSPs compared to:             <ul style="list-style-type: none"> <li>▪ Other states with similar eligibility definitions; and</li> <li>▪ National data</li> </ul> </li> <li>▪ Percentage of children who are deaf or hard of hearing exiting Part C who received timely transition planning to support the child’s transition to preschool and other appropriate community services by their third birthday including:             <ul style="list-style-type: none"> <li>▪ IFSPs with transition steps and services,</li> <li>▪ Notification to LEA, if child eligible for Part B; and</li> <li>▪ Transition conference, if child potentially eligible for Part B</li> </ul> </li> </ul> <p><b>State Plan Result #2:</b> Preschool students who are deaf or hard of hearing enter kindergarten with developmentally appropriate language/communication skills, cognitive skills and social-emotional abilities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>▪ Percent of preschool children who are deaf</li> </ul>	<p><b>TNAC Goals/Outcomes:</b></p> <ul style="list-style-type: none"> <li>1.1 Comprehensive services for infants and families referred after screening are coordinated between Infant’s Medical Home, family, and related professionals with expertise in hearing loss and state and local agencies responsible for the provision of services to children with hearing loss.</li> <li>1.2 Infants referred from Universal Newborn Hearing Screening according to Texas Referral Protocol are referred to local AI/ECI programs.</li> <li>1.3 Infants with hearing loss are enrolled and receiving services in a family-centered local AI/ECI program before six months of age.</li> <li>1.4 Families and children receive services from professionals, including AI certified professionals, who are knowledgeable about the communication needs of infants/toddlers with hearing loss.</li> <li>1.5 Infants with hearing loss and no medical contraindication begin using amplification when appropriate and agreed upon by the family within one month of confirmation of hearing loss, and receive on-going audiological monitoring as appropriate. - Outcome</li> <li>1.6 Families of Deaf or Hard of Hearing infant/toddlers receive complete and</li> </ul>
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	<p>or hard of hearing who demonstrate improved</p> <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships)</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy)</li> <li>▪ Use of appropriate behaviors to meet their needs.</li> </ul>	<p>unbiased information about hearing loss; communication development including auditory and/or visual communication; inclusive of American Sign Language the central relationship between communication development and educational growth; and other matters unique to Deaf or Hard of Hearing individuals, as well as information about all services and programs that provide assistance to them and their children.</p> <p>1.7 Infants and toddlers will have age-appropriate linguistic (visual and/or auditory), cognitive, and social-emotional development as early as possible.</p> <p>1.8 AI/EI programs facilitate parent involvement as a means of improving services and results for Deaf or Hard of Hearing infants and toddlers, including:</p> <ul style="list-style-type: none"> <li>• Knowledge of parental rights</li> <li>• Effective communication of their child's needs</li> <li>• Ability to help their child develop and learn</li> </ul> <p>1.9 Children have an identified first language by age three.</p> <p>Hot Topics: Early Intervention</p> <ul style="list-style-type: none"> <li>• ECI/Deaf Ed Collaboration</li> <li>• Ambiguity regarding roles, responsibilities and relationships</li> </ul>
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## 2. Communication, Language and Literacy

All children who are deaf and hard of hearing deserve a quality communication-driven program that provides education together with a critical mass of communication, age, and cognitive peers, as well as language-proficient teachers and staff who communicate directly in the child’s language.

