

Rights of Deaf & Hard of Hearing Children in Education

8/11/2026

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Newborn Hearing Screening Advisory Committee Meeting



Utah's P&A Agency

Some Focus Areas:

- Community Access & Inclusion
- Education
- Employment
- Fair Housing
- Institutional Rights
- Guardianship
- Transportation
- Voting Rights
- Abuse and Neglect



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About

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Presentation Overview:

01

Background on the
IDEA, ADA, and
Section 504

02

General Provisions

03

Provisions Specific to
D/HH children

04

Language and
Communication Plans

01

Federal Laws at Play

- Section 504 of the Rehabilitation Act (Section 504)
- Americans with Disabilities Act (ADA)
- Individuals with Disabilities Education Act (IDEA)



01

ADA & Sec. 504 Civil Rights Laws



ADA & Sec. 504 Civil Rights Laws

- **Sec. 504 of the Rehabilitation Act (1973)** prohibits disability discrimination in all programs receiving **federal funding**.



ADA & Sec. 504 Civil Rights Laws

- **Sec. 504 of the Rehabilitation Act** (1973) prohibits disability discrimination in all programs receiving **federal funding**.
- **ADA** (1990) **expands** these protections to all areas of **public life**.

**Both apply to PUBLIC
SCHOOLS!**



1990 “Capitol Crawl”

IDEA (1975) Special Education Law

- *Mills v. Board of Education*
- **Due Process**
- **Special education** and related services **designed** to meet **their “unique” needs**
- Part C: **IFSP 0-3**
- Part B: **IEP 3-22**



02

General Provisions: Standards of **F.A.P.E.**



02

Different Standards of **F.A.P.E.**

FAPE under IDEA

Is this child making appropriate progress based on his unique needs and circumstances?

FOCUS ON THE INDIVIDUAL



F.A.P.E.

Free, Appropriate Public Education

02

Different Standards of **F.A.P.E.**

FAPE under **IDEA**

Is this child making appropriate progress based on his unique needs and circumstances?

FOCUS ON THE INDIVIDUAL



F.A.P.E.

Free, Appropriate Public Education

FAPE under **504**

Are the needs of this student with a disability addressed as well as his nondisabled peers'?

SIDE-BY-SIDE COMPARISON



02

Different Standards of **F.A.P.E.**

FAPE under IDEA

Is this child making appropriate progress based on his unique needs and circumstances?

FOCUS ON THE INDIVIDUAL



F.A.P.E.

Free, Appropriate Public Education

ADA doesn't discuss FAPE, but it does use a **comparative analysis** like 504

FAPE under 504

Are the needs of this student with a disability addressed as well as his nondisabled peers'?

SIDE-BY-SIDE COMPARISON



03

Specific Provisions for **D/HH Children**

IEP Special Factors to Consider for D/HH Children

1. child's **language and communication needs**
2. opportunities for **direct communications & direct instruction** w/ peers/staff in the child's language and communication mode,
3. **academic** level, and **full range of needs**,
4. needs for **assistive technology** devices and services.



03

Specific Provisions for **D/HH Children**

Effective
Communication

IEP Special Factors to Consider for D/HH Children

1. child's **language and communication needs**
2. opportunities for **direct communications & direct instruction** w/ peers/staff in the child's language and communication mode,
3. **academic** level, and **full range of needs**,
4. needs for **assistive technology** devices and services.

Primary
Consideration

Auxiliary Aids
and Services



Current Process: Utah

Communication needs of the student and if student has deafness or a hearing impairment, consider the language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.



No communication needs



Communication needs
addressed in IEP

Current Process: Utah

Parent(s)

Student

General Education Teacher

Special Education Teacher

LEA Representative

Audiologist

Teacher of the Deaf

Speech Language Pathologist

ASL Interpreter Supervisor

ASL Interpreter



Recent Changes: Utah

Pursuant to appropriations made in Item 45 of House Bill 1, Public Education Budget Amendments (2025 General Session), the Legislature intends that the State Board of Education study the development of a fee-for-service plan that recovers all costs for outreach services the Utah Schools for the Deaf and the Blind provides from a student's local education agency and report to the Public Education Appropriations Subcommittee by August 15, 2027.

