

Navigating a Successful Transition from Early Intervention for Children who are Deaf or Hard of Hearing



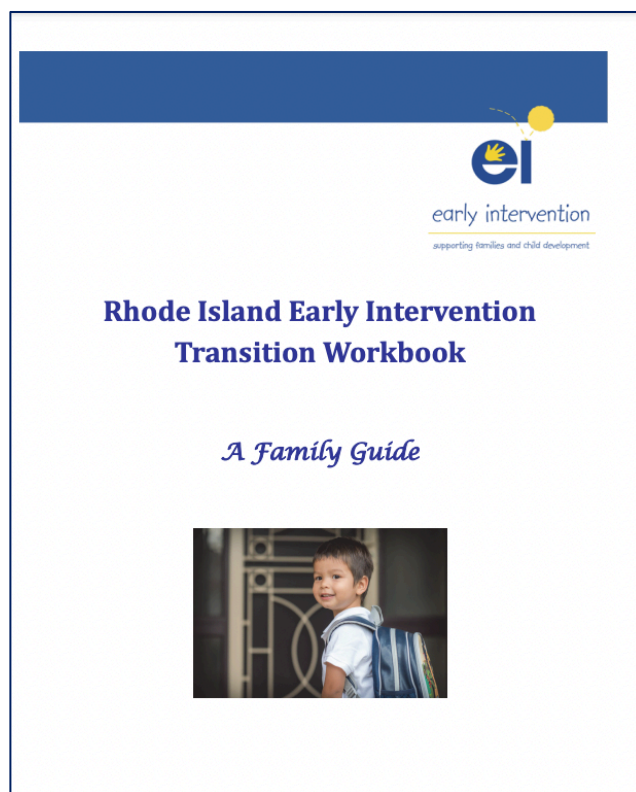
This booklet should be used alongside the *Rhode Island Transition Workbook: A Family Guide* so that families receive both general information about transition, as well as information specific to children who are Deaf or Hard of Hearing.



This booklet has been adapted from *The Colorado School for the Deaf and the Blind (CSDB)*, *Colorado Families for Hands & Voices*, and *The Outreach Center for Deafness and Blindness*

As your child begins the transition process, there are many things to think about. While all children leaving Early Intervention at age 3 and potentially eligible for special education follow the same process, there are certain considerations for children who are Deaf or Hard of Hearing.

The ***Transition from Early Intervention: A Family Guide*** booklet will help you understand the transition process. This workbook also provides prompts to help you think about your child's strengths, and where they would benefit from additional supports. It provides you with resources, worksheets, and a place to record your questions and notes as you prepare for meetings with preschool teams, early care and education providers, or anyone who may be caring for your child. This booklet will walk you through the transition process, the meetings you may have with your local school district and help you prepare to talk about your child's strengths and needs in all outcome and developmental areas.



The Navigating a Successful Transition from Early Intervention for Children who are Deaf or Hard of Hearing booklet, will highlight the other considerations you and your IFSP team will need to discuss and prepare for specific to your child's hearing loss, including the development of a Communication Plan. It will help you prepare for the meetings you may have with your local school district and prompt you to talk about your child's communication strengths and needs. We want you to provide you with information that will support you in planning for your child's success in what comes next.



There are many factors in determining if a child is eligible for special education. As you prepare for transition, it is important that you work with you Early Intervention providers to learn about all your resources and gather as much information about your child's present levels of development, including the development of their language and communication skills.

RI Early Intervention Transition Process at a Glance

27 Months – Preparation and Conversations with Parents/Guardians

The Service Coordinator discusses the process of transition out of EI with the family. Discussion will include:

- ☐ How the child's IFSP team will decide if the child is "potentially eligible" for Part B (Preschool Special Education).
- ☐ The process of notifying the LEA (local education agency) that this child is approaching age 3.
- ☐ A parent's option to "opt out" of sending notification information (child's name, date of birth, parent name, address and phone number) to the LEA.
- ☐ The family has until the 28th month to decide if they wish to proceed with, or "opt out" of notification to the LEA.

