



CONTINUING THE JOURNEY Transition Tips for parents of children with hearing loss

The purpose of this document is to offer families of children with hearing loss some guidelines for effective transitions.

Assessment *A comprehensive assessment is the basis of determining eligibility for services and an effective educational plan*

In addition to evaluations and information provided by Early Intervention and Specialty Service providers and by school department assessments, professionals with expertise in pediatric hearing loss should provide:

- Updated audiological assessment and recommendations
- Updated ENT report and recommendations
- Comprehensive language assessment in the child's chosen mode(s) of communication by an assessor fluent in those communication mode(s)
- Comprehensive evaluation from a Deaf and Hard of Hearing Pediatric Specialist if indicated (refer to "Where to find out more" section)

Roles *Children with hearing loss, including those with additional disabilities, should have teachers and specialists on their assessment and services team with specialized training in hearing loss and its impacts. Based upon your child's specialized needs, your child's team should include:*

- A certified teacher of the deaf
- A speech/language pathologist experienced in work with children with hearing loss
- A pediatric audiologist

Successful transition practices *include the following:*

- Early referral to local school system
- Visit potential classrooms to understand the continuum of potential service options (see *Technical Assistance Advisory*)

SPED 2009-2: Observation of Education Programs by Parents and Their Designees for Evaluation Purposes regarding the rights of families to visit potential programs at www.doe.mass.edu

- Review of teacher certifications/experiences/philosophy of education of students with hearing loss

The following should be considered as part of the IEP and transition process and may require the use of specialized personnel on a consultative or ongoing basis (e.g., educational audiologist, teacher of the deaf, Children's Specialist from the MCDHH):

- Environmental assessment of the placement by specialized personnel and incorporation of needed acoustic modifications
- Training for receiving school district staff on implications of the child's hearing loss for participation within all aspects of the class curriculum, related services and the life of the school
- Plan for management of technology: daily check of personal amplification (hearing aids/cochlear implant) and assistive devices (FM), trouble shooting, and basic repairs
- Plan to provide certified interpreters in the school setting when appropriate
- Plan for needed assistive devices, e.g., fire alarms, captioned AV equipment, videophone
- Developing a communication plan for the family and the team to ensure skill crossover between home and school
- Plan how to introduce child to the class and facilitate interactions
- Consideration of organization and space needs for specialized materials or instruction
- Check last page of IEP for wording on degree of inclusive and/or pullout services

Where to find out more....

Massachusetts Commission for the Deaf and Hard of Hearing

www.mass.gov/mcdhh

Info about Children's Specialists is at:

www.mass.gov/eohhs/gov/departments/mcdhh/case-management-services.html

Hands and Voices – Preschool/Kindergarten Checklist for Children who are Deaf and Hard of Hearing

www.handsandvoices.org/articles/education/ed/par_checklist.htm

Massachusetts Department of Elementary and Secondary Education-

www.doe.mass.edu

Continuing the Journey – Best Practices in Early Childhood Transition Guide for Families

www.mass.gov/eohhs/gov/departments/dph/programs/family-health/early-intervention/family-info/transition-process.html

Federation for Children with Special Needs: <http://fcsn.org>

A Parent’s Guide to Special Education:

<http://fcsn.org/parents-guide>

Workshops on IEP development and basic rights:

www.fcsn.org/pti/workshops/home.php

Many workshops are offered in Spanish and in Portuguese.

Comprehensive evaluations:

Boston Children’s Hospital Deaf and Hard of Hearing Program

www.childrenshospital.org/dhbp (evaluations conducted in spoken English and ASL)

Clarke Schools for Hearing and Speech

www.clarkeschools.org/services/comprehensive-educational-evaluations (evaluations conducted in spoken English)

Massachusetts Eye and Ear Infirmary Communication Evaluation

www.masseyeandear.org/specialties/audiology_hearing/services-children (evaluations conducted in spoken English)

*Compiled by: Department of Public Health Specialty Services
Committee of the Part C Interagency Coordinating Council
(2013)*