Transition: Keys to Ensuring Your D/HH Child's Future

Tawny Holmes, Esq.
Education Policy Counsel
National Association of the Deaf

New Hampshire Hands & Voice Conference
March 24th, 2017
Overview

- About NAD
- IDEA review
- Part C to Part B transition (3-5 years old)
- Individual Transition Plan (16 years old)
- High school to work/college (18-22 years old)
- General tips
- Resources

My godchildren!
What’s NAD?

- National Association of the Deaf, the oldest civil rights organization- established in 1880
- Network of over 200 affiliates (including 49 state associations)
- Main focus – disability rights and civil rights
  - Captioning
  - Education
  - Employment
  - Telecommunications
  - Housing
  - Mental Health
- Youth Programs
Your child’s future is BRIGHT!

THIS WEEK IN 1948
MARGARET CHASE SMITH ELECTED SENATOR FROM MAINE, AND BECOMES FIRST WOMAN TO WIN SEATS IN BOTH HOUSES OF CONGRESS
TORTILLA COAST
## New Hampshire Statistics


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### Disability Legend by Race:

- **AUT**: AUTISM
- **DB**: DEAF-BLINDNESS
- **DD**: DEVELOPMENTAL DELAY
- **ED**: EMOTIONAL DISTURBANCE
- **HI**: HEARING IMPAIRMENT
- **MD**: MULTIPLE DISABILITIES
- **ID**: INTELLECTUAL DISABILITY
- **OHI**: OTHER HEALTH IMPAIRMENTS
- **OI**: ORTHOPEDIC IMPAIRMENTS
- **SLD**: SPECIFIC LEARNING DISABILITIES
- **SP**: SPEECH OR LANGUAGE IMPAIRMENTS
- **TBI**: TRAUMATIC BRAIN INJURY
- **VI**: VISUAL IMPAIRMENTS

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Basic Review of INDIVIDUALS WITH DISABILITIES Education ACT (IDEA)

- Federal legislation passed in 1975
- Part B and Part C
- Reasons for the Act
- Goal and purpose- Free Appropriate Public Education in a Least Restrictive Environment
- Act vs. Regulations
- Benefits for many
- Required continuum (special school, mainstream, etc)
Growing up with the IDEA Law

- **Birth to 3**
  - Individualized Family Service Plan (IFSP)

- **3 to 5***

- **4 to 21**
  - Individualized Education Program (IEP)

- **16 to 21**
  - Individualized Transition Program (ITP)
IFSP to IEP - what's the difference?

**Part C**
- **IFSP Document**
  - ✓ Coordinated, Comprehensive Plan
  - ✓ Child and Family Needs
  - ✓ Family-Centered
  - ✓ EI Services for Child and Family
  - ✓ Parent Consent
  - ✓ Family determines priorities

**Part B**
- **IEP Document**
  - ✓ Academic Achievement
  - ✓ Functional Performance
  - ✓ Special Education and Related Services for Child
  - ✓ IFSP Optional
  - ✓ Parent Consent
  - ✓ Decisions made by IEP Team
  - ✓ Parents are IEP Team Members
  - ✓ Start of Initial Services

IDEA, 2004, Part C (Sec.636) and Part B (Sec. 614 d)
To Keep in Mind for IFSP to IEP

- Your child’s current progress in all developmental stages (SPICE)

**Social- Physical- Intellectual – Communication – Emotional**

- Your school options- visit as many as you can and observe students-teacher interaction
- Keep in mind that your deaf/hard of hearing child should be expected to be on age/grade level as long as he/she has full language access from birth.
- Ask about philosophy, expertise and qualifications of all personnel
- Let child participate in school day and/or play dates to check how she/he fits in.
## Typical Language Rates

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<th>Age</th>
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<td>One Year</td>
<td>One-word/sign at a time</td>
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<tr>
<td>Two Years</td>
<td>Two-word/signs at a time, lots of new vocabulary</td>
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<tr>
<td>Three Years</td>
<td>Growth in grammar, word structure, and vocabulary</td>
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<td>Five or Six Years</td>
<td>Some syntax (grammar), understanding how to use language</td>
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<td>Afterwards</td>
<td>Language growth with maturity, interests, and related education</td>
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Window of Language Acquisition

- **Birth to 5 years old** (critical period)
- By **6 months old** (no longer able to recognize hand movements or sounds that are not used by people around them, face to face conversation/turntaking important)*
- **1-2 years old** (Brain organizes language)
- **3-4 years old** (window of syntax/grammar closing)
- **5-6 years old** (struggle in communication- tantrums if don’t have sufficient language)
- **7-13 years old** (limited in grammar- can acquire vocabulary naturally)
- **13 years old and older** (not able to acquire language naturally anymore- must learn/practice)

How to assess language development?