28 Months – Notification to LEA

- ☐ The IFSP team decides if the child is potentially eligible for Part B based on their knowledge of the child's functioning/development, and the RI Part B Eligibility Criteria. This decision will be documented on T-1 of the IFSP.
- ☐ Notification information is sent to the LEA (unless the family has chosen to "opt out" of the notification process).
- ☐ Families will document their consent on T1 for EI to share additional information with the LEA, which may include: the child's IFSP, evaluation results and other relevant reports.
- ☐ Families have the option to "opt back in" at any time and send notification to the LEA. However, opting out, then back in, may delay transition timelines.

Children determined eligible for EI after 28 months will go through the same transition process. Notification to the LEA must be completed with the parent within 7 days of the IFSP Eligibility Meeting and sent to the LEA within 2 business days of completion, unless the family has chosen to "opt-out" of notification.

30 Months – Transition Conference

The Service Coordinator schedules and facilitates this meeting with the family and the LEA. This meeting takes place at a time and location convenient for the family (sometimes at the child's home). The purpose of this meeting is for:

- ☐ The family and EI to share information about the child and his/her functioning and development.
- ☐ The LEA to share information about the district and the eligibility process.
- ☐ The team to discuss the Child Outcome Summary process and what to expect at future meetings.
- ☐ The EI Service Coordinator to document transition steps on the T-2 page of the IFSP.

Children determined not potentially eligible for Part B, Early Childhood Special Education, by the IFSP Team will still have a meeting at 30 months to plan next steps and write a transition plan. This meeting does not include the LEA.

30 – 35 Months

The LEA schedules a meeting with the family and EI to review the child's referral information and:

- ☐ Provide an opportunity for the family and EI to present new information on the child's functioning and development.
- ☐ Allow the team an opportunity to discuss whether additional information is needed to determine the child's eligibility for Part B.

The LEA schedules an eligibility meeting to:

- ☐ Provide an opportunity for the family and EI to share new information on the child's functioning and development.
- ☐ Review the information from multiple sources to decide if the child is eligible for special education services.

If the child is not eligible for special education services, the IFSP team will help the family located appropriate community resources.

36 Months

The LEA schedules a meeting to develop the IEP, which includes:

- ☐ A discussion of the child's overall functioning and development using the framework of the Global Child Outcomes and age anchoring tools.
- ☐ Development of the child's academic and social emotional goals.
- ☐ Decisions about what services, supports and education setting the child needs to make progress toward his/her IEP goals.

The child is discharged from EI by their 3rd birthday.

As a parent of child who is Deaf or Hard of Hearing, you likely have additional questions as you begin to gather information in order to support your child's success as a young learner. It is important to consider all your child's strengths and needs with special attention to ensuring your child can access all aspects of the school experience.

UNDERSTANDING YOUR CHILD'S RIGHTS

There are both Federal (IDEA) and State laws to protect students who are Deaf or Hard of Hearing. The State of RI has developed specific rights under the ***Instruction for Deaf or Hard of Hearing Students***¹, to address the educational needs of Deaf and Hard of Hearing students. It will be helpful to keep these rights in mind as you work with school district personnel not only during this time of transition, but also for your child's entire school career. As a parent, you may find some educators are not aware of these rights. Hearing loss and Deafness is a low incidence different-ability so sharing these rights with educators will be helpful in expanding everyone's knowledge about supporting your child in their educational settings.

- ☐ All assessments necessary for the development of the child's Individualized Education Program (IEP) program shall include a language assessment performed for each child to determine that student's primary communication mode, style, and language.
- ☐ The language assessment must be provided by individuals proficient in the communication mode, style, or language(s) being assessed. The communicative social, emotional, and cultural needs and preferences of students who are Deaf or Hard of Hearing vary widely and deserve careful consideration.
- ☐ The language assessment required for development of the IEP must consider the primary means of communication the child typically uses, the child's ability and opportunities to communicate with others. This might include:
 - American sign language,
 - English or another language orally and aurally, with or without visual signs or cues, or
 - A combination of language(s) or communication modes.
- ☐ Deaf or Hard of Hearing children have the right to an educational environment which includes other students who are Deaf or Hard of Hearing, who are of approximately the

¹ R.I. Gen. Laws § 16-25.2-2, Instruction for Deaf or Hard of Hearing Students [See Title 16 Chapter 97 — The Rhode Island Board of Education Act]

same age and ability, and with whom they can directly communicate.