HOW LANGUAGE & COMMUNICATION PLANS WORK

- Operationalizes protections from laws
- Advocacy tool for **parents & students** to point to
- Easy-to-reference tools for **teachers** educating children with a low-incidence disability
- Data-sharing tool combats **service provider** silos
- Helps **districts** stay student-focused and compliant when determining services for D/HH children

FIVE IMPACT AREAS

Team Collaboratively
Fills Out LCP &
Develops Shared
Understanding of Your
Child's Needs

1

Communication
& Language
Access To
Instruction,
Staff, Peers,
Extracurriculars,
etc. Increase via
Daily LCP
Implementation

2

Student and
Parent
Engagement &
Self-Advocacy
Increase

3

Improved
Mental
Health,
Safety, &
Belonging

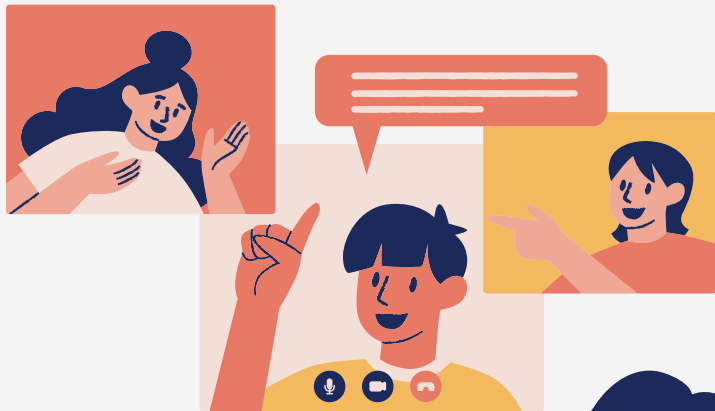
4

Literacy &
Language
Outcomes
Improve

5

04

OTHER STATES



- 1996– Colorado
- 2004– New Mexico
- 2008– Indiana
- 2008– Nevada
- 2008– Pennsylvania
- 2012– Delaware
- 2012– Connecticut
- 2013– Florida
- 2013– North Carolina
- 2015– Louisiana
- 2017– West Virginia
- 2019– New Hampshire
- 2021– Georgia
- 2022– New Jersey
- 2025– Texas (not individualized)

04 COMMUNICATION PLAN FOR STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND

2. Describe the student's need for deaf/hard of hearing adult role models and peer groups in sufficient numbers of the communication mode or language. Document who on the team will be responsible for arranging for adult role model connections and opportunities to interact with peers. (Section 3. 22-20-108 CRS II) 300.116 Placement Determination Opportunities considered: ECEA proposed 4.03(b)(4)(iv)

Action Plan, if any:

3. An explanation has been given of all educational options Placement determination 300.115 and 300.116 Placements explained:

Describe how the placement options impact the child's communication

4. Teachers, interpreters, and other specialists delivering instruction proficiency in, and be able to accommodate for, the child's communication mode. Considerations:

Action Plan, if any:

5. The communication-accessible academic instruction, if any, has been identified. The team will consider the entire range of communication access in all activities. Considerations 300.324(a)(2)(iv) Communication plan, 300.107 Note:

Action Plan, if any:



CONSIDERATION OF SPECIAL FACTORS WHEN

The intent of this form is to guide discussion among team members to view a student's needs based on language and communication. The discussion about the student's communication access is utilized in determining:

- Special education eligibility based on the language or system of communication. Consider

Indiana State Board of Education developing an individualized education plan (IEP) (c) The Case Conference Committee is applicable:

- The language needs of a student's IEP.
- In the case of a student's IEP:
 - language and communication opportunities for direct instruction in the student's language and communication mode; and
 - full range of needs; and



DEPARTMENT of EDUCATION Louisiana Believes

FACTORS TO CONSIDER IN PLANNING FOR COMMUNICATION AND LANGUAGE SUPPORT

The questions in Sections I, II and III should be used to facilitate a discussion among all IEP/IAP team members in identifying a student's current communication abilities and needs. The information gathered in these sections should be used to develop an action plan that supports the student's communication and language development needs.

