



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Standards for Teaching Students who are Deaf or Hard of Hearing who Utilize Audition and Oral Communication

NUMBER: REF-5148.0

ISSUER: Sharyn Howell, Executive Director
 Division of Special Education

DATE: July 26, 2010

ROUTING
 Elementary and Middle School Administrators
 Local District Superintendents
 Administrators of Instruction
 Local District Directors
 Support Unit Administrators
 Teachers of Students with Hearing Impairments

PURPOSE: The purpose of this Reference Guide is to provide information to school administrators and teachers regarding best practices (based on the *California Standards for the Teaching Profession [CSTP]*), for implementing an instructional program for students who are deaf/hard of hearing (DHH).

MAJOR CHANGES: This is a new Reference Guide.

BACKGROUND: As stated in the *California Standards for the Teaching Profession (CSTP 2009)*, the Commission on Teacher Credentialing affirms that student learning and development depends on high quality teaching. Excellent teachers integrate the following into their practice: (1) ethical concern for all children; (2) extensive subject matter competence; (3) pedagogical practice that is selected thoughtfully; and (4) in depth knowledge of their students, including an understanding of their individual strengths, interests, and needs; and knowledge of their families and communities.

As stated in the *CSTP*, one of the goals of the Commission on Teacher Credentialing is “. . . to provide a common language and a vision . . . by which all teachers can define and develop their practice.” To provide common language and to align with the vision as stated in the *CSTP*, the *Standards for Teaching Children who are Deaf or Hard of Hearing: Listening and Speaking Programs for Elementary/Middle Schools* (Attachment A-1) were adapted from the *CSTP*.

Teachers instructing students with a hearing loss, who are learning to listen and speak should utilize strategies and techniques that address the unique needs of the hearing impaired population and of students enrolled in auditory/oral programs. As technology has enabled more students to access sound in the speech spectrum, it is important that teachers of students who are deaf/hard of hearing implement best practices so that students who wear cochlear implants (CIs) and amplification devices receive the following:

- (a) optimal support for their audition;
- (b) instruction in an environment conducive to listening; and
- (c) opportunities to develop listening and speaking skills through auditory activities



LOS ANGELES UNIFIED SCHOOL DISTRICT

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INFORMATION: This reference guide is intended to assist administrators to become familiar with the necessary components of an effective listening/speaking classroom and to provide support to teachers in the development of their instructional program. Included is a tool (Attachment A-2) that can be used by administrators as part of their supervision of instruction during classroom visitations, and by teachers to review their instructional program. As part of the Stull evaluation process, teachers and administrators may collaborate using the adapted standards as a tool to establish teacher performance goals.

Note: A reference guide on Standards for Teaching Children who are Deaf or Hard of Hearing who are utilizing American Sign Language (ASL) is in development and will be available in late spring.

ATTACHMENTS: Attachment A-1: *Standards for Teaching Children who are Deaf or Hard of Hearing: Listening and Speaking Programs for Elementary/Middle Schools*
Attachment A-2: Program Evaluation Checklist

RELATED RESOURCES: Alexander Graham Bell Association for Deaf and Hard of Hearing
California Teaching Standards for the Teaching Profession 2009

ASSISTANCE: For assistance please contact Deaf and Hard of Hearing Program staff at (213) 241-8053.

**Los Angeles Unified School District
Division of Special Education**

**Standards for Teaching Children who
are Deaf or Hard of Hearing**

**Listening and Speaking Programs for
Elementary/Middle Schools**

Adapted from
California Standards for the
Teaching Profession

**Standards for Teaching Children who are Deaf or Hard of Hearing
Listening and Speaking Programs for Elementary/Middle Schools**

1. Engaging and Supporting all Students in Learning

Yes	No	
		Engaging and supporting all students' learning using listening and speaking strategies.
		Is knowledgeable about child and language development. <ul style="list-style-type: none"> • Appropriate activities at each grade level.
		Provides clear language models for students. Expects the student to respond using expanded or complete sentences. [Part to whole] e.g. Put the pencil on the table <i>T. Put the pencil. S. repeats</i> <i>T. On the table. S. repeats</i> <i>T. Put the pencil on the table. (Child repeats)</i>
		Holds students' accountable to LISTENING during instruction. Utilizes strategies such as the "hand cue" by covering mouth.
		Shows knowledge of how student's speech is related to the audiogram/hearing loss. <ul style="list-style-type: none"> • Evidence of individualized instruction within whole group instruction.
		Adapts curriculum to provide appropriate learning opportunities based on students' audition, language and speech development. <input type="checkbox"/> audition <input type="checkbox"/> language receptive/expressive <input type="checkbox"/> speaking
		Provides pre-teaching and post teaching for the mainstreamed students. <input type="checkbox"/> attends grade level meetings <input type="checkbox"/> articulates with general education teachers <input type="checkbox"/> is prepared
		Teacher demonstrates consistent high expectations for student performance. <input type="checkbox"/> instruction <input type="checkbox"/> transitions <input type="checkbox"/> social times

