Comprehensive Assessment and Service Delivery for Students with Hearing Loss

Refer to the following documents from the Department of Education:

1. Program Planning Team

1.1. Teachers for the deaf or hard of hearing (DHH) are members of a student’s program planning team (PPT). Other members may include:

- administrator
- guidance counsellor
- educational psychologist
- auditory verbal therapist
- speech-language pathologist
- instructional resource teacher
- classroom/subject teachers
- parents/guardians
- other educational/health professionals

1.2. The role of the PPT is to:

- identify the student’s strengths and needs
- make a decision regarding level of service needed from a teacher for the deaf or hard of hearing and/or auditory verbal therapist based on a comprehensive assessment
- make decisions regarding programming based on current formal and informal assessment data
- assign roles/responsibilities for program development and/or referrals to other professionals
- discuss program delivery
• plan for periods of transition

1.3. The PPT will meet at least annually, with additional meetings as required, to discuss programming and level of service required. In preparation for the meeting, members of the PPT will gather information on:

- Current audiological evaluation completed by an audiologist
- Most recent language assessment results
- Skills in expanded core curriculum, i.e., understanding of hearing loss, self-advocacy, social skills, independence with amplification devices and assistive technology

2. Criteria for Service Delivery

2.1. The program planning team will determine whether the student receives CORE or CONSULT services from a teacher for the deaf or hard of hearing. This may be in the form of itinerant services or classroom-based services depending on the needs of the student.

2.2. Refer to the Department of Education’s Guidelines to Access Services for Students with Hearing Loss to determine the level of services required.

2.3. Students receiving CORE services will be reassessed (comprehensive assessment) at least every 2 years.

3. Expanded Core Curriculum

3.1. Expanded Core Curriculum (ECC) is a term used to describe curriculum that is offered in addition to the provincially prescribed curriculum (or core curriculum).

3.2. PPTs make decisions regarding the ECC.

3.3. The ECC, like an alternate program, is part of a student’s individual education plan (IEP).

3.4. ECC objectives align well with alternate programs as follows:

- Prerequisite: foundational skill outcomes required for current grade level curriculum.
- Non-curricular: outcomes that support skill-based programming (e.g. social skills)
An exception would be assistive technology. These outcomes fit under the SDM definition of “instruction around accommodations”:

Instruction around an accommodation may be required for successful implementation of many accommodations. The Record of Accommodations form documents the plan for delivery of outcomes including the projected timeline, personnel responsible, and settings.

*Department of Education: Service Delivery Model for Students with Exceptionalities*, page 13