

Deaf and Hard of Hearing (DHH) Talking Points

Identification

- [Eligibility Criteria](https://www.revisor.leg.state.mn.us/rules?id=3525.1331) (https://www.revisor.leg.state.mn.us/rules?id=3525.1331)
- Need an Audiogram. Must have sensory loss to receive special education services in DHH.
- Pre-intervention strategies are not needed for students who are DHH.

Evaluation

- [Legislative Report on Deaf and Hard of Hearing Students in Minnesota](http://bit.ly/2vBLwuO) (http://bit.ly/2vBLwuO)
- [Assessment Manual](http://education.state.mn.us/MDE/dse/sped/cat/dhh/) (http://education.state.mn.us/MDE/dse/sped/cat/dhh/)
- [Transition Checklist](http://www.cehd.umn.edu/DHH-Resources/default.html) (http://www.cehd.umn.edu/DHH-Resources/default.html)
- [Social Emotional Checklist](http://education.state.mn.us/MDE/dse/sped/cat/dhh/) (http://education.state.mn.us/MDE/dse/sped/cat/dhh/)
- [Compensatory Checklist](http://education.state.mn.us/MDE/dse/sped/cat/dhh/) (http://education.state.mn.us/MDE/dse/sped/cat/dhh/)
- [Progress Monitoring](http://www.cehd.umn.edu/DHH-Resources/default.html) (http://www.cehd.umn.edu/DHH-Resources/default.html)
- [Early Hearing and Detection Intervention \(EHDI\) “Assessment/Outcomes Reporting”](http://www.mnlowincidenceprojects.org/ehdiAssessment.html) (http://www.mnlowincidenceprojects.org/ehdiAssessment.html)

Program Planning

Early Hearing Detection and Intervention (EHDI) Teams are in place regionally to assist with Birth to Three Deaf and Hard of Hearing Infants and toddlers. For more information on how to connect to these teams, contact [Kathy Anderson](mailto:Kathy.Anderson@metroecu.org) (Kathy.Anderson@metroecu.org)

- [Regional Low Incidence Facilitators \(RLIF\) and EHDI teams list](http://bit.ly/2gplR2d) (http://bit.ly/2gplR2d)
- [EHDI page](http://www.mnlowincidenceprojects.org/ehdi.html) (http://www.mnlowincidenceprojects.org/ehdi.html)
- Teachers of the DHH (TDHH) are trained to evaluate and provide appropriate services to DHH students.
 - Communication options: (http://bit.ly/2vHjFIQ)
 - Placement options – [see the PARC documents](#) on the right side of the MDE DHH website (http://education.state.mn.us/MDE/dse/sped/cat/dhh/)
- [Strategic Instruction Model \(SIM\)](http://kucrl.org/sim/) (http://kucrl.org/sim/)
 - [Reading Research](http://bit.ly/2wfsmh0) (http://bit.ly/2wfsmh0)
 - Mentorship is available for Teachers of the DHH thru the Minnesota Department of Education (MDE). Contact [Rebecca Jackson](mailto:Rebecca.jackson@state.mn.us) (Rebecca.jackson@state.mn.us)
 - [Making a Plan for Your Child; IFSP Considerations for Children who are Deaf and Hard of Hearing](https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf) (https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf)
 - [“Supplement to the JCIH 2007 Position Statement: Principles and Guidelines for Early Intervention After Confirmation That a Child Is Deaf or Hard of Hearing”](http://bit.ly/2wfV1T) (http://bit.ly/2wfV1T)

