

Deaf Education Summit
May 16, 17, 2006

National Agenda Goal # 2
**Communication, Language and Literacy
Progress in N.M.**

**New Mexico School for the Deaf
New Mexico Public Education Department
New Mexico Department of Health**

New Mexico

The Land of Enchantment

- Beautiful sunsets and blue skies
- Size: 5th largest state
- Demographics
 - 36th in population (1,928,384); mostly rural – 6 persons per square kilometer
 - Cultural and linguistic diversity
 - 562 Deaf/HH students in the schools statewide
 - Socio-economic considerations – poverty rate 17.7%
- Educational Opportunities
 - 89 School Districts and 19 BIA Schools
 - Low Critical Mass: Programs (2 Districts); Classrooms (4 Districts)
 - New Mexico School for the Deaf (Santa Fe, Alb., LC, Outreach)
 - One Private Oral Program through 1st grade

Collaborative Dynamics Within a Culture of Cooperation

- **New Mexico Department of Health** (Lead Agency for Part C and EHDI)
- **New Mexico Public Education Department** (Special Education Bureau; Compliance; Technical Assistance)
- **New Mexico School for the Deaf** (State Supported Educational Program)
- **New Mexico Commission for Deaf and Hard of Hearing Persons** (primarily adult advocacy)
- **Eighty nine autonomous school districts and 19 BIA schools**

Approaching it From Different Angles

SYSTEMS BUILDING

- Strengthening the EHDI system
- State Task Force Recommendations and Bill of Rights
- Joint Powers Agreement between NMSD and DOH for Early Intervention Services
- Expanding the infrastructure and capacity of NMSD Outreach (Evaluation, Transition, ...)
- Building model center based and related services programs at NMSD (EI, CI consultation, Audiology, ASL Assessment, Curriculum...)
- Mutual acknowledgement of expertise and responsibility – NMSD and PED; Embedding Deaf Education Professional Development into State's Overall Plan
- Increasing the rigor of interpreter licensure requirements

Approaching it From Different Angles

PRACTICAL APPLICATION

- High standards statement related to educational interpreters; training “The Interpreted Environment”
- Curriculum Development for Interpreter Week and Mentor program
- Interpreter Week and Silent Week
- Family Sign Weekend
- On-site outreach consultation to schools regarding specific students
- Outreach participation in I.E.P. meetings
- Recommended practice video tape regarding language rich environments for infants and toddlers
- Transition Summit
- Up-date of Family Resource Manual for EHDI system

Approaching it From Different Angles

COMMUNICATION CONSIDERATIONS

- **2004: Deaf and Hard of Hearing Children's Educational Bill of Rights** was signed into New Mexico law. The Bill of Rights included the following language: "Since 20 U.S.C. Section 1414(d)(3)(B)(iv) of the federal Individuals with Disabilities Education Act requires that the individual education plan team consider the **unique communication needs** of children who are deaf or hard-of-hearing, the public education department shall develop a **model "communication considerations for students who are deaf or hard-of-hearing"**, to become part of the individual education plan process. The model shall be disseminated to all local school districts, with **training to be provided** as determined by the department."

Communications Considerations

I.E.P. Addendum Form

Section 1: The student's **primary language and/or communication mode** is one or more of the following (check all that apply):

Section 2: Is the student's **communication and language proficiency** adequate to enable him/her to succeed in acquiring grade level skills and concepts of the general curriculum?

Section 3: The following **supports** have been identified and discussed

Section 4: Continuum of placement options and **LRE**

Section 5: Identify **accommodations needed to support student** success in accessing the general curriculum on page 15 of the state recommended IEP.

YEAR 1 TRAINING INITIATIVES COMMUNICATIONS CONSIDERATIONS

- Fall, 2004 I.E.P. Addendum Disseminated by Public Education Department through e-mail
- 2004-2005: Regional trainings; 140 individuals in 7 geographical areas of the state
- Full day training to support the ability of I.E.P. teams to have meaningful dialogue related to the form; co-sponsored by Parents for Hands and Voices, Alb. Public Schools and NMSD with NMSD Outreach as the lead.

