

The Three P's: Enhancing a Student's Education through Private Audiology Services, Public Education Audiology, and Parents

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Expert e-Seminar

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The Three P's: Enhancing a Student's Education through Private Audiology Services, Public Education Audiology, and Parents

Janet DesGeorges, Executive Director
Hands & Voices



Presented today by:

Janet DesGeorges

- Mom to Leah, Danielle, and Sara
- From the parent perspective
- From an Advocate's perspective



We all have a story to tell...



Thanks to **Audiology Online**

My Professional Background

- ❑ Credentials: M.O.M. (*"mom, you wouldn't have a job if it wasn't for me"*); our family story
- ❑ Systemic involvement for over 15 years (medical, educational, community)
- ❑ Executive Director and Co-Founder, Hands & Voices Headquarters (over 50 chapters in the U.S. and abroad)
- ❑ Certificate of Completion at the University of North Carolina- Chapel Hill MCH Public Health Leadership Institute
- ❑ Co-Author on a book from H&V being released in June entitled, " Educational Advocacy for Students who are D/HH"

Outcomes for Today

"Before I came here I was confused about this subject. Having listened to your lecture, I am still confused. But on a higher level."

-Enrico Fermi

Today's Presentation

- The Story of Sara/P.O.V. of parents
- Creating High Expectations for D/HH Students
 - The Basics of Special Education and Audiology
- The Three P's: Working separately and together

Janet's AHA moments (19 yrs. In 5 minutes)

- Implications of Background Noise
 - *Living outside the booth*
 - *Our technology expectations at home vs. at school*
- Advocacy Matters
 - *"no" doesn't always mean no.*
- Social/Emotional Implications in the educational setting
 - *It's not just about the equipment*
- Learning to let go
 - *The Ages/Stages of Choice*



COMPLIANT FM USER



NON COMPLIANT FM USER

Know Your Child

- How does my child communicate?
- How does my child hear?

The functional hearing evaluation by C.D. Johnson revised 2010
 *With FM, 84%

(Without FM)	Close/quiet	Close/noise	Distant/quiet	Distant/noise
Auditory/visual	96%	84%	60%	44%
Auditory only	80%	64%	56%	*28%

What Parents Want

- ❑ An Audiologist who has knowledge about the basic systems we as families have to navigate (health, education, insurance etc.)
- ❑ **An audiologist who can help families articulate the needs of their child out in the real world.**
- ❑ Parents Wishlist: Information; partnership; honesty; communication choices; amplification options; discussions free from 'bias'
- ❑ Integrated perspectives: Medical; deaf/hh adults; other parents; educational

Basics of Special Education Law

What every Private/Clinical Audiologist Needs to know

Provisions of IDEA: PURPOSE

- ❑ ...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living. (1400.d)

How do you define 'excellence'? **Public Education**

"Chevy
vs.
Cadillac"

FAPE – free,
appropriate,
public, education



IDEA Assistive Technology Requirements
20 U.S.C. 1400(c)(5)(H)

Congress finds the following...Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by:

(H) Supporting the development and use of technology, including assistive technology devices and assistive technology services, to maximize accessibility for children with disabilities.

Hearing/Deaf Education Services in the Schools: What does IDEA say?

- ❑ Definition of Audiology (Part C, Part B)
- ❑ **Assistive Technology & Assistive Technology Service**
- ❑ **Proper functioning of hearing aids/CIs**
- ❑ Special Considerations: Communication Needs
- ❑ Parent Training and Counseling
- ❑ Educational Interpreting (related service)
- ❑ Highly Qualified

IDEA: Assistive Technology

34CFR 300.5

□ *Definition -*

- *Assistive Technology Device* means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

- **The term does not include a medical device that is surgically implanted, or the replacement of such device.**

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IDEA: Assistive Technology

34 CFR300.6

- *Assistive Technology Service* means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes-
 - Evaluation including functional assessment
 - Provide acquisition of device
 - Selecting device
 - Coordinate use other therapies, interventions, or services with the AT
 - Training/TA in use of device
 - Training/TA for professionals

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IDEA: Routine Checking of Hearing Aids and External Components of Surgically

Implanted Medical Devices 34CFR300.113

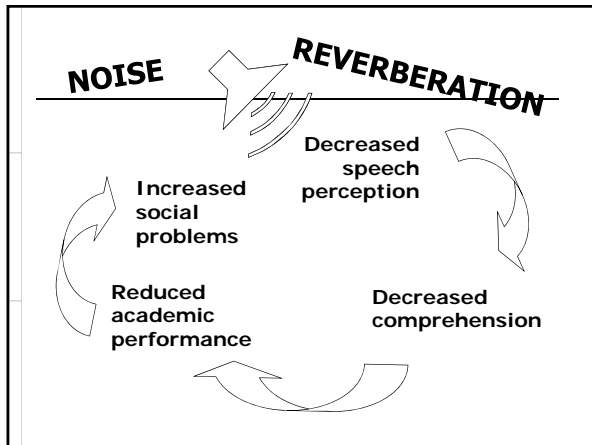
- (a) *Hearing Aids*. Each public agency must ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.
- (b) External Components of surgically implanted medical devices.
 1. -are functioning properly
 2. -not responsible for: post surgical maintenance, programming, or replacement (internal and external components)

