



National Deaf Education State Leaders' Summit

States-at-a-Glance

"States-at-a-Glance" shares the work, achievements, and struggles of individual states as they address the system challenges of improving educational outcomes for their children and youth who are deaf and hard of hearing. "States-at-a-Glance" is a resource provided by the National Deaf Education State Leader's Summit to

make information available about state work and for connecting individuals to that work. Every state is encouraged to complete a form to add to this resource. To do so, please complete the blank "States-at-a-Glance" form (click on link below) reflecting your state's efforts for addressing deaf education issues on a statewide basis. Only one form will be accepted per state so be sure that your team confers to create your responses. Submitted information will not be edited. Please send your completed form to Cheryl Johnson, cheryl@colorado.edu. States may also use the form to update their work each year. The compiled documents are available at www.ndepnow.org.

Arkansas

Florida

Georgia

Indiana

New Mexico

Pennsylvania

Virginia

Wisconsin

Registry of Interpreters for the Deaf

[States-at-a-Glance" form](#)

Arkansas Deaf Education-at-a-Glance - 2009

We finally figured out how to.

Use a facilitator in the classroom to “sub-teach” the class material and interpret the oral information into visual information or oral language that is appropriate to the language level of the HI student.

Get some of our schools to invest in true school based audiology services

Products that we have produced that we are proud to share. . .

Strategy for using flash cards to aid in studying for tests. The flash cards have the student’s interpretation (at his/her language level) of the intended concept. This information, if acceptable by the teacher, is acceptable as an answer on the test.

We are continuing to struggle with . . .

In the beginning of the year, we have to teach all of the new year’s teachers how to integrate a HI student into their classroom.

Quality services for families in Early Intervention programs.

Regional programming for school-age kids in the mainstream.

Qualified personnel: deaf educators and educational interpreters.

Having appropriate access to mental health services for the deaf – whether it is professionals that are fluent in ASL or professionals who have deaf awareness and are willing to make accommodations.

Poor academic performance of our students at the state school for the deaf (at least in 5th and 8th grade – all students who took the benchmark were either basic or below basic as reported to the public.

Our public schools do not know how to appropriately educate students who use sign as their primary mode of communication .

There is no consistent source of expertise in educating students who are d/hh and who use sign as their primary mode of communication available to our public schools.

Intervention for our newly identified babies who are d/hh is very poor in most cases unless parents are willing to go to ACH for weekly therapy.

Development of a coordinated early intervention and transition program that identifies and collaborates with local services using each communication option, family support/involvement served by qualified professionals in the least restrictive environment as appropriate.

Having standards and a cadre of qualified educational interpreters for the state and an equitable pay scale for the profession.

Having qualified teams of professionals serving the mental health/behavior, education, communication, assistive technology, and family involvement needs and services in each area of the state, preferably through direct service delivery, to children and youth who are deaf and hard of hearing.

Contacts for more information. . .

Nan Ellen East, nanelleneast@arkdisabilityrights.org, www.arkdisabilityrights.org

Florida Deaf Education-at-a-Glance - 2009

We finally figured out how to....

We have finally figured out that conference calls are a good thing and we should use them more frequently.

Products that we have produced that we are proud to share...

No products yet...

We are continuing to struggle with...

Finding TIME to meet as a complete team is our biggest struggle.

Contacts for more information...

Dawn.Saunders@fldoe.org

Georgia Deaf Education-at-a-Glance - 2009

We finally figured out how to....

Establish a state Hands and Voices chapter, and establish a distance teacher preparation program via cooperation between our two universities with deaf education programs.

Mandate universal newborn hearing screening

Products that we have produced that we are proud to share...

Many Elluminate Live training sessions are archived on-line at www.georgiastandards.org. Some of these are specifically about how to implement special education regulations.

We are continuing to struggle with...

The general push for increasing student participation in the general education setting (the LRE goal in our state performance plan). Local system resist placement in regional shared services programs or state schools.

Having consistent follow up to babies identified through universal newborn hearing screening.

Contacts for more information...

Frank Nesbit, Ed.D., Ed: K-12

fnesbit@doe.k12.ga.us

Formal Complaints Coordinator, Deaf and Hard of Hearing Program Consultant

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<http://www.gadoe.org>

Indiana Deaf Education-at-a-Glance - 2009

We finally figured out how to....

Truly listen to one-another and openly discuss our differences.

Products that we have produced that we are proud to share...

Our Deaf and Hard of Hearing Project has helped bring our teachers of students who are deaf or hard of hearing together via a list serve. Teachers are beginning to use it to collaborate on tough issues and to seek advice/input on products or devices.

We are continuing to struggle with...

Combining our diverse perspectives and desires into a unified plan that truly addresses the full communication needs of all children who are deaf or hard of hearing.

