

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 amplification 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.

FOR FURTHER INFORMATION, PLEASE CONTACT:

Your School Principal
Coordinator of Special Programs,
Elementary or Secondary
Superintendent of Education: Exceptional Learners
(Catholic Education Centre)

York Catholic District School Board
320 Bloomington Road West
Aurora, Ontario
L4G 0M1

(905) 713-2711 • 476-2055 • 830-6803
• (416) 221-5050
• 1-800-363-2711
• Fax: (905) 713-1267

York Catholic District School Board

Carol Cotton
Chair of the Board

Patricia Preston
Director of Education



HEARING PROGRAMS AND SERVICES



Learning Together in Christ
Engaging, Enabling, Empowering

Rev November 2016

Hearing Program and Services

Hearing Programs and Services strive to provide an environment in which each student can grow to his or her potential.

Communication and literacy are critical components of a student's academic, intellectual and emotional growth.

GOALS

The goals of the Hearing Programs are to promote the development of the following skills:

- academic skills
- • auditory learning
- • auditory management
- • communication
- • language and vocabulary
- • pragmatics
- • self-advocacy
- **IDENTIFICATION**

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

- obtaining an assessment from the student's clinical audiologist;
- • gathering information from parent(s)/ guardian(s)
- and appropriate school board personnel;
- gathering information from other external sources (i.e. resource services department from provincial schools, York Region Early Intervention Services, Infant Hearing Program);
- • parent requesting a referral to the Special Education Consultant-Hearing through the school principal.

Hearing Program and Services

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