

TEACHER CONSULTANTS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING ROLES AND FUNCTIONS

I. PRESERVICE INTERVENTION/CHILD STUDY TEAM

1. Provide In-service training with general education and special education staff.
2. Provide Consultation and Collaboration to team.

II. IDENTIFICATION

1. Review and summarize the student's file for medical and educational information.
2. Complete or collaborate on any appropriate screenings or informal observations.
3. Obtain referral and consent for evaluation.
4. Collect and share MET/IEP/IFSP or 504 Plan requirements.
5. Collect and provide other information to staff and parents.

III. MULTIDISCIPLINARY EVALUATION TEAM

A. DATA COLLECTION

1. Assist with or write an evaluation review plan.
2. Work with parents and medical professionals to obtain necessary audiological, otological or other reports.
3. Collect information related to hearing loss which may include recent hearing tests, hearing aid use, and cochlear implant reports.
4. Administer standardized assessments (including those with D/HH norms if appropriate)
5. Administer assessments related to DHH: English Language Arts (vocabulary, speech, grammar, comprehension, writing), American Sign Language, academic skills or progress, and personal/social behavioral skills to provide data to the IEP team or to monitor progress on goals.
6. Review and explain diagnostic information from the Otolaryngologist/ Otolologist and Audiologist related to hearing levels, functional listening levels, age of onset, age of intervention (hearing aids or cochlear implant), age of initiation of communication, and rate of progress on listening skills.

B. ELIGIBILITY DETERMINATION

1. Using your knowledge of federal mandates, state rules and regulations, and local policies and procedures, assist the Multidisciplinary Educational Team in reviewing the evaluation data, in determining the educational impact, in identifying the educational needs of the student and in making recommendations for programs and services, and supplementary aids and services.
2. Assist with completion of the HI or DB MET forms to ensure legally required data is attached.

III. INDIVIDUALIZED EDUCATION PLAN OR INDIVIDUALIZED FAMILY SERVICE PLAN

A. IEP/IFSP DEVELOPMENT

1. Collaborate with Local District Staff (including Speech and Language Therapists or other case manager) to determine what data are necessary to develop the IEP/IFSP; assist with securing the information/data needed.
2. Administer assessments related to DHH: English Language Arts (vocabulary, speech, grammar, comprehension, writing), American Sign Language, academic skills or progress, and personal/social behavioral skills to provide data to the IEP team or to monitor progress on goals.
3. Attend and provide input to the initial IEP/IFSP, annual IEP/IFSP and 3 year re-evaluation meetings.
4. Assist IEP team with data analysis, student needs and goals development.

B. IEP DETERMINATION OF PROGRAMS AND SERVICES

1. DIRECT SERVICES TO CHILD OR CHILD/FAMILY

- a. Write assessment driven IEP goals and objectives based on Michigan State Standards for the appropriate grade/age level.
- b. Consider other Deaf/ Hard of Hearing needs related to Hearing Impaired Outcomes Guide or other source.
- c. Provide services to infants/children and their families, who are birth to 4 years old and/or to service providers based on knowledge of communication systems, American Sign Language, cochlear implant/hearing aid, technology expertise, DHH language development, parent support sources (Hands & Voices), resources and materials.
- d. Provide direct instruction to students about the impact of their hearing loss which include teaching students how to: advocate for themselves, read their audiogram, use amplification equipment, use other assistive technology, respond in class, ask for repetition, use learning strategies, develop study skills, ensure comprehension, use an interpreter or voice to print technology.
- e. Provide direct instruction on academic areas when DHH strategies are needed or pre-teaching/post teaching is unavailable from other sources.
- f. Provide direct instruction in areas of instruction affected by the physical hearing loss: listening, English syntax, English grammar, English vocabulary, writing, speaking.
- g. Collect detailed data by monitoring student performance and goal progress with more specificity than may be necessary for general education students.
- h. Maintain records of goal progress, services and accommodations provided.
- i. Provide instruction in the use and care of amplification (and other) equipment.
- j. Deliver, troubleshoot, and monitor status of equipment and its use. Monitor for changes in hearing level or equipment needs (including loaner equipment).
- k. Provide social and emotional support for the family. This may include building trust, providing strategies to support use of amplification, helping parents advocate for their child, facilitating communication learning (ASL, listening, speech), providing introductions to Deaf or Hard of Hearing persons, encouraging parents to monitor their child's progress, supporting the grieving process, assisting with how to foster independence, establishing parent support/play groups, and assisting with accessing community resources.
- l. Provide social and emotional support for the child in developing and maintaining social relationships with hearing peers. This might include: self-advocacy, coping with being the only DHH student, how to function