	<p><b>State Plan Result #2:</b> Preschool students who are deaf or hard of hearing enter kindergarten with developmentally appropriate language/communication skills, cognitive skills and social-emotional abilities.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>▪ Percent of preschool children who are deaf or hard of hearing who demonstrate improved             <ul style="list-style-type: none"> <li>▪ Positive social-emotional skills (including social relationships)</li> <li>▪ Acquisition and use of knowledge and skills (including early language/communication and early literacy)</li> <li>▪ Use of appropriate behaviors to meet their needs.</li> </ul> </li> </ul> <p><b>State Plan Result #3:</b> Students who are deaf or hard of hearing meet or demonstrate continuous improvement on grade level standards on statewide assessments.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Participation rate for students who are deaf or hard of hearing; in regular assessment; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards</li> <li>• Proficiency rate for students who are deaf or hard of hearing; against grade level standards and alternate achievement</li> </ul>	<p><b>TNAC Goals/Outcomes</b></p> <p>2.1 Children have expressive and receptive language skills.</p> <p>2.2 Children have access to a developmentally appropriate curriculum that incorporates deaf culture and the social aspects of deafness, hearing loss, and deaf-blind.</p> <p>2.3 Students have access to early and on-going meaningful language and communication. [Note: Seems to be a repeat of 2.1 through 2.3]</p> <p>2.4 Students who are Deaf or Hard of Hearing will have age appropriate expressive receptive communication and language skills that are commensurate with their hearing peers.</p> <p>Hot Topics: Oral Options</p> <ul style="list-style-type: none"> <li>• Role of sign language for students with implants</li> <li>• Pre-service and continuing professional development for teachers on amplification</li> </ul> <p>Hot Topics: Access to General Curriculum</p> <ul style="list-style-type: none"> <li>• Alignment with TEKS</li> <li>• Accountability issues</li> <li>• Training in general curriculum</li> <li>• Support/Modifications/Accommodations for students who are significantly delayed</li> <li>•</li> </ul>
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Develop additional goal statements regarding connections to the ESC-20 Language and Literacy Stakeholder Work Group and ESC-11 Components of Effective Programs Using Language of Instruction: ASL, Oral/Aural, MCE

Many of the goals listed in #5 Placement, Programs and Services fit well into this area as well.

How do we address reading and literacy in our State NA plan?

How do we address communication as it relates to literacy and English competency?

Reading across the curriculum

We also added State Plan Result 2 and 3 because it is clear that Communication, Language and Literacy are pre-requisite to achieving these

Do we want to talk about a Language and Communication Plan for the IEP: many states have done this.

### 3. Collaborative Partnerships

Partnerships that will influence education policies and practices to promote quality education for students who are deaf and hard of hearing must be explored.

<p><b>SPP Indicator 1:</b> % of youth with IEPs graduating from high school with a regular diploma</p> <p><b>SPP Indicator 2:</b> % of youth with IEPs dropping out of high school</p> <p><b>SPP Indicator 8:</b> % of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services &amp; results for children with disabilities</p> <p><b>SPP Indicator 13:</b> % of youth aged 16 &amp; above with an IEP that includes coordinated, measurable, annual IEP goals &amp; transition services that will reasonably enable the student to meet the post-secondary goals</p> <p><b>SPP Indicator 14:</b> % of youth who had IEPs, are no longer in secondary school &amp; who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school</p>	<p><b>State DHH Plan Result #4:</b> Students who are deaf or hard of hearing demonstrate successful post-secondary outcomes as a result of effective transition planning.</p> <p><u>Indicator</u></p> <ul style="list-style-type: none"> <li>Percent of students who are Deaf or Hard of Hearing age 16 and above with IEPs that include coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.</li> <li>Percent of students who are Deaf or Hard of Hearing competitively employed, enrolled in some type of post secondary school or both within one year of leaving high school.</li> </ul>	<p>Hot Topics: Parent Involvement</p> <ul style="list-style-type: none"> <li>Multicultural Issues</li> <li>Deaf Role Models</li> <li>Communication Training for Parents</li> <li>Parent Organizations (ASDC, Hands &amp; Voices TAPED)</li> <li>Parents feel intimidated/mistrust</li> <li>Geography challenges</li> <li>Parent Training</li> <li>Use of technology to support parent involvement</li> </ul> <p><b>Hot Topics: Transition Planning</b>  <i>(We have our transition issues under Goal 5: Placement Programs and Services, but we have SPP and STATE DHH plan goals here in number 3. TNAC Must decide.</i></p>
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Promote increased parent involvement by educating parents about the features of a quality deaf education program so they can advocate for appropriate services for their child

- Emphasize the need for parents to become involved and stay involved in their child's education
- Family services should be offered throughout the child's educational career
  - Possible Action: Increase parent training
  - Possible Action: Increase parent networking opportunities

Require that all families in Texas receive complete and balanced information about hearing loss, language and communication development and the relationship of language and communication development and educational growth, as well as a full array of appropriate services and programs. (PA Agenda)

- Possible Action: Creation of Texas Parent Kits with information on resources and research that is pertinent to their child's age group
- Possible Action: Create a system to require and document the distribution of the parent kits (Distribution during IEP/IFSP?)