SECTION I: LANGUAGE AND COMMUNICATION

1. Identify each of the following:

- Student's primary language at home
- Student's primary language at school
- Family's primary language

*Note: Possible considerations include spoken English, spoken language other than English, emerging/ASL, signed language other than ASL, manually coded English, or cued speech.

2. The student's current primary mode of communication is one or more of the following (check all that apply). Note: Check communication modes that are most frequently used and preferred by the student to receive communication in across environments.

RECEPTIVE	
☐ Auditory/oral	☐ All classrooms
☐ Signing (ASL, English)	☐ Extracurricular
☐ Cued language	☐ Related services
☐ Tactile system (describe)	☐ Community
☐ No tech (describe)	☐ Home
☐ Low tech system (describe)	
☐ High tech system (describe)	
☐ Other (describe)	

NOTE: For students with emerging or unconventional communication methods, describe in detail, provide pictures



Communication Plan

Student:

School:

Primary Area of Eligibility:

Secondary Area(s) of Eligibility (if applicable):

Date Communication Plan Was Completed: / /

I. CONSIDER THE STUDENT'S LANGUAGE AND COMMUNICATION

1. The student's language (i.e. English, Spanish) is one or more of the following (check all that apply and enter languages used):

Receptive	Expressive	
☐	☐	No emerging language
☐	☐	Spoken language
☐	☐	Sign language

Student name: _____ Date: _____

IEP Communication Plan for Student Who Is Deaf or Hard of Hearing

IDEA 2004, §300.324 Development, review, and revision of IEP.

(2) Consideration of special factors. The IEP Team must--

(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

TOOLS FOR DEVELOPING COMMUNICATION PLANS: STUDENTS WITH UNIQUE NEEDS

all that apply:



Communication Planning Guide for Students Who Are Deaf or Hard of Hearing

for the New Hampshire Communication Plan Student who is Deaf or Hard of Hearing



NC Communication Plan Worksheet

NORTH CAROLINA COMMUNICATION PLAN WORKSHEET For A Student Who Is Deaf or Hard of Hearing

Student: Student UID#: DOB:

School: Grade: Age:

Type/Degree of Hearing Loss: Type of Amplification:

I. Consider the Student's Language and Communication Needs

1. The student's language is one or more of the following: (check all that apply)

Language Used	Conversational		Instructional	
	Receptive	Expressive	Receptive	Expressive
English				
American Sign Language (ASL)				
Other Language				
No Formal Language Established				

2. The student's communication mode(s) and/or methods used to establish language is one or more of the following: (check all that apply)

Communication Used	Conversational		Instructional	
	Receptive	Expressive	Receptive	Expressive
American Sign Language (ASL)				
Alternative Augmentative Communication				
Specify:				
Cued Language				
English-Based Sign Language				
Spoken Language				
Tactile Signing				
Other				
Specify:				

State Student ID (GASD) Date:

FOR STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND

entered each area listed below, and has not denied instructional opportunity based on the amount of the child's student's language or communication mode, nor the child's student's experience with other communication modes. To the extent appropriate, the input about the child's language and communication needs should be based on information gathered from adults who are deaf/hard of hearing has been considered. 300.324(a)(2)(iv) 4.03(b)(4)(A)

communication

The student's primary language is one or more of the following:

Expressive

☐ English

☐ Native language (ASL, Spanish etc), specify

☐ Combination of several languages

☐ Minimal language skills; no formal primary language

The student's primary communication mode is one or more of the following. Supports 300.116(e). If more than one applies, explain.