End of Year 1 Lessons Learned

- No impetus to implement – compliance wasn't forefront
- Comparatively large amount of training resources expended for a small number of trainees
- No plan for attendees to extend training to colleagues
- Complexity of content required more in-depth training and additional materials to support learning

YEAR 2 TRAINING INITIATIVES

COMMUNICATIONS CONSIDERATIONS

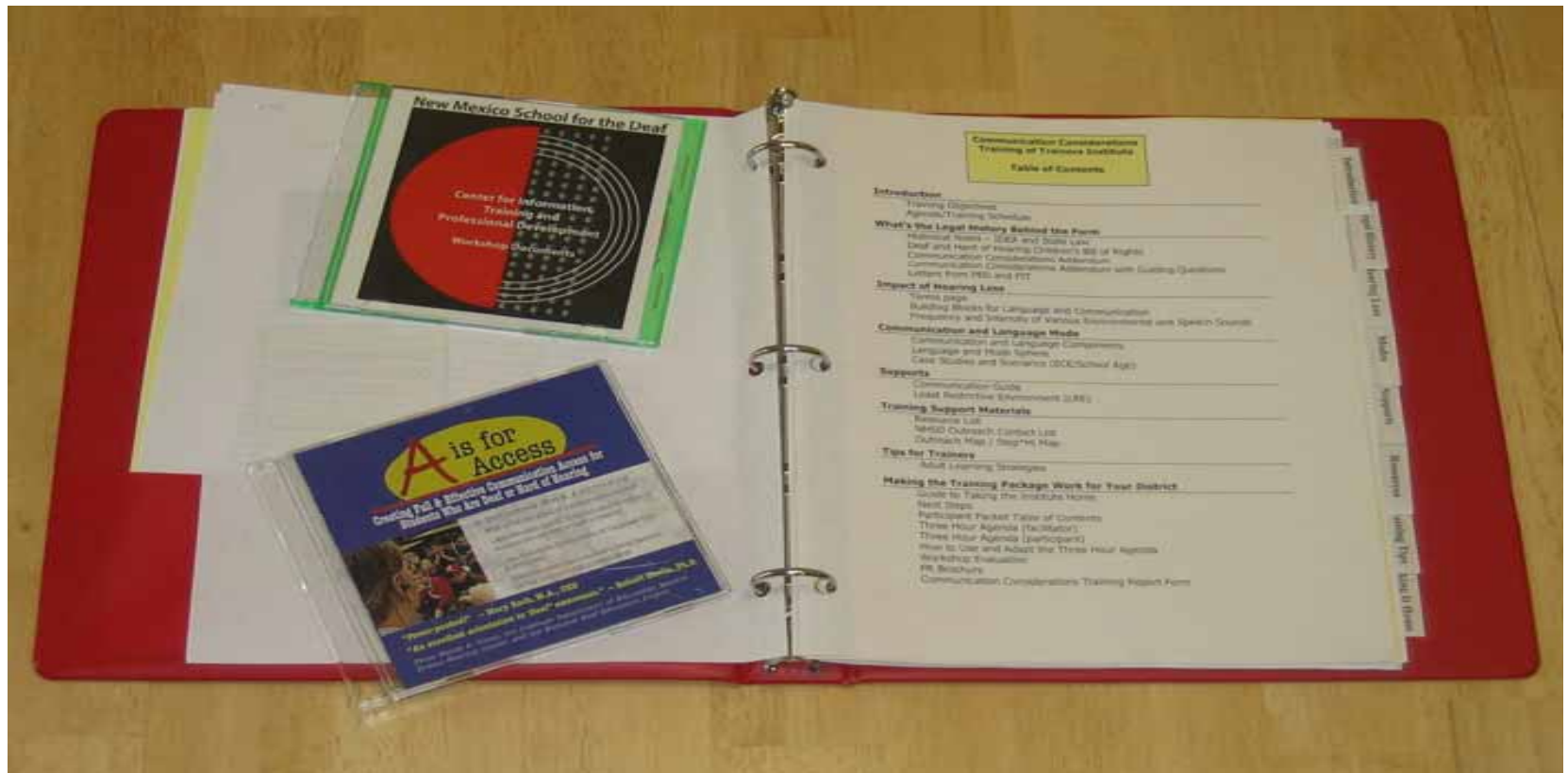
- 2005-06 Training of Trainers Institutes in November and February on the NMSD campus; 63 trainers; 3 trainers returned data for a total of 30 additional trained in district
- Expanded and perfected materials and curriculum
- Formal letters disseminated from both the PED and DOH advertising the training and reminding providers of the requirements of using the form
- DOH and PED representatives attended the training
- Attendees left with training packet and plan for further training in their districts
- NMSD Outreach presented at two SPED tri-annual meetings (SPED Directors and Principals)
- Information included in training packets for Part C to Part B state-wide training initiative with presentation by EC Outreach – 235 trained
- Information included in state Preschool Network Publication

