

Hearing Programs and Services

SUPPORTS TO STUDENT AND STAFF

- provision of information to school staff about the impact of hearing loss;
- simulation of hearing loss with peers;
- development of program goals with school staff and Parents through the Individual Education Plan;
- ongoing liaison with family;
- recommendations concerning acoustic treatment of learning environments;
- reinforcing and monitoring use of personal amplifications;
- provision and support of classroom amplification and its use;
- ongoing inservice to school staff regarding use of equipment and student support strategies;
- direct teaching of academic, auditory, speech and language skills and self-advocacy skills;
- reinforcement of classroom curricula;
- assistance with course selection;
- investigation of post-secondary options
- demonstration and selection of alternate communication modes;
- liaison with community resources and agencies.

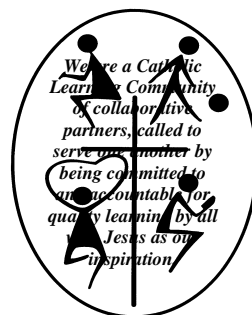
PARENT INVOLVEMENT

Parents contribute vital information to the school's understanding of the student's needs. Parents are encouraged to actively participate in the student's school program.

Hearing Programs and Services

For further information, please contact:

Your School Principal
Coordinator of Special Programs (Elementary or Secondary)
Superintendent of Education: Exceptional Learners & Safe Schools
York Catholic District School Board
320 Bloomington Road West
Aurora, ON L4G 3G8
Call the number local to your exchange:
(905) 713-2711; 476-2055; 830-6803; (416) 221-5050
Fax: 905-713-1267



York Catholic District School Board

Elizabeth Crowe
Chair of the Board

Susan F. LaRosa
Director of Education

August 2008



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Hearing Programs and Services strive to provide an environment where each student can grow to his or her potential. Communication is a critical component of a student's academic, intellectual, social and emotional growth.

GOALS

The goals of the Hearing Programs are to foster the development of:

- self-esteem
- academic skills
- auditory management skills
- communication strategies
- language skills
- listening skills
- self advocacy skills
- social skills
- vocabulary

IDENTIFICATION

The needs of a student who is hard of hearing or deaf are identified by:

- obtaining an assessment from the student's audiologist;
- gathering information from parent(s)/guardian(s) and appropriate school *board* personnel;
- gathering information from other external sources (i.e. Provincial Schools, outside clinics service providers);
- parent requesting a referral to the Special Education Consultant-Hearing through the school principal.

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CONTINUUM OF PROGRAMS AND SERVICES

Once the student's needs are recognized by school personnel and the teacher of the hard of hearing and deaf, an appropriate service or program is provided. This may include:

- consultation with the Core Resource Teacher, Teacher of the Deaf and Hard of Hearing, Educational Audiologist, and/or Speech Language Pathologist;
- regular auditory language and academic support from the Teacher of the Deaf and Hard of Hearing;
- placement in a Hearing Centre staffed by a Teacher of the Deaf and Hard of Hearing;
- placement in a Provincial School;
- review of placement on an ongoing basis.

The school, parent and community resources work together to provide a comprehensive program. Personnel involved may include:

In the School:

- the Classroom Teacher
- the Core Resource Teacher
- the Principal
- the Teacher of the Deaf and Hard of Hearing
- Special Education Consultant-Hearing
- Speech Language Pathologist
- Educational Audiologist

In the Community:

- clinical audiologist
- community resources