

## Deaf and Hard of Hearing

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard of hearing, deaf).

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- CRITERIA:** Permanent hearing loss in one or both ears ranging from mild to profound, and/or chronic temporary hearing loss in one or both ears.
- PLACEMENTS:** Delivered by the Teacher of the Deaf and Hard of Hearing or with the support of the itinerant Teacher of the Deaf Hard of Hearing:
- Regular Class with Monitoring
  - Regular Class with Withdrawal
  - Hearing Centre with Partial Integration
- For appropriate students, families may choose to access the provincial schools – See Section 11.
- PROGRAM:** Hearing Program
- Itinerant Teacher of the Deaf and Hard of Hearing
  - Hearing Centres – intensive support by Teacher of the Deaf and Hard of Hearing with partial integration
- SERVICES:** Available at Elementary and Secondary Panels as required (*unless otherwise indicated*)
- Speech/Language Services
  - Behaviour Resource Services
  - Physical Management Services
  - Psychological Services
  - Vision Consultative Services
  - Hearing Consultative Services
  - Special Ed Consultants
  - Special Ed Department Head (*Secondary*)
  - Educational Audiologist Services
  - Classroom Amplification
  - Sign Language Facilitator

## **SPECIAL PROGRAM**

Students who are Deaf or Hard of Hearing are assisted in a variety of settings that reflect levels of skill acquisition, geography, and homogeneous groupings. They have a program focused to provide specialized instruction in language, speech, auditory learning and auditory management for students with significant permanent hearing loss.

Implementation of the program is a collaboration between Teacher of the Deaf and Hard of Hearing and classroom teacher with additional supports as required. Mode of delivery ranges from regular class to Hearing Centre class, with partial integration.

Teachers of the Deaf and Hard of Hearing provide direct service through resource/withdrawal on a regular basis to students enrolled in home school on a regular classroom register with age-appropriate peers. Emphasis is placed on supporting and augmenting the regular class curriculum with the inclusion of an Alternative Curriculum as required, i.e. Speech, Language, Auditory Learning and Auditory Management. Sign-language Facilitators or Educational Assistants support the implementation of the students' individualized programs.

At the elementary and secondary level, students may be in a Hearing Centre, part time, with a Teacher of the Deaf and Hard of Hearing and assisted by a Sign-language Facilitator or Educational Assistant. Integration for those parts of the day when the students can meet with success is a planned, collaborative effort between the regular classroom teacher and the Teacher of the Deaf and Hard of Hearing. Integration is supported by the Sign-language Facilitator or Educational Assistant.

Parents of children with hearing loss who are interested in the services provided by an Auditory Verbal Therapist are referred to The Learning to Listen Foundation or The Hospital for Sick Children, Cochlear Implant Team.

Pre-school children are referred to The Ernest C. Drury School's Home Visiting Program. When a student requires more intensive support, school board personnel may facilitate a parent referral to The Ernest C. Drury School.

Each school is serviced by a resource team that supports the professionals working with these students. This team includes a Special Education Consultant (Hearing) and an Educational Audiologist, in addition to a representative from each of the Board's services.