Resources

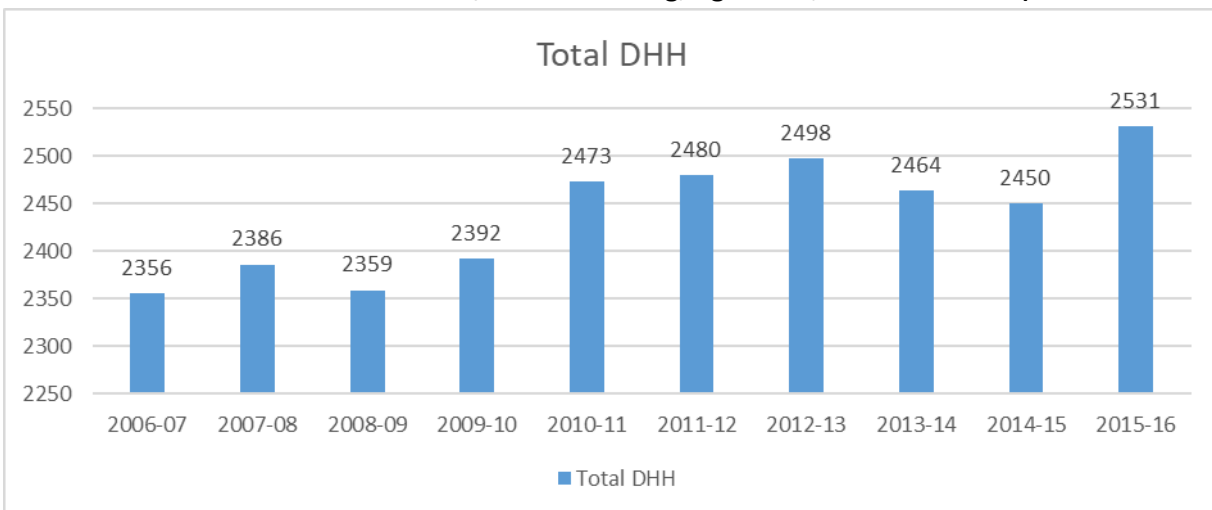
- [Language and Communication Focused IEP's for Deaf and Hard of Hearing Learners-A Discussion Guide](http://bit.ly/2xvegGZ) (<http://bit.ly/2xvegGZ>)
- Building Skills for Success in the Fast-Paced Classroom: Optimizing Achievement for Students with Hearing Loss: Karen Anderson and Kathy Arnoldi
- 30 Million Words: Building a Child's Brain- Dana Suskind
- The Mentors Companion: Patty Gordon and Mari Magler
- [Interpreter Guides](http://www3.gallaudet.edu/clerc-center/our-resources/publications/classroom-interpreting-for-students-who-are-deaf-or-hard-of-hearing.html) (<http://www3.gallaudet.edu/clerc-center/our-resources/publications/classroom-interpreting-for-students-who-are-deaf-or-hard-of-hearing.html>)

Special Considerations

1. Interpreters for the Deaf may be needed. [Minnesota has school requirements for interpreters.](https://www.revisor.mn.gov/statutes/?id=122A.31) (<https://www.revisor.mn.gov/statutes/?id=122A.31>)
2. Speech is a related service. There is no requirement for an evaluation but best practices deems it.
3. Educational Audiologist should evaluate the environment and hearing in school.
4. Placement/Access is critical – important to provide full access to the curriculum language, captioning, FM Systems.

Administrators "Need to Know" for Deaf and Hard of Hearing

1. There are two licenses for teachers of the DHH. One license serves all DHH students and the other license allows the TDHH only to work with oral students.
 - [Teacher of the Deaf and Hard of Hearing](http://bit.ly/2vpG6Hk) (<http://bit.ly/2vpG6Hk>)
 - [Teacher of Oral/Aural](https://www.revisor.mn.gov/statutes/?id=122A.28) (<https://www.revisor.mn.gov/statutes/?id=122A.28>)
 - **Child Count: Statewide Deaf/Hard of Hearing, Ages 0-21, Ten-Year Trend (2006-07 to 2015-16)**



2. [The paperwork for the Interpreter processes \(two-year provisional and extension\) are found on the MDE website.](http://education.state.mn.us/MDE/dse/sped/cat/dhh/) <http://education.state.mn.us/MDE/dse/sped/cat/dhh/>
3. There is a State Deaf and Hard of Hearing Group of Teachers that meets four times a year. Regions have meetings for DHH teachers too. A low incidence plan for DHH is developed yearly.
4. There is a website for all interested in DHH. Contact Mary to apply.

[MDE DHH Webpage](#)

- <http://education.state.mn.us/MDE/dse/sped/cat/dhh/>

Contact

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