- ☐ Children who are Deaf or Hard of Hearing must be provided with opportunities to interact with adult role models who are Deaf or Hard of Hearing.
- ☐ Children who are Deaf or Hard of Hearing must be provided with full access to all components of the educational process, including but not limited to recess, lunch, and extracurricular activities
- ☐ Students cannot be denied instructional opportunities based on their family's ability to communicate or their language choices.

For a complete listing of the Statutes, visit <http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-25.2/16-25.2-2.htm>

DEVELOPING A COMMUNICATION PLAN

The primary purpose of the Communication Plan is to promote discussion among all members of the Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) team. It is the team's responsibility to review the child's strengths and needs based on communication access and skills. The results of this discussion should be used to develop the contents of the IEP. The Individuals with Disabilities Education Act (IDEA) requires that the IEP team discuss each area listed below and ensure that educational opportunity has not been denied based on the amount of the child's/student's residual hearing, the ability of the parent(s) to communicate, or the child's/student's experience with other communication modes.

Input from parents, a general education teacher, teacher of the deaf, educational audiologist, and adults who are Deaf/Hard of Hearing should be considered.

For those children who have both visual impairment and a hearing loss (Deaf-Blindness), the plan should describe how the child will access visual and environmental information. For children who are Deaf and Blind, a teacher of the visually impaired, and a teacher of children with dual sensory impairment must be part of the team.

The Communication Plan is not a checklist, but rather a tool to promote meaningful discussions in each area, to ensure that there is meaningful correlation between the Communication Plan, the child's IEP goals, accommodations, modifications, services, and placement. The questions embedded throughout the plan address many aspects of a child's educational experience and can be used to guide both families and the child's educational team throughout transition conversations.

Communication Plan

Child's Name

Language and Communication

It is critical that a team member with expertise and knowledge of the child's native expressive/receptive language(s) provide input regarding consideration of the primary language. This information should inform the school team regarding the child's preferred method for learning.

What language(s) and mode(s) of communication do the parents use with their child? *Check all that apply.*

Child's Primary Receptive Language

English

American Sign Language

Cued Speech

Finger Spelling

Signed English

Touch Cues

Gestures

Object/Picture System

Other language(s) (e.g., Spanish, Portuguese, etc.) Please specify.

Combination of several languages Please specify

Minimal language skills; no formal primary language

Child's Primary Expressive Language

English

American Sign Language

Cued Speech

Finger Spelling

Signed English

Touch Cues

Gestures

Object/Picture System

Other language(s) (e.g., Spanish, Portuguese, etc.) Please specify
Minimal language skills; no formal primary language
Other details:

Consider Communication with Peers

Social interaction and peer relationships are an integral part of development. Consider communication opportunities with peers in the classroom, playground, bus and other applicable settings. This communication plan must consider the child's language(s) and primary mode(s) of communication with parents/caregivers, within these settings. CFR § 300.324(a)(2)(iv).

Does this child have peers in the classroom with who they can fully communicate in the child's primary language/mode of communication? **Yes** **No**

If yes, please describe these opportunities.

If no, please describe the plan to address this.

Does this child have opportunities to participate in extra-curricular activities or special events, with peers, with who they can fully communicate in the child's primary language/mode of communication? **Yes** **No**

If yes, please describe these opportunities.

If no, please describe the plan to address this.

How will authentic peer relationships be supported and encouraged?

Discuss opportunities for hearing peers to improve their communication skills with the child.

How will this child's receptive and expressive communication be incorporated into the development of goals to support and improve the child's effective communication with his/her hearing peers?

How will the child's receptive and expressive communication be incorporated into the development of goals to support and improve the child's effective communication with his/her Deaf peers?

Who will be responsible to ensure this child has regular interaction with other children who utilize the same communication options as this child?