**Standards for Teaching Children who are Deaf or Hard of Hearing
Listening and Speaking Programs for Elementary/Middle Schools**

2. Creating & Maintaining Effective Environments for Student Learning

Yes	No	
		<p>Students amplification is checked daily and documented.</p> <ul style="list-style-type: none"> • Battery check • LING Six-Sound Test
		<p>Teacher is knowledgeable of all amplification types and is able to trouble-shoot the equipment.</p>
		<p>An amplification center and auditory equipment area is present. Students know how to change their Cochlear Implant (CI) or Hearing Aids (HA) or Bone Conduction (BC) batteries.</p> <ul style="list-style-type: none"> • Battery tester • Batteries
		<p>Students and teacher are engaged in rigorous learning.</p> <ul style="list-style-type: none"> • Student to teacher interactions • Student to student interactions • Student to realia interactions • Evidence of verbal/written cognition
		<p>The classroom environment reflects the current theme of lessons taught and reflects grade level standards.</p> <ul style="list-style-type: none"> • Writing samples • Technology • Art
		<p>The classroom environment is: <input type="checkbox"/> inviting <input type="checkbox"/> engaging <input type="checkbox"/> well organized <input type="checkbox"/> age level appropriate</p>
		<p>The teacher is aware of “acoustic hygiene” and creates and manages an acoustically appropriate environment where all students have opportunities to listen to the best of their ability.</p>

**Standards for Teaching Children who are Deaf or Hard of Hearing
Listening and Speaking Programs for Elementary/Middle Schools**

3. Understanding & Organizing Subject Matter for Student Learning

Yes	No	
		Utilizing Listening and Speaking – Auditory /Oral strategies
		Uses realia DAILY to provide support for students’ auditory challenges and vocabulary development. <ul style="list-style-type: none"> • Pictures • Real objects • Technology.
		Incorporates Auditory goals (ASIPS) into the core curriculum. <ul style="list-style-type: none"> • Auditory goals and objectives are clear, e.g., follow multi-element directions, recall details in a story.
		Opportunities for active interaction between teacher and students, and students with other students are evident.
		Teacher provides wait time for student responses by giving students the time to listen, process and respond.
		Expects the students to listen to each other by asking and modeling questioning and clarification strategies such as: <i>“What didsay?” “Say that again please.” “What did you hear?”</i> Prompts students by saying “Listen again.” <i>“Ask her, what did you say?”</i>
		Appropriately uses grade level materials with accommodations for successful access to learning in addition to strategies for auditory-oral DHH students. <ul style="list-style-type: none"> • Realia, vocabulary development, slower pace, auditory learning in place etc.
		Teacher scaffolds instruction in order to move students from their current levels to grade level.
		Differentiates instruction to meet each student’s needs. <ul style="list-style-type: none"> • Centers with adult supervision • Vocabulary development • Language development • Comprehension strategies
		Vocabulary development is systematic. <ul style="list-style-type: none"> • Vocabulary lists, word maps, student work & graphic organizers.

**Standards for Teaching Children who are Deaf or Hard of Hearing
Listening and Speaking Programs for Elementary/Middle Schools**

4. Planning Instruction and Designing Experiences for all Students

Yes	No	
		Language is taught across all curricula areas using appropriately tiered vocabulary.
		Language Arts instruction includes providing activities and concepts for carry-over from the lesson to the home.
		Is aware of the differing needs of the students' families and assists them in becoming effective teachers at home.
		Instruction is correlated to the students' needs as reflected in assessments as well as the students' needs and challenges in the IEP.
		Schedules conferences Attends and is prepared for: IEP meetings, Parent Conferences, Back to School, Open House, Parent Meetings and other school or DHH related activities.
		Actively informs and educates parents on their children's physical and academic needs.

