

# Category – Communication – Deaf/Hard of Hearing

## MINISTRY OF EDUCATION DEFINITION

*An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.*

Assessment/Diagnostic Information	IPRC Criteria Guidelines and Referral Process
<p>Assessment will contain information from a variety of sources including:</p> <ul style="list-style-type: none"> <li>● including specific assessments relating to the results of an audiological assessment</li> <li>● information regarding a cochlear implant</li> <li>● evidence of delayed language, adaptive behaviour (conceptual, social, practical), academic achievement.</li> </ul>	<p><b>Guidelines:</b></p> <ul style="list-style-type: none"> <li>● Focus the discussion on the student's strengths and needs</li> <li>● Consider assessment information from a variety of sources including specific assessments related to the results of an audiological assessment, including information related to a cochlear implant and evidence of delayed language.</li> <li>● If the student is already Exceptional, review the current IEP</li> <li>● The IPRC secretary will manage follow-up communication and record keeping.</li> </ul> <p><b>Referral Process:</b></p> <ul style="list-style-type: none"> <li>● Relevant information should be entered into the Special Education Module so that the student profile can be used by the IPRC</li> <li>● Schools make referrals to the Regional Special Programs IPRC for identification and placement</li> <li>● Parents should be informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral</li> <li>● The IPRC may defer making identification or placement decisions</li> <li>● Representatives from the referring school will manage the pre-meeting communication and record keeping.</li> </ul>

Peel District School Board Special Programs department supports students with special learning considerations (E.g. Deaf and Hard of Hearing). They may have a medical diagnosis and may or may not be identified as an exceptional student. Supports available to special programs students may include, but are not limited to, itinerant teacher support.

There are many factors that are considered at an ISRC that would determine the level of support for a student with a hearing loss. Some of these are:

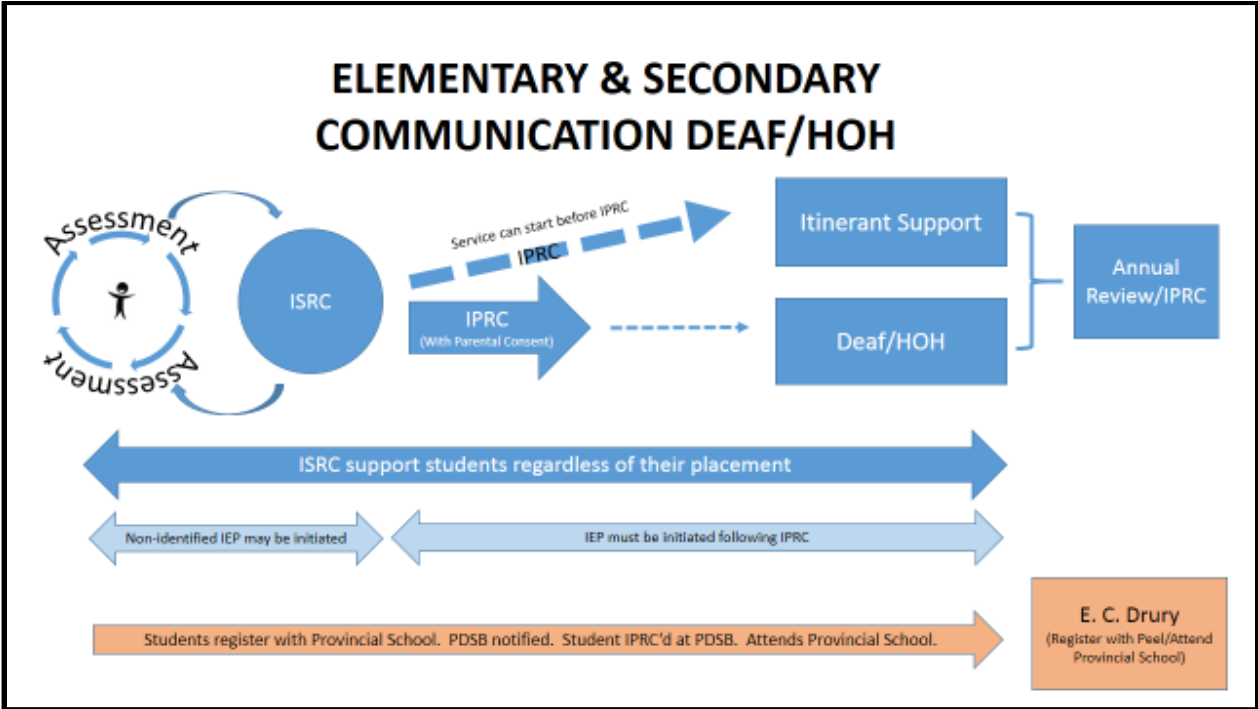
- a) have a hearing loss plus other factors resulting in speech/language deficits which require intensive support
- b) a pure tone and speech reception audio logical assessment and a speech and language consultation within the past year, or
- c) a cochlear implant and delayed language