Please describe some of the daily activities and routines in which this will occur.

Consider Communication with Parents and Caregivers

Parent Counseling Training: CFR § 300.34(8)(a)

What supports are needed to increase the proficiency of parents and family members in communicating with the child/student?

Consider Communication with School Professionals

Children often need the services of the school nurse, office staff, social worker, custodian, or other professional throughout their time in school.

All teachers, interpreters, and other specialists providing services and auxiliary aids outlined in the Communication Plan must have demonstrated proficiency in and be able to accommodate for the child's/ student's primary communication mode or language and communicate effectively in an onsite and/or online learning environment. Qualified Personnel: Operating Standards: (B)(50) [ADA Title II 28 C.F. R. 35.160(a) (1)]

Does this child have opportunities for direct communication with professional staff and other school personnel in the child's primary language/mode of communication?

Yes No

If yes, please describe these opportunities.

If no, please describe the plan to address this.

Does this child have opportunities for direct instruction in the child's primary language/mode of communication? Yes No

If yes, please describe these opportunities.

If no, please describe the plan to address this.

Will this child have adult language models who communicate in the child's preferred language/communication mode? Please provide details as needed. Yes No

If yes, please describe these opportunities.

If no, what is the plan to ensure this is in place before the child begins school?

Consider Assess for Children who are Deaf and Blind

This information may be included in the IFSP/IEP in Section II and goals documented in Section IV. If the child has both visual impairment and a hearing loss, identify the options used and the effectiveness of communication in providing access to visual and environmental opportunities.

Consider the Role of Adult Deaf Role Models

Mentors/Peers/Role Models who are Deaf/Hard of Hearing can have a positive impact for everyone – child, parent, and professional.

Who will be responsible for arranging adult role model connections and opportunities for the student.

Please describe some of the daily activities and routines in which this will occur.

Consider Emergency Situations

How will the student be effectively communicated with during emergency situations such as fire alarms, practice drills, tornado alerts, lockdowns, emergency virtual instruction changes due to health reasons, and other evacuation drills, etc.?

Consider the Child's Functional and Academic Strengths and Needs

The IEP team must discuss the child's present levels of development and functioning in all areas of development (speech and language, fine and gross motor, cognitive, and adaptive). The Child Outcome Summary document should provide evidence and explain how the child's functioning compares to same age peers. Examples of the child's functioning and communication may be helpful.

Does the child have the communication and language necessary to acquire grade-level academic skills and concepts of the general education curriculum? Yes No

If yes, what supports are needed to continue proficiency in grade-level academic skills and concepts of the general education curriculum?

Examples might include: pre-teaching vocabulary, tutoring, speech-language services, educational interpreter.

If no, what supports are needed to increase the student's proficiency in their language and communication to acquire grade-level academic skills and concepts of the general education curriculum?

Consider Assistive Technology Devices and Services Needs

The IEP team must discuss if any assistive technology is needed to access communication. It is critical that this discussion include the student's audiologist, teacher of the Deaf and Hard of Hearing, speech and language pathologist, and the child's educational interpreter when one is needed.

Has this child utilized assistive technology in the past (consider both high tech and low tech)?

Yes No

If yes, please explain the technology and how it benefits this child?

If no, is there technology you are interested in learning more about?

Who will be responsible to ensure the technology is fully functional during all school hours?

Consider Access to The General Education Curriculum

The general education curriculum must be delivered directly by a teacher proficient in the language(s) and communication modality(s) the child uses when communicating with parents/caregivers. Teachers and other specialists delivering the plan to the child/student must have demonstrated proficiency in, and are able to accommodate the children/student's primary communication mode or language.

What language and communication supports are needed for this child to participate and make progress in the general education curriculum?

Consider Specialized Instruction

Special education providers must be fully qualified according to certification rules (teachers, SLPs, educational interpreters, counselors, paraprofessionals). The provider's skills should be linked to the child's individual communication needs based on their mode or language. The general educators working with this student should be trained to support the child's communication mode.

Who will be supporting this child's communication needs and language development? What are their qualifications?