Contacts for more information...

Indiana Department of Education: <http://www.doe.in.gov/exceptional/speced/welcome.html>

Deaf and Hard of Hearing Project: <http://www.indstate.edu/blumberg/dhh/dhhproject.htm>

New Mexico Deaf Education-at-a-Glance - 2009

We finally figured out how to....

Providing on-going support to families who have exited early intervention services. NMSD is in the research and piloting phase of developing a program model to meet this need.

Hands and Voices has explored and identified funding sources.

Products that we have produced that we are proud to share...

Deaf and Hard of Hearing Children's Educational Bill of Rights

Memorandum of Understanding between Part C lead agency (DOH) and NMSD (New Mexico School for the Deaf) that outlines reciprocal agreement and activities that ensure that children 0-3 receive specialized services with trained professionals specific to Deaf/HH early intervention

State wide specialized early intervention program (NMSD Step*Hi)

Protocol and direction signed by DOH Cabinet Secretary and NMSD Superintendent instructing Early Intervention agencies to refer to specialized EI consultation

Hearing screening protocol and training with OAE/ABR at local EI agencies as routine part of evaluation information for Part C Developmental Screening Initiative (DSI) lead by UNM hospital with collaborative presentations from NM Early Intervention Program for Deaf/HH (NMSD Step*Hi)

State Inter-agency work group with various departments within the Department of Health (state lead for NBHS and EI) and NMSD to continue to problem solve barriers in the system and enhance referrals to meet 1-3-6 goal

Regional MOUs for transition from Part C to B between multiple agencies and NMSD Outreach to ensure complete information is considered and expert consultation is available

Interpreted Education Technical Assistance Document created by NMSD Outreach and published and disseminated by the Public Education Department

Deaf Role Model program

Outreach to Public Schools Program with assigned specialist to consult with LEA staff

Outreach CITPD (Center for Information Training and Professional Development) Program provides an array of workshops and events to support families and professionals state wide

Hands and Voice State Chapter

Hands and Voices Isotopes (Baseball) annual family event

Required Communication Considerations dialogue IEP addendum and training

Deaf/HH Education Task Force Review Team which ascertains implementation of the TF's recommendations and reviews progress in state

Regional family workshops on socio-emotional well being

We are continuing to struggle with...

Providing on-going support for families who have exited early intervention services. NMSD is in the research and piloting phase of developing a program model to meet this need.

Expanding our state-wide Deaf Role Model program past age 6. Capacity is an issue for us. NMSD is exploring an AmeriCorp concept as well as continuing to expand deaf role model positions as budget allows.

Hands and Voices – increasing membership and reaching families in rural areas of the state

Contacts for more information...

Priscilla Gutierrez, Hands and Voices Interim Executive Director; pgutpgut@msn.com

Rosemary Gallegos, NMSD Assistant Superintendent for Early Intervention, Outreach and Compliance;

Rosemary.Gallegos@nmsd.k12.nm.us

Joanne Corwin, NMSD Coordinator Step*Hi Program (Early Intervention); Joanne.Corwin@nmsd.k12.nm.us

Cindy Huff, NMSD Director Outreach Programs; cindy.huff@nmsd.k12.nm.us

Cindy Roybal, Education Administrator, Public Education Department; cindy.roybal1@state.nm.us

Pennsylvania Deaf Education-at-a-Glance - 2009

We finally figured out how to....

The Educational Resources for Children with Hearing Loss (ERCHL) committee has completed our blueprint to services to children with hearing loss. Titled "The Pennsylvania Agenda", this document, based roughly on the National Agenda but adapted to Pennsylvania conditions, has been presented to the Department of Education and accepted by them as an appropriate plan by which services to children with hearing loss may be delivered.

Products that we have produced that we are proud to share...

The Pennsylvania Agenda

The Communication Plan (now required in as part of the IEP for all children with hearing loss)

The requirement of a minimum score of 3.5 on the EIPA to assure appropriate educational interpreters

We are continuing to struggle with...

Finding an adequate number of competent educational interpreters

Training school personnel in the proper completion of the Communication Plan in the IEP

Certification of deaf teachers

Contacts for more information...

Insert contact information here (names, email addresses, websites)

James Salem – Co-chair, ERCHL jsalem640@aol.com

Nan Rodgers – Co-chair, ERCHL nrogers@pattan.k12.pa.us

Virginia Deaf Education-at-a-Glance - 2009

We finally figured out how to....

