Service Delivery Guide for Educating Students Who Are Deaf and Low Functioning

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This guide is not intended to be a substitute for applicable federal and state law, local policies and procedures, or specific legal advice.

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INTRODUCTION

Purpose

The purpose of this resource is to assist educational teams in discussing what level of support a student needs from a certified teacher of the deaf and hard of hearing. This resource is not intended to be the sole deciding factor on how to support a student who is considered deaf and low functioning. Additional considerations could include collaboration of services, assistive technology needs, and additional assessments. It is the responsibility of the ARD committee to make final decisions about services delivered to students.

Students and Services

In Texas, a student who is deaf and low functioning is one who meets eligibility as Auditory Impaired (AI) or Deaf Blind (DB) and is at risk for difficulties with communication skills, social–emotional skills, mental and/or physical limitations, independent living skills, vocational skills, or academic skills. Across the state, a variety of service models exists to meet the unique learning and communication needs of this student population.

One of these service models is the support of a deaf education itinerant teacher. An itinerant teacher travels among multiple schools offering services to eligible students and/or their teachers based on students' needs as documented in their IEPs. There are two types of itinerant services.

1. Indirect Services—A deaf education itinerant teacher functions as a consultant to the general and special education teacher(s) to provide guidance in using strategies for students who are deaf or hard of hearing.

2. Direct Services—A deaf education itinerant teacher provides direct instruction to the student on a weekly basis as determined in the IEP.

HOW TO DETERMINE SERVICE DELIVERY LEVEL

1. Complete the Student Profile on page 6.

2. Use the criteria outlined on the Student Skill Rubric on page 7 to choose the appropriate number from the scale that reflects your observations of the student in each of the 10 areas.

3. Add the Column Totals to determine the Rubric Total.

4. Review the Additional Considerations on page 8 and score accordingly.

5. Calculate the Raw Score by adding the Rubric and Additional Considerations Totals.

6. Compare the Raw Score to the Service Delivery Grid and Service Delivery Levels descriptions to determine the Service Delivery Level. If a student's score falls within two levels of support, it is up to the ARD committee to determine which level would be most appropriate for the student.

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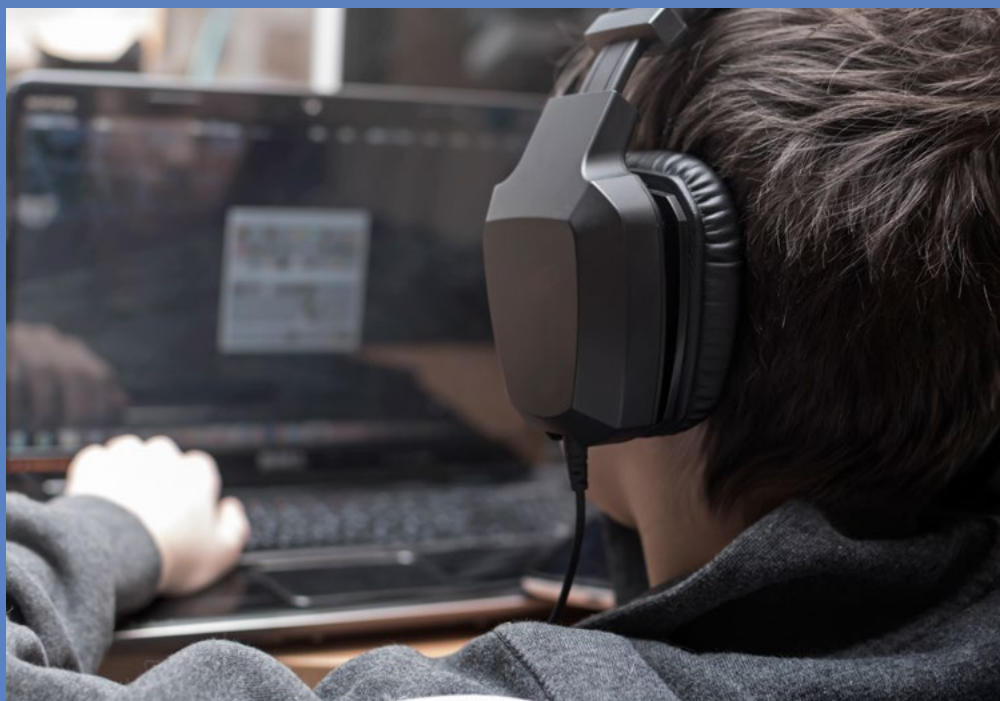
STUDENT PROFILE

Date: _____ District: _____ School: _____

Student's Name: _____ Chronological Age: _____ Hearing Age: _____

Grade: _____ Special Education Eligibility(ies): _____Instructional Setting: _____

Evaluator(s):_____

Student's Preferred Mode of Communication: _____

Home Language:_____ Hearing Loss:_____

Type of Personal Hearing Technology: _____

Augmentative and Alternative Communication (AAC) and/or Assistive Technology (AT):

_____

_____

Additional Information if Applicable:

_____

_____

Health:

_____

_____

Behavior:

_____

_____

Social–Emotional:

_____

_____

Other:

_____

_____

STUDENT SKILL RUBRIC

Identify the level of performance for each skill area listed on the rubric by marking the box that describes the student. Choose a performance level that matches the student as closely as possible. If the student consistently performs between two levels of the same skill, you may choose to give a half-point value to that particular skill. Add the Column Totals to determine the Rubric Total.