☐ American Sign Language

☐ Cued Speech/Cued English

☐ Gestures

☐ Picture symbols/pictures/photographs

☐ Signing Exact English

☐ Conceptual signs (Picture Symbols)

☐ Accurate Signed English

Other, please explain

☐ American Sign Language

☐ Fingerspelling

☐ Home signs

☐ Pictures symbols/pictures/photographs

☐ Other, please explain

☐ Signing Exact English

☐ Gestures

Other modes of communication, if necessary:

COMMUNICATION PLAN FOR STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND

2. Describe the student's need for deaf/hard of hearing adult role models and peer groups in sufficient numbers of the communication mode or language. Document who on the team will be responsible for arranging for adult role model communication and opportunities to interact with peers. (Section 3. 22-20-108 CRS II) 300.116 Placement Determination Opportunities considered: *ECEA proposed 4.03(b)(4)(ii)*

Action Plan, if any:

3. An explanation has been given of all educational options Placement determination 300.115 and 300.116 Placements explained:

Describe how the placement options impact the child's communication

4. Teachers, interpreters, and other specialists delivering the instruction must be proficient in, and be able to accommodate for, the child's communication mode. Considerations:

Action Plan, if any:

5. The communication-accessible academic instruction, as required, must have been identified. The team will consider the entire range of communication access in all activities. Considerations 300.324(a)(2)(iv) Communication plan, 300.107 Note:

Action Plan, if any:



CONSIDERATION OF SPECIAL FACTORS WHEN

The intent of this form is to guide discussion among team members to determine a student's needs based on language and communication. The purpose of this discussion is to determine the student's communication access needs and to determine the student's communication access needs.

- Special education eligibility criteria for the language or system used for communication. Consider



Florida State Board of Education developing an individualized education plan (IEP) for a student with a hearing loss.

- The Case Conference Committee will determine the student's IEP.
- In the case of a student with a hearing loss, the student's IEP must include:
 - language and communication needs;
 - opportunities for direct instruction in the student's language and communication mode;
 - academic level; and
 - full range of needs, including communication.

I. CONSIDER THE STUDENT'S LANGUAGE AND COMMUNICATION

- The student's language (i.e. English, Spanish) is one or more of the following (check all that apply and enter the number of languages used):

Receptive	Expressive	
☐	☐	No emerging language
☐	☐	Spoken language
☐	☐	Sign language

Student name: _____ Date: _____

IEP Communication Plan for Student Who Is Deaf or Hard of Hearing

IDEA 2004, §300.324 Development, review, and revision of IEP.

(2) Consideration of special factors. The IEP Team must--

(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

TOOLS FOR DEVELOPING COMMUNICATION PLANS: STUDENTS WITH UNIQUE NEEDS

all that apply:

FACTORS TO CONSIDER IN PLANNING FOR COMMUNICATION AND LANGUAGE SUPPORT

The questions in Sections I, II and III should be answered in the order presented. The information gathered in the questions should be used to develop the communication plan.

- Identify each of the following:
 - Student's primary language
 - Student's primary language
 - Family's primary language
 - The student's current primary language
- *Note: Possible consideration (ASL), signed language other than ASL.
- Note: Check communication mode differences in modes used across environments.

- ☐ Auditory/oral
- ☐ Signing (ASL, English)
- ☐ Cued language
- ☐ Tactile system (describe)
- ☐ No tech (describe)
- ☐ Low tech system (describe)
- ☐ High tech system (describe)
- ☐ Other (describe)

NOTE: For students with emerging or unconventional communication methods, describe in detail, provide pictures

Communication Plan

Student: _____
School: _____
Primary Area of Eligibility: _____
Secondary Area(s) of Eligibility (if applicable): _____
Date Communication Plan Was Completed: ____/____/____

DOB: _____
Grade: _____
Hearing Age: _____

Communication Planning Guide for Students Who Are Deaf or Hard of Hearing

for the New Hampshire Communication Plan Student who is Deaf or Hard of Hearing

v) Development factors. The student needs to be able to communicate with others in the community.