**Visual Communication and Sign Language Checklist**
for Deaf and Hard of Hearing Children

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<th>75% Mastered</th>
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<tr>
<td>Hand babbling emerges (ex: opens and closes hands, wiggles fingers, wrist twist)</td>
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<td>0:9</td>
<td>0:10</td>
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<tr>
<td>Waves bye-bye</td>
<td>0:4</td>
<td>0:9</td>
<td>0:10</td>
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<tr>
<td>Copies physical movements involving the arms, hands, head, and face</td>
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<td>0:9</td>
<td>0:10</td>
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<tr>
<td>Enjoys finger-plays and finger-games</td>
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<td>0:9</td>
<td>0:10</td>
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<tr>
<td>Follows the eye gaze of the signer</td>
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<td>0:8</td>
<td>0:10</td>
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<td>Attends to signed motherese (ex: Sign with slow tempo, repetitions, and exaggerated movements)</td>
<td>0:5</td>
<td>0:8</td>
<td>0:10</td>
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<td>Distinguishes facial expressions (ex: anger or friendliness)</td>
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<td>0:9</td>
<td>0:10</td>
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<tr>
<td>Joint reference (ex: parent and child look at same object)</td>
<td>0:5</td>
<td>0:9</td>
<td>0:10</td>
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[http://vl2.gallaudet.edu/resources/vcsl/](http://vl2.gallaudet.edu/resources/vcsl/)
Now it’s time for K-12 (IEP)!
What is the IEP process?

- An IEP is an Individualized Education Program (or Plan)
- The IEP Team writes the IEP.

IEP information includes:
- Goals for the student to achieve this year.
- Services and accommodations to enable the student to achieve these goals.
- Determination of placement (where services will be provided)
What are Parents’ rights?

- Meaningful participation in IFSP/IEP Team.
  - Opportunity to participate in all meetings
  - Call meetings when needed
  - IFSP/IEP not decided in advance
  - Record meetings
  - Independent Educational Evaluation (IEE)
  - Who can you bring with you?
    - Interpreters
    - Advocates
    - Anyone with “special knowledge or expertise” with child
  - Access to student’s records
COMMON CHALLENGES

- Access to qualified interpreters (Leilani’s story)
- Lack of access to speech language pathologist
- Access to American Sign Language in Early Intervention (Cathy’s story)
- School district saying no to school for the deaf (Amber’s story)
- Lack of experienced teachers
- Different expectations for child by school and parents (Texas father’s story)

"Your child speaks well and seems to function well, let’s throw her in a class of 20-30 kids in an extraordinarily loud classroom with teachers, staff and students who have no ASL and no knowledge of the education of DHH children."
- Parent on forum
Things to Keep in Mind

- Language Access- appropriate for YOUR child
- Consistency with bilingualism- ASL, English (written & spoken) at home
- Critical mass (opportunity to interact with other deaf children)
- Deaf role models
- Extracurricular opportunities (clubs, sports)
- Social-emotional needs- ASK your CHILD
- Paraprofessionals with expertise for deaf children (SLP, Audiologist, CI, PT, OT)
- Relationship with family (foundation starts now)
- Experienced personnel and HIGH expectations

https://nad.org/issues/education/k-12/inclusion
Examples of Successful Inclusion

- DHH student either sits alone or is limited to few students willing to communicate at lunch.
- No DHH adult role models at school.
- School community is not aware of DHH program.
- DHH students are deliberately kept apart.
- DHH students struggle to access environment both in instruction and information.

- DHH student having access to communication in classroom, hallways, lunch, after school clubs and sports.
- Student has DHH teacher, staff, librarian, etc.
- School community embraces DHH program- ASL classes.
- DHH students are given opportunity to learn together or at least meet.
- DHH students know what is going on around them, including visible alarms, using interpreters independently.