independently with age appropriate peers, providing social strategies, or assisting with contacts for networking with other DHH students.

2. CONSULTATIVE ROLES PROVIDING INDIRECT SERVICES TO THE CHILD/FAMILY

- a. Provide in-service training to administrative, special education, early intervention, and general education staff members related to students with hearing losses as well as the specific student(s).
- b. Provide information to hearing peers in the classroom and school, related to commonalities and differences (cochlear implants, hearing aids, aided phones, videophones, interpreters, etc.).
- c. Provide or collaborate to coordinate community services for child or family.
- d. Collaborate with local case managers and support services personnel (Speech/Language Therapists) to provide tools/supports as appropriate to build local capacity.
- e. Collaborate and assist staff and parents of children transitioning out of early intervention to a preschool setting by using DHH knowledge to provide information and schedule/attend visits to potential preschool options; Assist with evaluation of sites to best meet the needs of the student at this time.
- f. Collaborate with the IEP team to determine DHH specific transition needs and services when student transitions between school levels within a district.
- g. Collaborate and assist staff and parents of children transitioning out of early intervention to a preschool setting by using DHH knowledge to provide information and schedule/attend visits to potential preschool options; Assist with evaluation of sites to best meet the needs of the student at that time.
- h. Collaborate and assist with the transition of students moving between a DHH program and their home school (both ways).
- i. Assist with transition planning for students between levels (Elementary-MS-HS).
- j. Participate in development of Secondary Transition Plans to assist with identification of supports, technology, career center placement, post-HS educational opportunities, contacts for adult services, etc.
- k. Collaborate with school and agency personnel to assist with transition out of K-12 setting.
- l. Coordinate, schedule and plan for meetings.
- m. Prepare materials and/or collect resources for child, family, staff.
- n. Drive to various sites.
- o. Collaborate with other professionals and maintain current with DHH issues.

3. PROVIDE EQUIPMENT/ TECHNOLOGY SERVICES

- a. Collaborate with Audiologists to recommend updated equipment for purchase to the Intermediate School District (ISD) or the Local Education Agency (LEA).
- b. Collaborate with educational audiologist to ensure timely re-evaluation test data (including when changes are noticed) and to update settings on equipment.
- c. Evaluate/ research/ maintain and make recommendations of assistive technology (ex: accessible software).
- d. Provide listening checks and handle minor issues with personal hearing aids, FM equipment, or sound-field systems.

- e. Monitor and ensure the appropriate use of Assistive Technology (ex: FM, sound-field system, closed captioning) and record data related to IEP goals or supplementary aids and services.
- f. Collaborate with personal audiologist, as needed.
- g. Arrange for Hearing Screenings/ hearing tests (as needed by school or in collaboration with parents).

This list of potential job responsibilities for Teacher Consultants has been developed by members of the Michigan School Professionals for Students who are Deaf or Hard of Hearing (MSPSDHH), during the 2009-2010 school year.

RESOURCES:

"The Personal and Professional Characteristics and Work of Itinerant Teachers of the Deaf and Hard of Hearing in Australia;" Merv Hyde, Ph.D., and Des Power, PhD; Volta Review, Vol 104, Number 2; January 2005

"Roles and Responsibilities of Itinerant Specialist Teachers of Deaf and hard of Hearing Students;" Susan Foster and Katie Cue; American Annals of the Deaf, Winter 2009, Volume 153, Number 5