The Peel District School Board makes every effort to place students in their home-school. Additional Special Education class placements are also available to all students.

At the elementary level, placements include a regular classroom placement or a Special Education classroom.

At the secondary level, placements include a regular classroom placement with support provided through monitoring by Special Education teacher or Learning Strategies Class delivered by a Special Education teacher.

# PLACEMENT OPTIONS FOR STUDENTS WITH AN EXCEPTIONALITY OF DEAF/HARD OF HEARING



**PLACEMENT:** **Itinerant Support**

**Class Placement:** *Itinerant Support – Hard Of Hearing*  
Regular education class/Home school

**Class Type:** Indirect/Resource/Withdrawal Assistance  
(One of the above stated class types)

**Program Grades:** All grades from Kindergarten to Grade 12

**Class Size:** Ministry of Education regulations for class size

**Staffing:** Regular education classroom teacher  
Special education teacher  
Itinerant Special Education Teacher – Deaf/Hard of Hearing

**Program Description:**

- Students attending the Peel District School Board who have a diagnosis of Deaf/Hard of Hearing receive Itinerant services prior to being identified as an exceptional student.
- Students are then identified through an Identification Placement and Review Committee (IPRC) meeting as *Exceptional Communication – Deaf and Hard of Hearing* and are placed in the *Itinerant Service Program*.
- Itinerant services are designed to support students within the framework of regular education classroom programs.
- The itinerant teacher offers consultation to teachers and coordination of information between home, school and community agencies.
- The program focus for students with Itinerant Service may include the following:
  - understanding of the individual needs of the student
  - understanding of specialized equipment
  - development and remediation of language skills
  - direct instruction when appropriate
  - assistance in developing emotional and physical well being
  - development of adaptive behaviour skills including personal competence, social skills and independence
- Programs are based on Ministry curriculum guidelines and may be accommodated and/or modified as set out in the Individual Education Plan.

<b>PLACEMENT:</b>	<b>Deaf and Hard of Hearing Class</b>
<b>Class Placement:</b>	<b><i>Deaf and Hard of Hearing Class</i> Special Program Class/Regional Placement</b>
<b>Class Type:</b>	<b>Fully Self Contained</b> (With integration opportunities)
<b>Program Grades:</b>	<b>Grades K - 2, Grades 2 – 5, Grades 6 - 8</b>
<b>Class Size:</b>	<b>8 Students</b>
<b>Staffing:</b>	<b>1 Special Education Teacher -- Deaf and Hard of Hearing 1 Teaching Assistant</b>

#### **Program Description:**

- Students enrolled in the program are placed through a Central Board Office Identification Placement and Review Committee (IPRC) meeting. The meeting identifies or confirms the student as exceptional and offers a placement in the *Deaf and Hard of Hearing Class*.
- The program is designed to support students with a diagnoses of a hearing loss who also have additional needs in language development.
- Students have access to assistive technology to ensure that their educational needs are being accommodated.
- Students work towards increased levels of inclusion within the school community.
- Students placed in a Special Education class that is fully self-contained receive programming specific to the modified expectations in language, mathematics and other areas as set out in their Individual Education Plan (IEP), provided by a Special Education Teacher.