NC Communication Plan Worksheet

NORTH CAROLINA COMMUNICATION PLAN WORKSHEET For A Student Who is Deaf or Hard of Hearing

Student: _____ School: _____ Student UID#: _____ DOB: _____
Grade: _____ Age: _____
Type/Degree of Hearing Loss: _____ Type of Amplification: _____

Communication Needs

the following: (check all that apply)

Conversational	Instructional
Receptive	Receptive
Expressive	Expressive

or methods used to establish language is one or more of the following:

Conversational	Instructional
Receptive	Receptive
Expressive	Expressive

State Student ID (GASD) _____ Date: _____

BLIND

the student's communication mode is one or more of the following. Supports 300.116(e).

more than one applies, explain.

primary language is one or more of the following.

Expressive

- ☐ English
- ☐ Native language (ASL, Spanish etc), specify _____
- ☐ Combination of several languages
- ☐ Minimal language skills; no formal primary language

primary communication mode is one or more of the following. Supports 300.116(e).

more than one applies, explain.

ing

ing

its

e explain _____

language signs (Pidgin Signed English, American Sign Language, Conceptual Signed English, Accurate Signed English, etc.)

Picture symbols/pictures/photographs

Other, please explain _____

ides of communication, if necessary:

- ☐ American Sign Language
- ☐ Cued Speech/Cued English
- ☐ Gestures
- ☐ Picture symbols/pictures/photographs
- ☐ Other, please explain _____

- ☐ Signing Exact English
- ☐ Conceptual signs (Picture symbols/pictures/photographs)
- ☐ Accurate Signed English

- ☐ American Sign Language
- ☐ Fingerspelling
- ☐ Home signs
- ☐ Picture symbols/pictures/photographs
- ☐ Other, please explain _____

- ☐ Signing Exact English
- ☐ Gestures

STUDENT INFORMATION

Student Name: DOB: Date:

Team members completing the plan (state name and role):

Left Ear Hearing Loss:

☐ None ☐ Mild ☐ Moderate ☐ Severe +

Right Ear:

☐ None ☐ Mild ☐ Moderate ☐ Severe +

Does the student have additional disabilities that impact communication? ☐ Yes ☐ No

If Yes, please list them here and explain the impact:

LANGUAGE & COMMUNICATION NEEDS*

Using the key below, indicate the student's observed [language\(s\)](#). Only mark those that apply.

Key: Always = A; Often = O; Sometimes = S

Student's Languages	 At Home		 During Instruction		 Non-Instructional Settings		Notes
	Expressive	Receptive	Expressive	Receptive	Expressive	Receptive	
American Sign Language (ASL)							
English							
Other Spoken Language(s) (specify in Notes)							
Other Signed Language(s) (specify in Notes)							
No Formal Language							

Using the key below, mark the student's observed [communication modes](#). Only mark those that apply. Key: Always = A; Often = O; Sometimes = S

Student's Communication Modes	 Home		 During Instruction		 Non-Instructional Settings		Notes
	Exp.	Rec.	Exp.	Rec.	Exp.	Rec.	
ASL							
Communication Device							
Fingerspelling							
Gestures/Home Signs							
Lipreading							
Listening + Spoken Language							
Object/Picture System							
Tactile sign language							
Touch cues							
Written or brailled English							
Other (specify in Notes)							

What data shows that the student's language and communication modes are an effective way for the student to access information, communicate with people, and participate in different settings?

For example, assessments, observations, and input from team members, including the student.

What support do family members need to communicate more effectively with the student?

Discuss available resources, including classes, events and workshops offered via Utah's Division of Services of the Deaf and Hard of Hearing and the Utah Schools for the Deaf and Blind.

SERVICES, HEARING TECHNOLOGY, & VISUAL/AUDITORY ACCOMMODATIONS¹

Services:

What services are needed for the student to access the curriculum and educational environment?