INSTITUTE OBJECTIVES

- Because the impact of hearing loss is individual and has a broad range of potential effects on a child's social-emotional well-being and learning, participants will have resources and strategies to carefully consider how to help a child fully access his/her school experience
- Participants will understand the distinction among communication, language, and speech when planning for the full access and success of a student who is Deaf or Hard of Hearing.
- Participants will have information related to state and federal policy guidance and IDEA requirements for Communication Considerations for students who are Deaf or Hard of Hearing.
- Participants will gain information on strategies for documenting and incorporating the Communication and Language Considerations dialogue into the I.E.P. process.
- Participants will become familiar with how to use their training packet and will leave with a plan for incorporating the use of the form within their agency.
- Participants will gain the resources that will lead to effective transitions from Part C to Part B for children who are deaf and hard of hearing.

YEAR 2 TRAINING INITIATIVES COMMUNICATIONS CONSIDERATIONS

Training of Trainers Institute – Curriculum



End of Year 2 Lessons Learned

- Many trainers able to take back the information as written but not field questions – outreach specialty support still needed
- Need to examine the role of trainers (as an eclectic group how can we best use them – dissemination; training; resource...); Quality?
- For short sessions, emphasis on requirement, catchy phrases (LRE = Language Rich Environments), contact information and panels of deaf adults make the greatest impact
- Institute model offered a higher quality workshop – curriculum, longer session, more resources for multiple speakers
- Collaboration with PED key to the dissemination and attention of the state to the dialogue form
- A central agency that has the resources and motivation to follow through on tasks and maintain momentum is important to success
- Communication to LEAs and EI agencies from the PED and the DOH of the requirement is key to use
- Integrate in any current state training initiative – get stage time!

Next Steps

Communication Considerations

- Focus on dissemination and implementation
- Continue to explore and present at a variety of venues with PED and DOH collaboration
- Offer the training at the building or district level with support of the trainers, making more local teams (i.e. parent, administrator, audiologist)
- Continue Institute concept with specific related topics
- Continue to collect outcome data regarding training (challenges to using and disseminating; further support and training needed)
- Collect data regarding services outcomes (How have discussions, led by the addendum, favorably impacted student services?)

Outcomes

“Prior to using the form, the momentum of an IEP appeared to be well underway by the time “Consideration of Special Factors” came along. “Yes” or a check mark typically indicated that the team recognized that the child had a hearing loss and the team moved on. With the expanded version, the educational implication of the child’s hearing loss becomes the focal point of the IEP. “Access” becomes a well-rounded concept as it pertains to a child who is Deaf or Hard of Hearing.” (Ann Swanson EC Outreach)

Outcomes

“This seems to encourage more communication within the IEP group especially more participation from the parents. It is an excellent tool to use and we are able to present much more information to the IEP team.”

(Teacher of the Deaf and Hard of Hearing
- Alamogordo Public Schools)

More Information?

- Visit the NMSD website at www.nmsd.k12.nm.us

Task Force Report

Bill of Rights

Communication Considerations Form