

Roles of District Resource Teacher for Deaf and Hard of Hearing

- ✓ Determines and delivers direct or consultative service to best meet the needs of students who are deaf and hard of hearing (Special Education Code F students)
- ✓ Is an integral part of school based team for all designated deaf and hard of hearing students with a SPED Code F, while the school based resource teacher carries out the case manager roles
- ✓ Drafts hearing goals for the IEP which are the first goals to appear on IEPs of students who are deaf and hard of hearing (SPED Code F)
- ✓ Attends all IEP and transition meetings that are arranged by school based case manager for students who are deaf and hard of hearing (SPED Code F)
- ✓ Writes year end progress report that accompanies report card for these students receiving direct service.



What Kinds of Services Are Available?

District Itinerant Resource Teacher for Deaf and Hard of Hearing

- ✓ Assesses the student's auditory functioning, speech/language development, and academic achievement
- ✓ Provides students, parents and classroom teachers with information on hearing loss, auditory management, hearing aid and other equipment use, and suggest strategies to help manage hearing loss
- ✓ Provides direct, regular instruction to the student in auditory training, speech, speechreading, and language development.
- ✓ Assists a student with classroom work, organizational skills, study skills, reading and writing
- ✓ Assists classroom teacher with adaptations/modifications to classroom assignments and teacher made tests
- ✓ Provides consultation and inservice to school personnel and families
- ✓ Acts as liaison between school, home and hearing clinic
- ✓ Supports students on self advocacy issues related to their hearing loss

What is the Referral Process?

If a hearing loss is suspected, please contact one of the following:

1. Family Physician
2. Interior Health – Audiologist
3. District Itinerant Resource Teacher for Deaf and Hard of Hearing

If a hearing test is administered by the audiology clinic, parental consent for release of information allows for:

1. A copy of the hearing test (audiogram) is then forwarded to the District Itinerant Resource Teacher for the Deaf and Hard of Hearing.
2. If the audiogram indicates an educationally significant hearing loss, the District Itinerant Teacher will contact the School Based Team to initiate a consultation and if needed, SBT the referral process.
3. The student will be considered for the direct (at least 1 visit monthly) or the consultative services.

Hearing tests are administered through Interior Health in Trail, BC at the audiology clinic

What Are Some Signs of Hearing Loss?

A student may consistently demonstrate a number of the following behaviours, which could indicate a hearing loss:

- ✓ A history of ear or hearing problems
- ✓ Difficulties in language comprehension and/or expression, including limited vocabulary
- ✓ Inattentiveness
- ✓ Frequently fails to respond correctly to questions/directions
- ✓ Often asks to have statements repeated
- ✓ Strains to hear or favours one ear
- ✓ Difficulty in localizing sound
- ✓ Makes errors in pronunciation or other speech difficulties
- ✓ Omits word ending such as -ing, -ed, -s
- ✓ Performs better when talking face to face
- ✓ Is socially withdrawn, especially in listening situations
- ✓ Finds it difficult to concentrate in noisy environments

Facts

Hearing is the foundation upon which speech, language, reading, and writing are built.

A permanent or temporary hearing loss during a child's early years often causes a significant delay and ongoing difficulty with the development of speech, language, reading, and social skills.

Hearing loss is "invisible", so it may not be suspected as the source of behavioural, academic performance, or speech difficulties.

Contact Information

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DEAF & HARD OF HEARING
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