- ☐ Captioning Services (e.g., [CART](#)) ☐ [Qualified Interpreter](#) ☐ Speech Language Therapy
☐ Notetaker ☐ Teacher of the Deaf ☐ Audiology Services
☐ [Intervener](#)² ☐ Teacher of the Deafblind² ☐ Other

Action Plan (for each box checked, specify the service and frequency):

Hearing Technology:

Check all that apply if the student uses one or more of the following at school and/or at home:

Technology:	 Sometimes at School:	 Consistently at School:	 Sometimes at Home:	 Consistently at Home:
Bone Anchored Hearing Aid (BAHA)	☐	☐	☐	☐
Classroom Amplification System	☐	☐		
Cochlear Implant (CI)	☐	☐	☐	☐
Communication Device	☐	☐	☐	☐
Hearing Aid(s)	☐	☐	☐	☐
Hearing Assistive Technology (HAT)	☐	☐	☐	☐

Student's level of independence using hearing technology:

- ☐ Highly Dependent ☐ Some Physical Assistance ☐ Some Prompting ☐ Independent

Action Plan (also include plan for [monitoring hearing technology](#), if any):

¹ See 28 C.F.R. 35.160(a)(1),(b); 28 C.F.R. 35.104(f); DOJ-DOE FAQ, pp. 7-9, 12-13, 19.

² Requires consultation with Utah Schools for the Deaf and Blind

Visual / Auditory Accommodations:

What accommodations are needed to support the student's communication?

- | | |
|--|--|
| ☐ Strategic seating | ☐ Visibility supports (remove obstructions, special lighting) |
| ☐ Listening break | ☐ Captioned media |
| ☐ Limit noise distractions | ☐ Visual alerts & alarms (e.g., for an emergency) |
| ☐ Tactile alerts | ☐ Get student's attention before giving instruction |
| ☐ Large print | ☐ Lip-reading supports (clear masks, trim moustache, etc.) |
| ☐ Other: <input type="text"/> | |

Action Plan(s) (For each box checked, specify the service and frequency. If the student is expected to request the accommodation as needed, please note that here.):

Are the aids/services provided primarily based on the preference of the student with disabilities?

☐ Yes ☐ No Comments:

"The school must honor the individual's choice unless the school can prove that an alternative auxiliary aid or service provides communication that is as effective as that provided to students without disabilities and affords an equal opportunity to participate in and benefit from the service, program, or activity" (DOJ-DOE FAQ, p. 9).

EXPANDED SUPPORT SERVICES***The team has considered the following:**

☐ Opportunities for Direct Communication* with peers.

Describe Opportunities:

☐ Opportunities for Direct Communication* with staff and other school personnel.

Describe Opportunities:

☐ Opportunities for Direct Instruction*.

Describe Opportunities:

CONTINUOUS COMMUNICATION ACCESS¹

Consider the student's entire school day, including classes, school programs, passing periods, lunch, and extracurricular activities that the student participates in or wants to join. Describe how the student will communicate effectively in these settings.

Various school settings considered:

Action Plan(s):

Has the team considered how the student will be alerted in the event of a school emergency?

This section is intended to document how the student will access alerts from the school that notify students and staff that an emergency is occurring (e.g., via a visual notifications or alarm system). It does not require the team to develop a separate emergency response protocol.

☐ Yes ☐ No

Considerations:

LEAST RESTRICTIVE ENVIRONMENT (LRE) CONSIDERATIONS²

When determining placement, did the team given an accurate and complete explanation of the continuum of educational placement options provided and considered based on the student's individual communication and LRE needs?

☐ Yes ☐ No

Language, communication, inclusivity, or other issues considered related to LRE, if any:

GLOSSARY OF TERMS

American Sign Language (ASL) – A visual language used by people who are deaf and hard of hearing in the United States and Canada. ASL is a language distinct from English.

Bone Anchored Hearing Aid (BAHA) - A type of hearing aid which uses bone conduction of sound to deliver better hearing. BAHAs are primarily used for people who have conductive hearing losses and people with single-sided deafness (unilateral hearing loss).



Captioned Media – Films, DVDs, online videos, etc. that have the spoken word or the visual intent of the media represented by text displayed on the screen as it is occurring.