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Assistive Technology 34CFR300.6(Part B) &
34CFR303.13(b)(1)(i)(Part C)

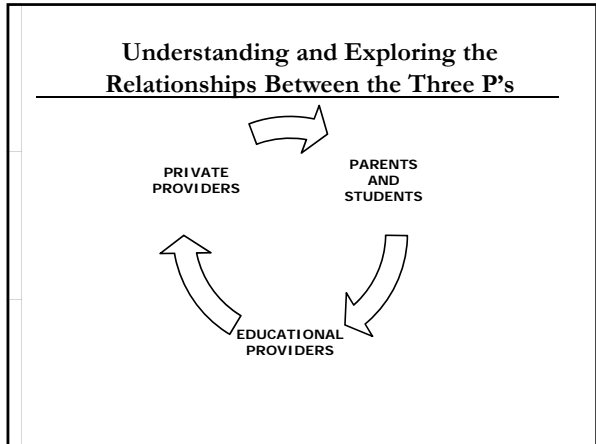
(a) The evaluation of the needs of a child with a disability, including a **functional** evaluation of the child in the child's customary environment;

Things to think about: noise, reverberation, acoustics,



IDEA: Assistive Technology
34CFR 300.105 (a)(2)

On a **case-by-case** basis, the use of school-purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.



Bridging Clinical and Educational Audiology Services

Putting the "education" in audiology

<p><u>Clinical Audiology</u></p> <p>Focus on <i>diagnosis</i> (type and degree of HL) for</p> <ul style="list-style-type: none"> • Medical management • (Re)habilitation/hearing aids 	<p><u>Educational Audiology</u></p> <p>Focus on <i>implications</i> of hearing loss for</p> <ul style="list-style-type: none"> • Educational management • Access to the learning environment (auditorally and visually) • Assistive listening devices
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Private and School-based Professional Collaboration

<p>Issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice Perspectives <input type="checkbox"/> Professional Standards of Practice <input type="checkbox"/> Communication <input type="checkbox"/> Time <input type="checkbox"/> FERPA/HIPPA 	<p>Potential Solutions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Common goals – shared advocacy <input type="checkbox"/> communication <ul style="list-style-type: none"> ▪ consistent ▪ written ▪ open <input type="checkbox"/> With parental support
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How Audiologists can help

- Encourage parent involvement
- Lend expertise as parents prepare for IEP meetings
- Review with parent/student needs at school
- Communication with the 'other'
 - Keep the parents in the loop
 - Avoid turf wars
- Attend IEP meetings at the parent's request
- Review and recommend assessments
- Write a 'prescription' for an IEP (not)
 - DO write letters of recommendation.

IEP Meetings

- **Why a Parent might ask a private provider (SLP, Audiologist etc.) to come to an IEP**
 - Has unique expertise and knowledge of the student that could add to the body of knowledge the team can use to determine services
 - Isn't constrained by the 'political' elements of the process
 - Has hit 'hurdle talk' in the IEP process and wants to maintain focus on the needs of the student

IEP Meetings

- **Why a Public Education Provider might WANT a private provider to attend an IEP meeting**
- See Previous slide AND:
 - To help the private provider to understand the educational implications that the student is facing
 - To ensure that everyone is on the same page with technology issues (i.e. ordering an FM boot for a personal hearing aid)
 - To help interpret assessments

Things to think about...

- The culture and constraints of the educational system.
 - What the 'law says' and what 'really happens'
 - Constraints of the educational audiologist
- Parent's lack of knowledge of the law
 - Connect them to resources and parent-to-parent support

Parent Involvement

Issues

- Meeting parents on their terms
- Parent counseling & training as a related service
- Seeking and maintaining parent participation, especially as their children get older
- Communication challenges with deaf and non-English speaking families

Potential Solutions

- Provide training for school staff regarding importance of parent's role, tools for communicating with parents, and methods for increasing parent involvement
- Provide training for parents in ways they can support their child to meet the IEP/IFSP goals
- Provide training for parents to develop leadership skills to participate in school activities and to mentor other parents
- Create a paid parent liaison position to coordinate parent-to-parent activities

What Parents Need

- Need to understand basics of audiology and impact of hearing loss
 - Clinical audiologist
 - School based audiologist
- We need to understand our child's experience from THEIR point of view....
 - Who we learn it from...
 - Our 'new' parent community
 - Deaf and hard of hearing Adults/Role Models
 - Professional community (Public and Private providers)
 - Direct experience with our child
 - How we learn it...
 - An open mind
 - The difference between "what works for the parent" and/or "what works for the child"

My new teacher...

- Letting go of *my* decisions and frameworks
 - The spiritual, educational, communicative, social context to Sara's life
- ...*That's* not how it happened
- No offense, mom
- "What Would you Do?" Discrimination in America
- Pass it *on*...the story of Anna



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