...effectively disseminate information about best practice in Deaf Education, and to promote use of the new *Virginia Communication Plan*. We did this by revising the "Guidelines for Working with Students Who are Deaf or Hard of Hearing in Virginia Public Schools" and including lots of information on best practice. Following publication of the Guidelines, we provided 5 full-day regional trainings for TODHH/related services providers and 4 four-hour trainings for administrators. The trainings were critical for providing hands-on training to TODHH and for educating administrators so they understand the unique needs of students who are d/hh and the need for the *Virginia Communication Plan*. Administrators' feedback on the Virginia Communication Plan was overwhelmingly positive!

...empower students who are deaf and hard of hearing in areas of self-advocacy, decision making, and meaningful involvement in their IEP and transition processes. Virginia School for the Deaf and the Blind at Staunton adopted Virginia Department of Education's "I'm Determined" program (see <https://php.radford.edu/~ttac/> , click on "self-determined"). Students of all ages are now leading their own IEP meetings and becoming more engaged in meeting their IEP and personal goals.

Products that we have produced that we are proud to share...

"Guidelines for Working with Students Who are Deaf or Hard of Hearing in Virginia Public Schools" No hard copies are available, but you can read them or download them at

http://www.doe.virginia.gov/VDOE/Instruction/Sped/guidelines_working_with_deaf.pdf

The Virginia Communication Plan, adapted with permission from several states, is found in Appendix F of the Guidelines.

We are continuing to struggle with...

...implementing an effective statewide early intervention system specific to families with infants and toddlers who are deaf/hh. We have a great Part C system, but in many Part C agencies there is not a professional who has a background or experience with deaf/hh. We have offered SKI HI training (2 consecutive years training about 36 people) and an INSITE training, but they were not enough.

...getting qualified educational interpreters. We have a state professional development grant for ed interpreters, and have gone from 8% meeting state qualifications in 1997 to 44% meeting state qualifications in 2008. Please send any interested (and qualified) candidates to the contact below ☺

Contacts for more information...

Dr. Debbie Pfeiffer, VA Dept of Ed, PO Box 2120, Richmond, VA

23218-2120 (804) 371-4059

Debbie.pfeiffer@doe.virginia.gov

Wisconsin Deaf Education-at-a-Glance - 2009

We finally figured out how to....

Wisconsin is **in the process** of several initiatives to enhance the education of students who are deaf or hard of hearing. These include; establishing updated statewide goals, systems change, program re-design, supportive services for students, school staff and families.

These initiatives include:

Creation of a *Wisconsin Agenda*, modeled after the National Agenda with revisions meeting the needs of this state. Goals will be divided out to the appropriate resources for action.

Creation of a more fluid service delivery model and practice for children, families and the service providers of *children ages birth to 6*. In Wisconsin, Birth to 3 services and 3-21 education services are in different departments creating a systems challenge.

Create a set of guidelines for IEP teams in determining *Effective Itinerant Services* for the many isolated students in our rural areas as well as those with in-district itinerant services.

Mental Health: Materials and presentations are shared statewide addressing the Mental Wellness /social-emotional needs of students who are deaf or hard of hearing along with available quality services. Additional materials are in production through the Wisconsin School for the Deaf regarding suicide awareness

Create a statewide Mentorship program for educational interpreters unable to meet the 'passing' EIPA score required by state licensure. Training of qualified mentors will be done this fall with pilot mentorship activities to begin fall 2009.

Effectively collaborate with the state and federal *Deafblind* Project integrating existing services for DB students and their families.

Annual Professional Development Conference for DHH educators

Annual Family Conference

Annual Summer Institute for educational interpreters.

Enhancing Transition Activities; providing inservice to teachers on use of the electronic program - iTransition (for dhh students). Summer class at the Wisconsin School for the Deaf with a focus on building Transition skills.

Summer Camps at the Wisconsin School for the Deaf include experiences not readily available to students statewide; Drivers Education, Basketball Camp, Special Olympics

Venues to connect DHH children across the state through: Distance Pals (pen pal program with face-to-face meetings), Teen Get Away (weekend for high school DHH youth), Teen Get Away Jr. (weekend for middle school DHH youth)

Products that we have produced that we are proud to share...

Various products are available on our websites:

Wisconsin Department of Public Instruction at: www.dpi.wi.gov/sped/hi_deaf.html:

IEP Team Guided Discussion on the Special Factors as they may apply to students who are Deaf or Hard of Hearing

IEP Team Guided Discussion for Determining Student Need for an Interpreter (or other visual communication needs.)

Mental Health Needs of Students who are Deaf and Hard of Hearing--Background and a Screening Protocol (webcam, protocol document for school social workers and school psychologists, and powerpoint presentation)

Educational Interpreter Job Performance Rubric (designed for use with building principals or others who evaluate the professional skills needed within a school setting outside of assessing interpreting skills. This tool was developed with extensive input from K12 interpreters.)