Who is responsible for ensuring that teachers, interpreters, and other specialists delivering the communication plan to the child/student have demonstrated proficiency in the child's primary communication mode or language?

What educational options are available to meet the needs of this child?

ACCOMMODATIONS AND MODIFICATIONS FOR DEAF AND HARD OF HEARING CHILDREN

Children who are Deaf or Hard of Hearing will typically benefit from specific accommodations and modifications. An accommodation allows a student to complete the same tasks as their hearing peers but with some variation in time, format, setting, and/or presentation. The purpose of an accommodation is to provide a student with equal access to learning and an equal opportunity to show what they know and can do.

Unlike accommodations, which do not change the instructional level, content, or performance criteria, modifications alter one or more of those elements on a given assignment. Modifications are changes in what students are expected to learn, based on their individual abilities.

Accommodations and modifications must be individualized to meet each child's level of need. These should be reviewed at least annually in order to keep up with your child's growth and development.

There are many types of Accommodations and Modifications. Here are some examples. Some in this list are more applicable to older students, so you may want to keep this list for future planning.

Source: <https://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/iep-planning-accommodations-modifications>

Amplification Accommodations

- ☐ Personal hearing instrument (hearing aid, cochlear implant, Baha, tactile device)
- ☐ Personal FM (hearing aid + FM or FM only)
- ☐ Hearing assistance technology (without personal hearing instrument)
- ☐ Wide area sound distribution system

Physical Environment Accommodations

- ☐ Noise/reverberation reduction (carpet and other sound absorption materials)
- ☐ Special lighting
- ☐ Room design modifications
- ☐ Flashing fire alarms/smoke detectors

Assistive Devices Accommodations

- ☐ Videophone or text phone
- ☐ Alerting devices

Communication Accommodations

- ☐ Priority seating arrangement
- ☐ Obtain student's attention prior to speaking
- ☐ Reduce auditory distractions (background noise)
- ☐ Give student time/assistance to locate speaker in small or large group setting

- ☐ Reduce visual distractions
- ☐ Enhance speech reading conditions (avoid hands in front of face, mustaches well-trimmed, no gum chewing)
- ☐ Present information in simple, structured, sequential manner
- ☐ Clearly enunciate speech
- ☐ Extra time for processing information
- ☐ Repeat or rephrase information when necessary
- ☐ Frequent checks for understanding
- ☐ Speech-to-text software (speech recognition)
- ☐ Interpreting ASL, signed English, cued speech, oral

Curricular Modifications

- ☐ Modified reading assignments (shorten length, adapt phonics-based instruction)
- ☐ Modified written assignments (shorten length, adjust evaluation criteria)
- ☐ Extra practice
- ☐ Pre-teach, teach, post-teach vocabulary, concepts
- ☐ Strategies to adapt oral/aural curriculum/instruction to accommodate reduced auditory access
- ☐ Supplemental materials to reinforce concepts of curriculum
- ☐ Alternative curriculum

Evaluation Accommodations and Modifications

- ☐ Reduce quantity of tests
- ☐ Alternate tests
- ☐ Reading assistance with tests for clarification of directions, language of test questions (non-reading items)
- ☐ Extra time
- ☐ Special setting

Instructional Accommodations and Modifications

- ☐ Visual supplements (overheads, charts, vocabulary lists, lecture outlines)
- ☐ Interactive whiteboard (Smart Board, Mimio) classroom Captioning (CART, C-Print, TypeWell) Captioning and/or scripts for television, videos, movies
- ☐ Buddy system for notes, extra explanations/directions
- ☐ Check for understanding of information
- ☐ Down time/break from listening/watching vocational rehabilitation services
- ☐ Extra time to complete assignments
- ☐ Linkages to higher education, job training
- ☐ Step-by-step directions
- ☐ Self-advocacy and personal responsibility training
- ☐ Interpreting (ASL, signed English, cued speech, oral)
- ☐ Financial assistance
- ☐ Speech-to-text software (speech recognition)

- ☐ Tutoring

Family Supports and Training

- ☐ Sign language instruction for family members Deaf/Hard of Hearing peers
- ☐ Deaf/Hard of Hearing role models
- ☐ Recreational/Social opportunities