**Standards for Teaching Children who are Deaf or Hard of Hearing
Listening and Speaking Programs for Elementary/Middle Schools**

5. Assessing Student Learning

Yes	No	
		Utilizes a developmental and sequential language curriculum using appropriate assessment tools such as but not limited to the Auditory Perception Test for the Hearing Impaired (APTHI), or the Teacher Assessment of Spoken Language (TASL).
		Develops IEP goals based upon the present levels of individual student needs, using a variety of assessment tools.
		Reading assessment tools such as, but not limited to, DIBELS, are performed so as to establish students’: <ul style="list-style-type: none">• Knowledge• Needs• Progress
		Effectively communicates, on the IEP, students’ needs and next steps for student growth in the present levels, and goals using a variety of assessment data.

**Standards for Teaching Children who are Deaf or Hard of Hearing
Listening and Speaking Programs for Elementary/Middle Schools**

6. Developing as a Professional Educator

Yes	No	
		Attends conferences and workshops related to deafness, to learn new information related to teaching and audiology.
		Is aware of changes in technology, as it relates to their students' listening and speaking opportunities.
		Knows and understands grade level standards and curriculum.
		Provides support for the mainstream teacher. <ul style="list-style-type: none"> • Management of equipment • Understanding hearing loss • Demonstrates understanding of basic instructional strategies for DHH students
		Attends grade level meetings.
		Collaborates with the general education teacher.
		Evaluates the effectiveness of students' mainstream experiences through on-going interactions and meetings with the general education teacher.
		Participates in the development of parent knowledge and activities.
		Encourages families to be full participants in their child's education.
		Collaborates with other District specialists.

**Standards for Teaching Children who are Deaf or Hard of Hearing
Listening and Speaking Programs for Elementary/Middle Schools**

GLOSSARY

Acoustic Hygiene

A listening environment that is quiet and without ambient noises and distractions such as music being played, loud heaters or air conditioners running during the time of instruction.

Acoustic Highlighting

Speaking in a clear way so that the child's chances of understanding are increased. This includes: prompting the child to listen before you speak, using an animated voice and stressing words that the child omits or has difficulty hearing.

Audiogram

An audiogram is a simple graph that charts what a person can hear. It shows the kind of hearing loss the person has (conductive or sensori-neural), it shows the degree of the hearing loss (mild – profound) and the pattern of the hearing loss.

Audition

What one is able to hear.

Amplification – a device a person uses to hear that enables listening and speaking to occur. They include the following:

Hearing Aid

Bone Conduction Hearing Aid

Cochlear Implant

Six-Sound Test

This is a quick test using – m, oo, ah, ee, sh, and s. It is given to determine whether or not students can detect and discriminate speech sounds across all frequencies. This can be used to monitor each child's hearing on a daily basis and can be used to detect any changes in hearing.

Hand cue

A hand cue is used to alert the student that he or she must listen carefully and provides the student with listening practice rather than speech reading.

**Standards for Teaching Children who are Deaf or Hard of Hearing
Listening and Speaking Programs for Elementary/Middle Schools**

Frequency Modulation (F.M.) Unit

A personal listening device that includes a remote microphone placed near the desired sound source (generally the speaker's mouth) and receivers that are worn on the amplification. The FM system allows people to hear sound as if the sound source was 6 inches away from the listener.

Language Modeling

A technique used to assist students with their language development, sentence construction and general interactions using spoken language.

Standards for Teaching Students Who Are Deaf or Hard of Hearing Listening and Speaking Programs

Teacher:	Date:	
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1. Engaging and Supporting all Students in Learning

2. Creating & Maintaining Effective Environments for Student Learning

3. Understanding & Organizing Matter for Student Learning

1. Engaging and Supporting all Students in Learning			2. Creating & Maintaining Effective Environments for Student Learning			3. Understanding & Organizing Matter for Student Learning		
Yes	No		Yes	No		Yes	No	
		Engaging and supporting all students' learning using listening and speaking strategies.			Students amplification is checked daily and documented • battery check • LING Six-Sound Test			Utilizing Listening and Speaking – Auditory /Oral strategies
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		Provides clear language models for students. Expects the student to respond using expanded or complete sentences. [Part to whole] e.g. Put the pencil on the table T. Put the pencil. S. repeats T. On the table. S. repeats T. Put the pencil on the table. (Child repeats)			An amplification center and auditory equipment area is present. Students know how to change their Cochlear Implant (CI) or Hearing Aids (HA) or Bone Conduction (BC) batteries. Battery tester, batteries, etc.			Incorporates Auditory goals (ASIPS) into the core curriculum. Auditory goals and objectives are clear. E.g., Follows multi-element directions; recalls details in a story.
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								Differentiates instruction to meet each student's needs, e.g., • centers with adult supervision • vocabulary development • language development • comprehension strategies
								Vocabulary development is systematic, e.g., • vocabulary lists , word maps, student work & graphic organizers

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