Source: Mainstream Resources (Clerc Center) and NAD Position Statement on Inclusion
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<td>Any age</td>
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<td>Must “qualify”</td>
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<td>Identifiable disability or regarded as so</td>
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<td>Local, state and federal</td>
<td>Entities receiving federal funds</td>
<td>Public accommodations and private entities</td>
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<td>IEP team</td>
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<td>FAPE and accommodations</td>
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<td>No comparison</td>
<td>Compares to</td>
<td>Compares to</td>
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Now for Post-secondary Transition!

- Discussion starts as early as 14 years old
- Formal statement in IEP at 16 years old
- Coordinate with vocational rehabilitation counselor as early as possible
- Keep your child’s strengths and preferences in mind and involve child directly
- Start work experience or internships in HS
## What to keep in mind for Post-HS Transition Planning

### STUDENT
- Ability to articulate what is his/her needs clearly and firmly
- Knowledge of legal rights, Interpreter ethics and rules
- Awareness of what setup works best for CART, interpreting, notetakers
- Preparation in advance- before semester starts.

### PARENT
- Has record of past accommodations ready including audiogram, evaluations.
- Plan for discussing needs with their adult child before college/training starts.
- Prepared to let go and let their DHH adult child (esp. if 18+) request/handle on his/her own

### SCHOOL
- Has record of past accommodations, including for standardized tests ready to send.
- Provision of access to curriculum covering accommodations and self-advocacy
- Exposure to different situations, like on field trips, work experience, or clubs like Jr. NAD.
Effects of Parent Expectations

https://www.youtube.com/watch?v=łączXwFt2aXY
GENERAL TIPS

- When visiting a college/university- have an appointment with the Disability Services office to discuss accommodations. Check with other DHH alumni if any.

- When considering an employer- bring your own interpreter to the interview, and when hired, explain your needs as a Deaf person in writing. Be reasonable and find out about existing services.

- Arrive at class/staff meeting 15 minutes early to get a seat with a good view of both interpreter or CART and the screen (if presenter-style). If a group discussion setting- where you can see interpreter/CART and most of the group’s faces.

- Interview interpreters a month in advance or test CART services early.

- Make it clear to the professor/supervisor that you are independent and deserve respect. Introduce yourself before or right after the first class/day.

- Get a vibrating bed alarm or one with a flashing light for your dorm room along with requesting your own VP or downloading VP software.

- Carry around a notepad or a tablet to communicate with others if needed.
Other ADA considerations

- Captioning on all videos shown in classroom
- Visible fire alarms (with flashing strobes)
- Interpreters must be qualified - both receptive and expressive. Must have appropriate hiring criteria reflecting this.
- Translation of English tests/materials into ASL and other languages
- Videophone/CapTel phone in offices
Learning Circle by Mary A. Rappazzo
Our work is not done...

https://www.youtube.com/watch?v=jkjwRXpMYSE
General Resources

- [www.deafchildren.org](http://www.deafchildren.org) (American Society for Deaf Children)
- [VL2.Gallaudet.edu](http://VL2.Gallaudet.edu)  
  Latest research on language acquisition in an educational setting
- [http://www.handsandvoices.org/](http://www.handsandvoices.org/)
- [Clercccenter.Gallaudet.edu](http://Clercccenter.Gallaudet.edu) (Info to Go)  
  -Resources for Mainstream Programs  
  Interpreter Guidelines
- [www.nad.org](http://www.nad.org)  
  Walkthrough complaint process for different areas of law.
- [NH's Educational Service Guidelines for Students who are DHH](http://www.nhdeafed.org/educational-guidelines/)  
- [http://www.nationaldeafcenter.org/](http://www.nationaldeafcenter.org/)  
  (Postsecondary transition info)
**NAD Resources**

- **Check** the new Parents Section on [www.nad.org](http://www.nad.org) and sign up for free NAD e-blasts!

- **Follow** IG- @deafeducation and @nad1880

- **Follow** Youtube channel- Deaf Education

- **Become** a NAD member to get NADMag and discounts

- **Contact** NAD Legal Advocacy Center for support or information

- **Check** out our partners [VL2.gallaudet.edu](http://VL2.gallaudet.edu) and [American Society of Deaf Children (ASDC)](http://ASDC) for more resources!

- **Go** to the 54th biennial National NAD conference in Hartford, CT- July 2-7, 2018
  - National Deaf Education conference, children’s camp, and more!
Any Questions?

Feel free to contact us anytime at NAD.
Parents are an important part of our community.

Tawny.Holmes@NAD.org