

# **DEAF AND HARD-OF-HEARING (DHH)**

## **Requirements for an Education Specialist Clear Credential Candidate who completed an Education Specialist Level I Preparation Program (1996-2008)**

The Individualized Learning Plan (ILP) for a candidate who holds an **Education Specialist Level I teaching credential** and is completing an approved Teacher Induction program to earn the Education Specialist Clear Credential must address the content that was previously provided in the Level II program. **Factors to Consider** are provided for each of the topics identified below. Click on the title of the topic to see the scope of what the candidate must understand and be able to do.

**Advancement of Personal Communication Skills**: Each candidate demonstrates advanced personal communication skills which are necessary to effectively interact with the deaf and hard-of-hearing students with whom they work. Each candidate demonstrates an advanced level of communication skills.

**Special Populations Within the Deaf and Hard-of-Hearing Community**: Each candidate demonstrates advanced knowledge and skills related to effective assessment and instruction of deaf and hard-of-hearing students with special needs.

**Early Childhood Intervention and Education**: Each candidate demonstrates knowledge of and ability to assess deaf and hard-of-hearing infants and to plan, coordinate, collaborate, and/or implement an appropriate program for infants and their families.

**Involvement With the Deaf Community**: Each candidate utilizes interaction opportunities with deaf and hard-of-hearing adults.

The approved Teacher Induction program is responsible for ensuring that each candidate recommended for the Education Specialist Clear Teaching Credential has completed an ILP which addressed the content described above. The Commission's accreditation system monitors all approved educator preparation programs. In addition, Level I candidates must meet the statutory requirements related to health, CPR, and technology.

### **Advancement of Personal Communication Skills**

#### **Rationale**

Effective instruction is dependent upon an accessible communication environment for deaf and hard-of-hearing students. Teachers of deaf and hard-of-hearing students must continually strive to improve in their ability to interact effectively with deaf and hard-of-hearing students and with members of the deaf community.

#### **Factors to Consider**

- Each candidate demonstrates increased proficiency in the language(s) and/or modes used by students who are deaf or hard-of-hearing.
- Each candidate demonstrates increased proficiency in the language(s) and/or modes used by deaf adults who comprise the deaf community.
- Each candidate demonstrates an understanding of current research related to the language(s) and/or modes used by students who are deaf or hard-of-hearing.

# **DEAF AND HARD-OF-HEARING (DHH)**

## **Special Populations Within the Deaf and Hard-of-Hearing Community Rationale**

There has been an increase in the number of deaf and hard-of-hearing students having special needs. Candidates must be knowledgeable of the characteristics of special needs populations which in addition to the hearing loss, require special modifications and instructional considerations. Educators must be aware of services available for individual students whose unique needs require specialized services.

### **Factors to Consider**

- Each candidate is knowledgeable about the impact of physical, mental and learning disabilities on the development of communication skills and learning for deaf and hard-of-hearing students.
- Each candidate demonstrates alternative teaching strategies and instructional delivery adjustments in relation to educating special needs deaf and hard-of-hearing students.
- Each candidate is knowledgeable about options, and is able to access options which are available for special needs students whose unique characteristics profoundly affect the teaching and learning process, such as the deaf-blind population.
- Each candidate identifies special techniques that are successful in working with deaf and hard-of-hearing students and their families from diverse cultural backgrounds including older students with no previous formal education.
- Each candidate identifies local, state and national resources to assist in a greater understanding of special needs deaf and hard-of-hearing populations.

## **Early Childhood Intervention and Education Rationale**

Infants and young children who are deaf and hard-of-hearing and who do not hear language spoken in their environment, have unique educational needs. The first five years of life are critical for developing a foundation for learning. Communication and cognitive development are a primary focus. Teachers of deaf and hard-of-hearing students at the early childhood level must have the knowledge and skills necessary to provide learning opportunities at this critical stage of development.

### **Factors to Consider**

- Each candidate demonstrates an increased understanding of the potential impact of hearing loss on aspects of early development, including the development of language and communication skills.
- Each candidate demonstrates knowledge about the impact of a hearing loss on the infant-care provider relationship which may impact later cognitive and linguistic development.

## **DEAF AND HARD-OF-HEARING (DHH)**

- Each candidate demonstrates knowledge of typical and atypical development of infants and young children in six developmental areas, including gross motor, fine motor, cognitive, communication, social emotional, and daily living skills.
- Each candidate demonstrates knowledge of age-specific, disability-appropriate assessment tools and the ability to assess infants and young children who are deaf and hard-of-hearing.
- Each candidate demonstrates the ability to develop, coordinate, and/or implement an appropriate program for deaf and hard-of-hearing infants and young children and their families.
- Each candidate demonstrates the knowledge and ability to access other community resources and state agencies that serve infants and young children with hearing losses and their families.
- Each candidate demonstrates the ability to cite federal and state law and regulations that support early intervention.
- Each candidate demonstrates skill as a service coordinator of families and agencies in developing multidisciplinary team service plan.

### **Involvement with the Deaf Community**

#### **Rationale**

Teachers of deaf and hard-of-hearing students have the responsibility of promoting in students and their families, an awareness of and respect for the lifestyles and achievements of deaf and hard-of-hearing adults. This cannot be accomplished unless teachers are themselves aware of and comfortable in interaction opportunities with deaf and hard-of-hearing adults.

#### **Factors to Consider**

- Each candidate demonstrates awareness of interaction opportunities with deaf and hard-of-hearing adults at the local, state, and national levels.
- Each candidate develops a plan for personal ongoing interaction with deaf and hard-of-hearing adults.
- Each candidate demonstrates a plan to inform deaf and hard-of-hearing students and their families of interaction opportunities and fosters their participation.