Performance Levels	1	2	3	4	5	6
Skills Areas						
Communication—Expressive	no or minimal response; no outward expression or eye gaze	cries, laughs, reaches, grabs, and/or throws objects	points or pulls a person; brings an item or activity; throws tantrums	uses meaningful gestures, vocalizations, signs, and/or other AAC	uses single-word utterances for limited communicative intentions	uses phrases or sentences; displays a variety of communicative intentions
Communication—Expressive Vocabulary	does not use words, signs, objects, pictures, or other AAC	imitates words	uses words spontaneously	independently labels or identifies objects	communicates wants and needs with limited vocabulary	spontaneously uses a variety of phrases and sentences
Communication—Receptive	does not respond to communication partner or environmental sounds	responds to speech and environmental sounds and/or communication partner	shares attention; uses eye gaze to track and participate	complies with hand-over-hand guidance; responds to greetings	complies after example or with prompts; responds to simple questions	complies by beginning an activity independently; responds to more difficult questions
Communication—Visual Tactile	does not respond to environment, people, or objects	anticipates/associates activity by actual or similar objects	anticipates/associates activity by a partial object	anticipates/associates activity by actual photos	anticipates/associates activity by drawings	anticipates/associates activity with written text
Memory	inconsistently completes common routines	is able to complete common routines	retains new information from beginning to end of lesson	retains new information from morning to afternoon	retains new information from day to day	retains new information from week to week; transfers information in a variety of settings
Auditory Skills	does not respond to environmental sounds; uses vision to obtain information	is aware of and can detect sound	demonstrates understanding that sound is meaningful; localizes sound source	discriminates environmental sounds and characteristics of speech	auditory comprehension: follows 1-step directions	auditory comprehension: follows multistep directions
Attention with Preferred Work or Activity	no attention to stimuli	attends to speaker or preferred work/activity: less than 1 minute	attends to speaker or preferred work/activity: 1–3 minutes	attends to speaker or preferred work/activity: 4–5 minutes	attends to speaker or preferred work/activity: 6–10 minutes	attends to speaker or preferred work/activity: more than 10 minutes
Attention with Non-preferred Work or Activity	no attention to stimuli	attends to speaker or non-preferred work/activity: less than 1 minute	attends to speaker or non-preferred work/activity:1–3 minutes	attends to speaker or non-preferred work/activity: 4-5 minutes	attends to speaker or non-preferred work/activity: 6–10 minutes	attends to speaker or non-preferred work/ activity: more than 10 minutes
Listening Technology Used at School	does not wear, benefit from, or tolerate device	inconsistently uses device due to refusal	inconsistently uses device due to involuntary movement, or removal multiple times through the day	wears device consistently but requires scheduled breaks	wears device consistently but with limited benefits	wears device consistently and receives benefit
Participation	is disengaged	does not respond when called upon	is attentive but does not respond	is attentive but response is off topic	is attentive and responds on topic with or without prompts	is fully engaged and responds with or without prompts
Column Totals						

Rubric Total_____

ADDITIONAL CONSIDERATIONS

Check any of the following considerations that apply to this student.

- **Attendance** (See your district's attendance policy.)
  - ☐ Add 1 point (+1) if absent less than 18 days a school year.
  - ☐ Subtract 1 (–1) point if absent more than 18 days a school year.

- **Amplification**
  - ☐ Add 1 point (+1) if used in home.
  - ☐ Subtract 1 point (–1) if not used at home.
  - ☐ Include zero (0) points if inconsistent use.

- **Health Concerns**
  - ☐ Add 1 point (+1) if health concerns do not affect daily routine.
  - ☐ Subtract 1 point (–1) if health concerns impact daily routine.

- **Educational Needs**
  - ☐ Add 1 point (+1) if campus is not able to provide accommodations and modifications for this child on a regular basis without direct support of a deaf education teacher.
  - ☐ Subtract 1 point (–1) campus is able to provide accommodations and modifications for this child on a regular basis without direct support of a deaf education teacher.

Additional Considerations Total _____

RESULTS

To determine the Raw Score, add the Rubric Total and the Additional Considerations Total. Next, plot the Raw Score on the Service Delivery Grid below by finding the range where the Raw Score lies. Mark the possible option(s) for service delivery by marking the white box(es) within that range.