Other Needs/Considerations

- ☐ Expanded core curriculum instruction (speech, language, pragmatic language/communication, audition and listening, speech reading, sign language, self-advocacy, transition planning, Deaf studies)
- ☐ Counseling

From: C.D. Johnson & J. Seaton, Educational Audiology Handbook, 2nd Edition (2011), Cengage-Delmar Learning

School Placement Considerations for Students who are Deaf or Hard of Hearing

The one thing that parents of Deaf and Hard of Hearing children understand better than anyone else is that the choices in communication, educational placement options, and other decisions about raising their children are complex and individualized. It takes a great degree of flexibility and understanding of your child's strengths and needs.

As your child transitions out of Early Intervention, there are some things to keep in mind as you consider the various settings in which preschool can occur.

Looking at the Big Picture of School Placement: Academics, Communication, and Social Interaction

Some of the main issues in considering placement are of equal importance and intertwined in such a way that they must be addressed in the context of one another in order to effectively place a child in an appropriate school setting:

- ☐ Present level of development and strengths and needs of the child
- ☐ Communication mode or language (regardless of the degree of hearing loss)
- ☐ Child's ability to access the curriculum
- ☐ Opportunities for direct interaction with peers

Working with Your Local School District

During the transition process, you will work with your local school district preschool team to determine if your child is eligible for special education. If they are found eligible, it is important to talk with your child's school team about the various opportunities for placement.

Options to talk with your team about include:

- **An early care and education setting or a general education** setting with all necessary support services, such as itinerant teachers credentialed in Deaf/Hard of Hearing education, interpreters, and assistive listening technology.
- **The RI Auditory-Oral Program** provides specialized auditory oral programming for children with hearing loss who benefit from hearing technology and demonstrate a strong potential for learning to listen and speak. The multi-disciplinary team includes Auditory-Oral Teachers of the Deaf and an Auditory-Oral Speech Language Pathologist, in addition to other related service providers such as Occupational and Physical therapists with training in working with students with hearing loss. Their mission is to prepare children for an education in their community schools by providing them with the tools they will need for successful inclusion and achievement. Additionally, they strive to empower their families with the knowledge and confidence necessary to support their children in their lifelong journeys. <https://riaop.paineschool.org/>
- **The RI School for the Deaf** is committed to their mission to ensure that all Rhode Island children who are Deaf or Hard of Hearing become literate, independent, and productive citizens who set and achieve life goals. <https://rideaf.ri.gov/>

It is important to remember that school placement always considers the child's least restrictive environment (LRE) and that many educators may come to the table with pre-conceived ideas on placement based on the degree of the child's hearing loss.

Finding the right school placement for a student who is Deaf or Hard of Hearing requires the IEP team to truly look at the individual needs of the child.

The successful education for our children is accomplished when their academic, social, cognitive, and communicative needs are met. In this way, the mission of special education is fulfilled, to prepare students for higher education, employment and independent living.

Source: <https://www.handsandvoices.org/needs/main.htm>

PARENT/ CAREGIVER RESOURCES

RI Early Hearing Detection and Intervention

RIPIN Parent Consultant

gmedina@ripin.org

401-871-3037

The Outreach Center for Deafness and Blindness

<https://deafandblindoutreach.org/Communication-Planning-Guide-for-Students-Who-Are-Deaf-or-Hard-of-Hearing/Frequently-Asked-Questions-and-Guidance-for-Completing-the-Communication-Plan>

CDC's Making a Plan for Your Child

<https://www.cdc.gov/ncbddd/hearingloss/freematerials/planforyourchild.pdf>

Wrights Law www.wrightslaw.com

Laurent Clerc National Deaf Education Center at Gallaudet University

<https://gallaudet.edu/clerc-center/>

Alexander Graham Bell Association <http://www.agbell.org>

Rhode Island Commission on the Deaf and Hard of Hearing <http://www.cdhh.ri.gov>:

National Association of the Deaf <https://www.nad.org>

Conference of Educational Administrators of Schools and Programs for the Deaf

<https://www.ceasd.org>

Rhode Island Hands & Voices <https://www.facebook.com/RI.HandsAndVoices/>
ri.handsandvoices@gmail.com

A Question of Automatic Eligibility: Does My Deaf/HH Child Need an IEP?

http://www.handsandvoices.org/articles/education/law/auto_elig.html

An article focused on questions of eligibility, federal, and state laws, and an IEP versus a 504

Plan.