CART – (Communication Access Realtime Translation) The simultaneous verbatim translation of the spoken word into English text using a stenotype machine, notebook computer and real time software, which displays the text on a laptop computer, monitor or screen. CART service is often provided in classroom settings for a student who is deaf or hard of hearing.

Classroom Amplification Systems – An environmental amplification system that utilizes a portable speaker system or placing a loudspeaker on one or more walls and/or ceiling. This type of system ensures that that speech signal is evenly distributed throughout the classroom with the end goal of improving the signal to noise ratio for each student in the room.

Cochlear Implant - A surgically implanted electronic device that stimulates the auditory nerve through electrodes placed in the cochlea of the inner ear, allowing some people who are deaf or hard of hearing to perceive sounds.



Communication Device - A physical object or device used to transmit or receive messages. Communication devices can range from paper and pencil to communication books or boards to apps and devices that produce voice output and/or written output.

Communication Mode – The medium or channel in which communicative intent is expressed and is received.

Hearing Aids – small electronic device worn in or behind one's ear. It makes some sounds louder so that a person with hearing loss can listen, communicate, and participate more fully in daily activities.



Expressive Communication (Exp.)- The process of expressing oneself (e.g., needs, wants, feelings, opinions) to others through verbal and nonverbal communication.

Fingerspelling - The representation of the alphabet by finger positions in order to spell out individual words or connected/longer strings of language.

Gestures – Movements of any part of the body to express or emphasize an idea, an emotion or a function. Not part of a formal communication system.

Hearing Technology Monitoring – Checking the hearing aid on an on-going basis to determine that it is functioning properly.

GLOSSARY OF TERMS

Hearing Assistive Technology (HAT) - Improves the signal-to-noise ratio for a student with hearing loss. Typically, the HAT works in conjunction with a student's personal hearing aid(s) or cochlear implant sound processor(s). There are also classroom HAT systems that may be recommended based on the age of the student and classroom set-up. HAT systems may include: remote microphone technology; frequency modulation (FM) systems; induction systems; infrared systems; special inputs for telephone, television or computers and amplified alarms and signals.

Intervener - An individual who is specially trained to provide clear and consistent sensory information to an individual who is deafblind. An intervener acts as the eyes and ears of the individual who is deaf-blind, making him or her aware of what is occurring in their environment and attaching language and meaning to all experiences.

Language - A system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.

Listening and Spoken Language (LSL) - Using hearing and technology to listen and speak. LSL offers a set of strategies and principles to teach students with hearing loss to develop spoken language through listening.

No formal language - This describes students who have had such limited access to language that they have not developed formal language. This is not the same as students using a communication device.

Object/Picture System - Objects or pictures that are used as symbols for communication by individuals who are not able to communicate using more conventional symbol systems. These objects or pictures bear an obvious and concrete relationship to the visual or tactile properties of the entities that they represent.

Pidgin Signed English (PSE) - PSE is a combination of American Sign Language (ASL) and English. ASL is a distinct language, and (like most other languages) it does not map perfectly to English. There is no equivalent for many specific words and the syntax is completely different. Culturally Deaf people, signing with each other, usually use ASL, but many people, (frequently deaf or hard of hearing) who learn to sign later in life, after hearing and using spoken English, do not sign strictly in ASL. Instead, they use a mixture of ASL and English that is known as PSE. With PSE, someone might sign most of the English words of a sentence and use approximately the English syntax.

Qualified Interpreter - an interpreter who is able to interpret between two languages or communication modes effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary. Must be qualified according to state or national standards.

Receptive Communication (Rec.) - The process of receiving and understanding a message/what others say or express.

Tactile Sign Language - A communication method based on a manual sign language or system in which the receiver's hand(s) is placed lightly upon the hand(s) of the signer to perceive the signs for learners who are deaf-blind.

Touch Cues - A touch made in a consistent manner directly on the body to communicate with a child.

Thank you!



Questions? Contact

swilliams@disabilitylawcenter.org

CALL/TEXT: (801) 924-3367