Provide contact information to parents for program accountability

Provide information to parents regarding who is evaluating educational programs

Provide information to parents regarding the provision of ESY services, interpreting services and how the NCLB HQ training is being addressed.

Develop goal statements regarding family and community involvement as well as collaborations with existing ESC Leadership Functions and Projects.

Connections could include:

- TNAC
- ECI
- ESC Pre-school contacts
- AGC
- Transition Network
- 3LID Network
- ERCOD
- Texas Deaf Blind Project
- TATN (See #8 Technology)
- IHE (See #9 Professional Standards and Personnel Preparation)

**Need ideas for best practices and goals in this area**

## 4. Accountability, High Stakes Testing, and Standards-Based Environments

Instruction for students who are deaf and hard of hearing must be data-driven and must focus on multiple measures of student performance.

<p><b>SPP Indicator 4:</b> Participation &amp; performance of children with disabilities on statewide assessments....</p> <p>A. % of districts meeting the State's AYP objectives for progress for disability subgroup.</p> <p>B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.</p> <p>C. Proficiency rate for children with IEPs against grade level standards &amp; alternate achievement standards</p>	<p><b>State Plan Result #3:</b> Students who are deaf or hard of hearing meet or demonstrate continuous improvement on grade level standards on statewide assessments.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Participation rate for students who are deaf or hard of hearing; in regular assessment; alternate assessment against grade level standards; and alternate assessment against alternate achievement standards</li> <li>• Proficiency rate for students who are deaf or hard of hearing; against grade level standards and alternate achievement standards</li> </ul>	<p><b>TNAC Goals/Outcomes:</b></p> <p>4.1 Summative and formative data will be used to guide instructional decisions.</p>
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Develop goal statements regarding connections to:

- Standards-based IEP leadership (AGC Network)
- Student Assessment Division
- Transition Network
- Communication Access (appropriate assessment accommodations)
- AYP and AEIS
- SIOP (also ties to #2 Language and Communication Access)

## 5. Placement, Programs, and Services

The continuum of placement options must be made available to all students who are deaf and hard of hearing, with the recognition that natural and least restrictive environments are intricately tied to communication and language.

<p><b>SPP Indicator 4:</b> Rates of suspension &amp; expulsion</p> <p>A. % of districts identified by the State as having a significant discrepancy in the rates of suspensions &amp; expulsions of children with disabilities for greater than 10 days in a school year</p> <p>B. % of districts identified by the State as having a significant discrepancy in the rates of suspensions &amp; expulsions of greater than 10 days in a school year of children with disabilities by race &amp; ethnicity</p> <p><b>SPP Indicator 5:</b> % of children with IEPs aged 6 through 21</p> <p>A. Removed from regular class less than 21% of the day.</p> <p>B. Removed from regular class greater than 60% of the day.</p> <p>C. Served in public or private separate schools, residential placements, or homebound or hospital placements.</p> <p><b>SPP Indicator 9:</b> % of districts with disproportionate representation of racial &amp; ethnic groups in special education &amp; related services that is the result of inappropriate identification</p> <p><b>SPP Indicator 10:</b> % of districts with disproportionate representation of racial &amp; ethnic groups in specific disability categories</p>		<p><b>TNAC Goals/Outcomes:</b></p> <p>5.1 Children are receiving their services in the Least Restrictive Environment that is intricately tied to communication and language in a peer group with similar language/communication skills.</p> <p>5.2 Children have access to age-appropriate career exploration.</p> <p>5.3 Children develop social and self-advocacy skills.</p> <p>5.4 Children receive direct/deliberate/explicit instruction in curriculum and increase pragmatic skills as a result of instruction.</p> <p>5.5 Students have access to the general curriculum.</p> <p>5.6 LRE includes a variety of transition preparation opportunities. ??</p> <p>5.7 The IEP goals for the student will include age appropriate social/emotional developmental milestones.</p> <p>5.8 The IEP goals for the student will include a life skills component.</p> <p>5.9 The student will be provided training, to include self-advocacy skills, leadership skills, transition process, and goal setting in preparation to assume an active role in the IEP/ transition process.</p> <p>5.10 The transition process will include representation among diverse and applicable representatives, which will</p>
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<p>that is the result of inappropriate identification</p>		<p>coordinate a variety of services that will enable the student to develop a successful transition plan. <b>[Also relates to NA Goal Three]</b></p> <p>5.11 Students receive appropriate vocational training/career counseling from qualified professionals who communicate in the student's primary communication mode. <b>[Also relates to NA Goal Three]</b></p> <p>5.12 Students receive appropriate vocational assessments from qualified professionals who communicate in the student's primary communication mode.</p> <p>5.13 Students have literacy skills to support individual competitive employment or post- secondary studies. <b>[Also relates to NA Goal Two]</b></p> <p>5.14 Students receive training about independent living skills and information about rights and responsibilities from qualified professionals who communicate in the student's primary communication mode. <b>[Also relates to NA Goal Three]</b></p> <p>5.15 Students receive information about available community resources from qualified professionals who communicate in the student's primary communication mode. <b>[Also relates to NA Goal Three]</b></p> <p>5.16 Students receive information about how to access community interpreters and how to use those services from qualified professionals who communicate in the student's primary communication mode. <b>[Also relates to NA Goal Three]</b></p>
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		<p>Hot Topics: Itinerant Programming</p> <ul style="list-style-type: none"><li>• Direct service time</li><li>• Role of itinerant services in the continuum</li></ul>
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Develop goal statements regarding connections to:

- Peer Review Process
- ESC-20 stakeholder group (see #2 Language and Communication Access)
- ESC-11 stakeholder group (see #2 Language and Communication Access)

Ensure that funding discussions do not impact appropriate services to students including ESY, interpreting services, co-teaching, and NCLB HQ requirements

## 6. Technology

Accommodations, assistive and adaptive technologies, and emerging technologies must be maximized to improve learning for students who are deaf and hard of hearing.

		<b>TNAC Goals/Outcomes:</b> 6.1 Classrooms are visually and acoustically appropriate. 6.2 Children have exposure to a technology-rich environment (e.g., amplification, Video Relay Services (VRS), IP relay, and other forms of assistive technology). 6.3 Students have available instructional, informational, and audiological technologies in the teaching and learning process. [Note: Could be combined with 2.8]
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Develop goal statements regarding connections with:

- ESC XI Negotiations (3. TATN Conference Presenter)
- Remote interpreting and captioning services
- Get input from Dan regarding transcription services.

## 7. Professional Standards and Personnel Preparation

New collaborations and initiatives among practitioners and training programs must address the serious shortage of qualified teachers and administrators.

		<p><b>Goals/Outcomes:</b></p> <p>7.1 Children receive their instruction from highly qualified and/or certified professionals knowledgeable in the child's preferred mode of communication.</p> <p>7.2 Students have access to teachers and staff who communicate directly in the child's language and communication mode. [Note: Seems to be a repeat of 2.4]</p> <p>Hot Topic: Supporting Educational Interpreters</p> <ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Certification</li> <li>• Salary Schedule</li> </ul> <p>Hot Topic: Highly Qualified Staff</p> <ul style="list-style-type: none"> <li>• Impact of Inclusion/Co-teaching</li> <li>• Assisting teachers in becoming highly qualified</li> <li>• Collaboration with Teacher Training</li> </ul>

Develop goals regarding connections with:

- ESC-17 Non-traditional Deaf Education Preparation
- IHE teacher training programs
  - Lamar
  - TCU
  - TWU
  - SFA
  - Baylor

- UT Health Science Center San Antonio
- IHE interpreter certification programs - <http://www.dars.state.tx.us/dhhs/itp.shtml>
  - ACC - Austin
  - Collin College – Fort Worth
  - Cy-Fair College – Houston
  - Del Mar College – Tyler
  - Houston Community College – Houston
  - Lonestar College – Houston
  - McLennan Community College – Waco
  - SAC – San Antonio
  - SWCID – Big Spring
  - Tarrant County College – Fort Worth
  - Tyler Junior College – Tyler
- ERCOD (CSW) and ESC-XI (Communication Access)
- Tie into the HQ requirements of NCLB

## 8. Research

Federal and state dollars should be spent on effective, research-based programs and practices.

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Develop goals regarding potential research connections with:

- ESC-17 Non-traditional Deaf Education Preparation
- IHE teacher training programs
  - Lamar
  - TCU
  - TWU
  - SFA
  - Baylor
  - UT Health Science Center San Antonio
- BEI and interpreter training programs (probably more related to data analysis than formal research)
- Brainstorm with group regarding priorities