The Eligibility Survival Guide,

https://www.handsandvoices.org/articles/education/advocacy/V11-2_eligibSurvKit.html

An article outlining common issues in pre-school eligibility for Deaf or Hard of Hearing students.

Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-fags-effective-communication-201411.pdf>

PRESCHOOL EVALUATION CHECKLISTS

Parent Checklist: Preschool/ Kindergarten Placement for Children Who are Deaf/Hard of Hearing

www.handsandvoices.org/pdf/parent_checklist.pdf

McGurran Preschool Evaluation Chart – www.handsandvoices.org/pdf/preschool_eval.pdf

THE PARENT ADVOCACY PHONE APP

The Parent Advocacy app is an app for families of children who are Deaf or Hard of Hearing attending IEP meetings, 504 meetings, or other meetings. This app was a collaboration between the Clerc Center at Gallaudet University, the American Society for Deaf Children, Hands and Voices, and the National Association of the Deaf. It is available from the App Store and Google Play

<https://itunes.apple.com/us/app/parent-advocacy-d-hh/id1401229367?ls=1&mt=8.xml>

<https://play.google.com/store/apps/details?id=air.ParentAdvocacy>

RI STATUTES PERTAINING TO CHILDREN WHO ARE DEAF OR HARD OF HEARING

Rhode Island teachers seeking certification to teach students who are Deaf or Hard of Hearing must demonstrate competency in ASL in addition to the English language and communication competencies that are required for certification (RI Gen. Laws §16-25.2-4).

https://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-Requirements/RI_AllGrades_Requirements.pdf

Rhode Island law encourages school districts to employ a certain number of speech language pathologists and requires those pathologists serve on the multidisciplinary team when a speech and language evaluation or the provision of speech language services are being considered or are part of a student's program

<http://webserver.rilin.state.ri.us/Statutes/title16/16-25.3/INDEX.htm>

Rhode Island has specifically recognized the importance of ASL and given it equal status with other linguistic systems in the state's public and higher education systems

<http://webserver.rilin.state.ri.us/Statutes/title16/16-25.4/16-25.4-2.HTM>

Bill of Rights for Deaf and Hard of Hearing Children

Deaf children are born with the same ability to acquire language as any other children and deserve the same chance to acquire language.

Deaf children have the right and the capacity to be educated, to graduate high school, to obtain further education, and to pursue a career.

To achieve this essential goal, all families of Deaf children have the right to appropriate early intervention services as well as quality family educational services. These families have the right to accurate and comprehensive information, including access to state resources to help their Deaf children reach their full potential.

Deaf children have the right to acquire both English and American Sign Language (a natural visual language). Deaf children can acquire both languages simultaneously, with the support of intervention services prior to entering school and reinforced within the school system.

Deaf children can fully access education and society. This means every Deaf child must have full access to all information, specialized personnel, school programs, social activities, and extra-curricular activities. Communication skills and/or modes by themselves do not equate language proficiency.

Deaf children have the right to qualified professionals proficient in developing the child's acquisition of language throughout the early intervention and school years. To ensure this right is fully protected, Deaf children must be assessed on a regular basis by qualified language acquisition professionals.

Deaf children require settings that utilize a critical mass of language peers to ensure age-appropriate development of learning, emotional and social skills. Deaf children require interaction with Deaf adult role models to internalize their self-worth and visualize their potential.

Deaf children have the right to succeed.

Sources: United Nations CRPD, IDEA, ADA and 504 laws, ED Deaf Students Education Services (57 FR 49274, October 30, 1992), National Association of the Deaf, Conference of Education Administrators for Schools and Programs of the Deaf, World Federation of the Deaf



9.1.23