Wisconsin Educational Services Program – Deaf/Hard of Hearing /Deafblind – Outreach Team at: www.wesp-dhh.wi.gov:

Guide-By-Your-Side program of parents supporting parents with a newly identified child

Deaf Mentor Project - A program providing in-home sign language support for families of children ages Birth to age 6.

Babies and Hearing Loss: A Parent Notebook (soon to be on the website)

Wisconsin School for the Deaf www.wsd.k12.wi.us

School Programs Pre-school through high school with a Bilingual approach

Summer programs for students statewide

Library – with resources on loan statewide and through local libraries

We are continuing to struggle with...

Data collection that is disaggregated for students who are deaf or hard of hearing

Funding resources

Establishing effective coaching / mentoring for DHH teachers

Contacts for more information...

Wisconsin Department of Public Instruction:

Carol Schweitzer, Education Consultant for Deaf and Hard of Hearing Programs, carol.schweitzer@dpi.wi.gov

Marcy Dicker, Outreach Team Director, Wisconsin Educational Services Program-Deaf and Hard of Hearing (WESP-DHH).
Marcy.dicker@wesp-dhh.wi.gov

Alex Slappey, Director, Wisconsin School for the Deaf alex.slappey@wsd.k12.wi.us

Wisconsin Sound Beginnings – EHDI Coordinator

Elizabeth Seeliger at: Elizabeth.seeliger@dhs.wi.gov

Registry of Interpreters for the Deaf (RID)-at-a-Glance - 2009

We finally figured out how to....

The Registry of Interpreters for the Deaf (RID) has worked diligently over the past two years to build collaboration between the RID Board-appointed Educational Interpreting Committee (EIC) and the RID Member Section, Interpreters in Educational and Instructional Settings (IEIS). In building this foundation, the committee and member section are now in a place in which to build collaborative networking systems both within the national organization and with other stakeholders in the education of deaf and hard of hearing.

Products that we have produced that we are proud to share...

1. RID has entered into a partnership with Boys Town National Research Hospital in Omaha, Nebraska, recognizing interpreters that join RID, with the EIPA level four and above, as certified members holding the Ed:K-12 credential. (Boys Town administers the Educational Interpreter Performance Assessment®, EIPA. The EIPA is a national interpreter knowledge and skills assessment developed in response to requests for tools that measure the proficiency of educational interpreters.)
2. The EIC recently revised a 10 year old document on standard practices in Educational Interpreting, K-12 setting. The 2009 RID Standard Practice Paper on "Interpreting in Educational Settings – K-12" will be ratified by RID members this summer.
3. The EIC developed and disseminated a survey for RID state affiliate chapters to glean how chapters are working with and supporting educational interpreters. Results of the survey are presently being aggregated and a report is due out by the end of the summer.
4. The EIC developed and disseminated a survey to educational interpreters across the country. The goal of the survey was to gather insight into how interpreters working in the K-12 setting perceive their position in relation to the goals and objectives of the RID organization, both regionally and nationally and to gain insight into how the RID Educational Interpreting Committee and the IEIS Member Section can best support these interpreters within the profession. Results of the survey are presently being reviewed and a report is due out by the end of the summer.
5. An Educational Interpreter "Tool Kit" is being developed to provide interpreters working in the K-12 setting with resources that will support the most current best practices.
6. The IEIS Member Section set up a Yahoo! Groups list serve and provides close to 200 educational interpreters with member support, direction and information.
7. The IEIS established a Member Section Web site, and RID is working to create an IEIS page within its Web site.
8. Over 30 volunteers have stepped up and volunteered to serve as state liaisons between the IEIS Member Section and educational interpreters, still more volunteers are requesting information on the criteria to serve as a regional representative to the IEIS, and most of all, the IEIS Leadership Council has given voice to interpreters working in the K-12 setting.

We are continuing to struggle with...

As the profession of educational interpreting evolves the Registry of Interpreters for the Deaf continues to struggle with how to best support both the interpreters as well as other stakeholders in the education of deaf and hard of hearing children.

Contacts for more information...

Registry of Interpreters for the Deaf: www.rid.org

Clay Nettles, Executive Director: CNettles@rid.org

Cheryl Moose, RID President: moosecheryl@gmail.com

Tina Schultz, Director of Communications: TSchultz@rid.org

Susan E. Brown, Educational Interpreter Committee (EIC): hepburnbrown@gmail.com

Tracey Frederick, Interpreters in Education and Instructional Settings (IEIS): tracey.frederick@gmail.com

Deaf Education-at-a-Glance – 2009 FORM

Name of state: _____

1. We finally figured out how to....

Enter your response here

2. Products that we have produced that we are proud to share...

Enter your response here

3. We are continuing to struggle with...

Enter your response here

4. Contacts for more information...

Enter your response here