Raw Score Total _____   (Rubric Total + Additional Considerations Total = Raw Score Total)

SERVICE DELIVERY GRID

Raw Score Range						
Service Delivery Level	0–9	10–19	20–29	30–39	40–49	50–60
1				■	■	■
2	■				■	■
3	■	■	■			

SERVICE DELIVERY LEVELS*

Level 1—Indirect: A certified teacher attends annual IEP meetings and provides support to IEP team as needed. The AI teacher may also provide support with amplification equipment.

Level 2—Indirect: A certified teacher meets periodically with classroom teacher and staff working with student.

Level 3—Direct: A certified teacher provides direct instruction to the student for a minimum of 45 minutes per week.

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STUDENT PROFILE

Date: 4.29.2016 District: Sunshine ISD   School: Happy Go Lucky Elementary

Student's Name: Mary Smith   Chronological Age: 10   Hearing Age: 8

Grade: 5th   Special Education Eligibility(ies): AI, SI, OHI   Instructional Setting: 44

Evaluator(s): Joann Jackson

Student's Preferred Mode of Communication: auditory oral

Home Language: English   Hearing Loss: Severe-profound

Type of Personal Hearing Technology: bilateral hearing aids

Augmentative and Alternative Communication (AAC) and/or Assistive Technology (AT):

FM system

Additional Information if Applicable:

Health:

Mary has CHARGE syndrome.

Behavior:

Social-Emotional:

Mary has been diagnosed with Asperger Syndrome.

Other:

STUDENT SKILL RUBRIC

Identify the level of performance for each skill area listed on the rubric by marking the box that describes the student. Choose a performance level that matches the student as closely as possible. If the student consistently performs between two levels of the same skill, you may choose to give a half-point value to that particular skill. Add the Column Totals to determine the Rubric Total.

Performance Levels / Skills Areas	1	2	3	4	5	6
Communication—Expressive	no or minimal response; no outward expression or eye gaze	cries, laughs, reaches, grabs, and/or throws objects	points or pulls a person; brings an item or activity; throws tantrums	uses meaningful gestures, vocalizations, signs, and/or other AAC	uses single-word utterances for limited communicative intentions	uses phrases or sentences; displays a variety of communicative intentions
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Memory	inconsistently completes common routines	is able to complete common routines	retains new information from beginning to end of lesson	retains new information from morning to afternoon	retains new information from day to day	retains new information from week to week; transfers information in a variety of settings
Auditory Skills	does not respond to environmental sounds; uses vision to obtain information		demonstrates understanding that sound is meaningful; [locates] sound source	discriminates environmental sounds and characteristics of speech	auditory comprehension: follows 1-step directions	auditory comprehension: follows multistep directions
Attention with Preferred Work or Activity	no attention to stimuli			attends to speaker or [preferred] work/activity	attends to speaker or preferred work/activity: 6–10 minutes	attends to speaker or preferred work/activity: more than 10 minutes
Attention with Non-preferred Work or Activity	no attention to stimuli					attends to speaker or non-preferred work/ activity: more than 10 minutes
Listening Technology Used at School	does not wear, [move] from, or tolerate					
Participation	is disenga[ged]					
Column Totals						

Rubric Total **44**

ADDITIONAL CONSIDERATIONS

Check any of the following considerations that apply to this student.

- **Attendance** (See your district's attendance policy.)
  - ☐ Add 1 point (+1) if absent less than 18 days a school year.
  - ☑ Subtract 1 (−1) point if absent more than 18 days a school year.
- **Amplification**
  - ☑ Add 1 point (+1) if used in home.
  - ☐ Subtract 1 point (−1) if not used at home.
  - ☐ Include zero (0) points if inconsistent use.
- **Health Concerns**
  - ☑ Add 1 point (+1) if health concerns do not affect daily routine.
  - ☐ Subtract 1 point (−1) if health concerns impact daily routine.
- **Educational Needs**
  - ☐ Add 1 point (+1) if campus is not able to provide accommodations and modifications for this child on a regular basis without direct support of a deaf education teacher.
  - ☑ Subtract 1 point (−1) if campus is able to provide accommodations and modifications for this child on a regular basis without direct support of a deaf education teacher.

Additional Considerations Total **0**

RESULTS

To determine the Raw Score, add the Rubric Total and the Additional Considerations Total. Next, plot the Raw Score on the Service Delivery Grid below by finding the range where the Raw Score lies. Mark the possible option(s) for service delivery by marking the white box(es) within that range.

Raw Score Total **44** (Rubric Total + Additional Considerations Total = Raw Score Total)

SERVICE DELIVERY GRID

Service Delivery Level	Raw Score Range					
	0–9	10–19	20–29	30–39	40–49	50–60
1						
2						
3					**44**	

SERVICE DELIVERY LEVELS*

Level 1—Indirect: A certified teacher attends annual IEP meetings and provides support to IEP team as needed. The AI teacher may also provide support with amplification equipment.

Level 2—Indirect: A certified teacher meets periodically with classroom teacher and staff working with student.

Level 3—Direct: A certified teacher provides direct instruction to the student for a minimum of 45 minutes per week.

suggested service delivery for Mary

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