

### Serving Deaf and Hard of Hearing Students and Their Families

It is strongly recommended that only those with deep background knowledge should provide services to students who are deaf or hard of hearing and their families; professionals with partial or limited knowledge of these issues should seek supervision from, consult with, or refer clients to professionals with this expertise. Resources to assist school psychologists identify professionals with expertise are provided in this Resource List, which is a companion document to NASP's position statement "Serving Deaf and Hard of Hearing Students and Their Families: Implications for Education and Service Delivery."

#### LEGAL

##### Title 5 Regs, CCR update

**5CCR § 3051.18.** Related Services for the Deaf and Hard of Hearing.

(a) Instruction and services for deaf and hard of hearing pupils shall be provided by an individual holding an appropriate credential, who has competencies to provide services to the hearing impaired and who has training, experience, and proficient communication skills for educating pupils with hearing impairments. Such services may include but need not to be limited to:

- (1) Speech, speech reading, and auditory training.
  - (2) Instruction in oral, sign, and written language development.
  - (3) Rehabilitative and educational services for hearing impaired individuals to include monitoring amplification, coordinating information for the annual review, and recommending additional services.
  - (4) Adapting curricula, methods, media, and the environment to facilitate the learning process.
  - (5) Consultation to pupils, parents, teachers, and other school personnel as necessary to maximize the pupil's experience in the regular education program.
- (b) A specially trained instructional aide, working with and under the direct supervision of the credentialed teacher of the deaf and hard-of-hearing, may assist in the implementation of the pupil's educational program.

*Note.* Authority cited: Sections 56100 and 56366.1, Education Code. Reference: Section 56363, Education Code; and 34 C.F.R. Sections 300.34 and 300.156(b)(1).

**CFR Section 300.101** states "Each State must ensure that FAPE is available to any individual with a disability who needs special education and related services, *even though the child has not failed a course or grade, and is advancing from grade to grade*" (i.e., adverse educational effect is not the same as already showing academic delays).

**2014 Title II ADA** Policy requires schools to ensure that communication is as effective for students with hearing loss as peers; effective communication is provided through appropriate auxiliary aids and services; and deaf and hard of hearing children are afforded an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement as that provided by others and to participate in and enjoy the benefits of the district's services, programs and activities.

[https://www.ada.gov/ada\\_title\\_II.htm](https://www.ada.gov/ada_title_II.htm)

## GENERAL RESOURCES

- <http://thrive.cde.ca.gov>
- <https://www.csdeagles.com/apps/pages/CORE>
- <http://www3.gallaudet.edu/clerc-center/info-to-go/national-resources-and-directories.html>
- <http://www3.gallaudet.edu/clerc-center/info-to-go/national-resources-and-directories/state-by-state-resources.html>
- <https://www.nad.org>
- <https://successforkidswithhearingloss.com>
- <https://www.nationaldeafcenter.org/about-us>

## UNIVERSITIES

- <https://www.gallaudet.edu>
- <https://www.ntid.rit.edu>
- <https://www.csun.edu/eisner-education/deaf-studies>
- <https://csd.utexas.edu>
- <http://www.wou.edu/rccd/>

### List of State Schools for the Deaf

<http://www3.gallaudet.edu/clerc-center/info-to-go/national-resources-and-directories/schools-and-programs.html>

## INTERPRETERS

- <https://rid.org>
- <http://www.cuedspeech.org>
- <https://www.dbinterpreting.org>

## SPECIFIC RESOURCES FOR SCHOOL PSYCHOLOGISTS

### Interest Groups

- National Association of School Psychologists (NASP), <http://communities.nasponline.org/communities/community-home?CommunityKey=1981cd64-65f9-4202-8089-2fbd25d34617>
- American Psychological Association (APA), <https://division-rehabpsych.squarespace.com/deafness/>
- American Deafness and Rehabilitation Association (ADARA), <https://www.adara.org>

## RECOMMENDED PROFESSIONAL PUBLICATIONS

Together with the references listed in the position statement, additional specific scholarly sources are included here to highlight examples of the literature, but it is strongly recommended that only those with deep background knowledge should provide services to students who are deaf or hard of hearing and their families.

- Dammeyer, J., Hansen, A. T., Crowe, K., & Marschark, M. (2019). Childhood hearing loss: Impact on parents and family life. *International Journal of Pediatric Otorhinolaryngology*, *120*, 140–145.
- Glickman, N. S. (Ed.) & Hall, W.C. (Contributor). (2019). *Language Deprivation and Deaf Mental Health*. Routledge.
- Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D. J., Rathmann, C., & Smith, S. (2019). Support for parents of deaf children: Common questions and informed, evidenced-based answers. *International Journal of Pediatric Otorhinolaryngology*, *118*, 134–142.
- Knoors, H., Brons, M., & Marschark, M. (2019). *Perspectives on Deafness: Context, Challenges, and Prospects*. Oxford University Press.
- Lukomski, J. (2005). Best practices in program planning for children who are deaf and hard-of-hearing. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology IV* (pp. 1394–1403). National Association of School Psychologists.
- Lukomski, J. (2014). Best practices in planning effective instruction for children who are deaf or hard of hearing. In P. L. Harrison & A. Thomas (Eds.), *Best Practices in School Psychology: Foundations* (pp. 229–242). National Association of School Psychologists
- Marschark, M., Spencer, P. E., Adams, J., & Sapere, P. (2011). Evidence-based practice in educating deaf and hard-of-hearing children: teaching to their cognitive strengths and needs. *European Journal of Special Needs Education*, *26*(1), 3–16.
- Petitto, L. A., Langdon, C., Stone, A., Andriola, D., Kartheiser, G., & Cochran, C. (2016). Visual sign phonology: insights into human reading and language from a natural soundless phonology. *Wires Cognitive Science*. doi:10.1002/wcs.1404
- Smith, C., & Allman, T. (2019). Diversity in deafness: Assessing students who are deaf or hard of hearing. *Psychology in the Schools*, 1–13.
- Swanwick, R., & Marschark, M. (2010). Enhancing education for deaf children: Research into practice and back again. *Deafness & Education International*, *12*(4), 217–235.
- Tharpe, A. M., Murhy, J. D., Sladen, D. P., & Boney, S. (2009). Minimal hearing loss in children: Minimal but not inconsequential. *Seminars in Hearing*, *20*(2), 80–93.

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