

Deaf and Hard of Hearing (D/HH) Handbook

February 2018



Santa Barbara County SELPA
401 N. Fairview Avenue
Goleta, California 93117
Phone: 805.683.1424
Fax: 805.967.1960
Website: www.sbcselpa.org

Acknowledgement

Facilitated by the Santa Barbara County SELPA, a committee was formed for the purpose of creating a resource for both parents and professionals that guides and supports practices within D/HH Programs in Santa Barbara County. Thank you to the committee for working collaboratively for over a year to create and edit this handbook.

D/HH Handbook Committee Members

Kirsten Escobedo

Director, Special Education

Santa Barbara Unified School District

Elizabeth Tracy

D/HH Itinerant Teacher

Goleta Union School District

Dawn Fredrickson

D/HH Itinerant Teacher

Santa Ynez Valley Consortium

Kelly O'Donnell

D/HH Early Start and Itinerant Teacher

Santa Barbara County Education Office

Janelle Willis

Coordinator, Special Education

Santa Barbara County Education Office

Stacy Tolkin

Facilitator

Santa Barbara County SELPA

Dan Kallus (*Additional Contributions*)

Former SBCEO Educational Audiologist

Santa Barbara County Education Office

TABLE OF CONTENTS

TABLE OF CONTENTS	3
SECTION 1: INTRODUCTION	5
INTRODUCTION	7
EDUCATION CODE: ELIGIBILITY CRITERIA	8
ROLES AND RESPONSIBILITIES	9
➤ EDUCATION AUDIOLOGIST	9
➤ TEACHER: EARLY START	10
➤ TEACHER: ITINERANT	11
➤ TEACHER: SPECIAL DAY CLASS/REGIONAL PROGRAM	12
➤ SPEECH LANGUAGE SPECIALIST	13
➤ SIGNING INSTRUCTIONAL ASSISTANT	14
➤ EDUCATIONAL INTERPRETER	15
➤ EDUCATIONAL TRANSCRIBER	16
➤ ADMINISTRATOR	17
WHO TO CONTACT	18
SECTION 2: PRE-REFERRAL AND REFERRAL	19
REQUEST FOR DEAF/HARD OF HEARING CONSULTATION (<i>SELPA40</i>)	21
IDENTIFICATION AND REFERRAL OF INFANTS (0-2.11)	23
REFERRAL FOR INITIAL IEP ASSESSMENT - INFANT WITH IFSP	24
IDENTIFICATION AND REFERRAL – NO PRIOR SPECIAL EDUCATION	25
REFERRAL: SPECIAL EDUCATION/RELATED SERVICES (<i>SUPP21</i>)	26
REGIONAL SPECIAL CLASS REFERRAL PROCESS (<i>SELPA29</i>)	27
CALIFORNIA SCHOOL FOR THE DEAF REFERRAL PROCESS	29
SECTION 3: ASSESSMENT	31
ASSESSMENT PROCESS	33
SECTION 4: ELIGIBILITY	37
DETERMINATION OF ELIGIBILITY	39
SECTION 5: PROGRAMS	41
EARLY START SERVICES	43
TEACHER OF THE D/HH – ITINERANT	44
REGIONAL SPECIAL CLASS PROGRAMS	45
CALIFORNIA SCHOOL FOR THE DEAF	46
SECTION 6: APPENDIX	47
HOW TO READ AN AUDIOGRAM	49
RESOURCES	51

SECTION 1

INTRODUCTION

Introduction

This handbook has been prepared for professionals and parents of students who are deaf or hard of hearing. The information included will guide in the understanding of processes and services related to students who qualify for special education as Deaf or Hard of Hearing (D/HH). Parents and educators are partners in planning for the exceptional needs of each child.

As a team member, it is important to:

- Be active in the entire planning process
- Learn about the student's exceptional needs
- Ask questions

This handbook is the product of a team effort--the same kind of teamwork we want to practice every day as parents and school personnel who work together to assure quality education for our student who are Deaf or Hard of Hearing throughout Santa Barbara County.

If you have questions which are not answered here or you need clarification of an answer, please call or visit your district director or coordinator of special education or call the Special Education Local Plan Area (SBCSELPA) office at (805) 683-1424.

We hope you use this booklet as a source of information and find it helpful.

Eligibility Criteria

§ 3030.

- (a) A child shall qualify as an individual with exceptional needs, pursuant to Education Code section 56026, if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment as described in subdivisions (b)(1) through (b)(13) requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the IEP team, including personnel in accordance with Education Code section 56341(b). The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education.
- (b) The disability terms used in defining an individual with exceptional needs are as follows:
- (3) Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.
- (5) Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Note: The term **“hearing impairment”** is used generically to describe a wide range of hearing loss including deafness.

DEFINITION OF HEARING LOSS:

- Any hearing loss, mild to profound, bilateral or unilateral, reverse slope, cookie bite, or permanent or fluctuating, may affect the acquisition of language, thus restricting cognitive, communication, social, and academic development.
- “Neither IDEA, nor its implementing regulations, defines a minimum decibel (dB) loss as part of the eligibility requirement” (Meeting the Needs of Students Who are Deaf or Hard of Hearing: Educational Services Guidelines, 2006).
- According to the National Association of State Directors of Special Education (NASDSE) “by nature of the sensory impairment, a child with a bilateral or unilateral hearing loss, whether fluctuating, progressive or permanent, meets the disability component for eligibility for special education services.”

Educational Audiologist

Role: An educational audiologist's primary role is to ensure that students who are deaf and hard of hearing have appropriate auditory access through the use of assistive technology and modifications and accommodations designed to support individuals with hearing loss. An educational audiologist educates teachers, parents, and students on the management of hearing loss.

Responsibilities:

- Consultation to Support Personnel
 - Provide training to special education case managers, classroom teachers and other support staff regarding student's hearing loss
 - Assess classroom acoustics and make recommendations to improve classroom listening environments
- IFSP/IEP Planning and Writing
 - Participate in initial and review IFSP/IEP meetings to address audiological and communication access needs, services, and placement determination
 - Collaborate as member of the school multidisciplinary special educational team
- Monitor Hearing Levels
 - Collect and review audiologic evaluations for students evaluated in other audiological facilities
 - Conduct assessment of functional performance with and without hearing equipment, as necessary and in combination with audiological evaluations provided by other audiological facilities
 - Interpret results and implications, prepare educationally relevant written reports and make recommendations to enhance communication, auditory access and learning
- Audiologic Equipment: Assessment, Fitting, Training, and Monitoring
 - Manage audiological test equipment and hearing assistive devices including maintenance and calibration
 - Select, fit, validate and monitor group and/or individual hearing assistive technology in the educational setting
 - Educate students, teachers of the deaf/hard of hearing, and other school personnel regarding hearing assistive technology use, performance and expectations
 - Provide training to perform listening checks and basic troubleshooting to maintain proper functioning of personal hearing instruments and hearing assistive technology
- Cochlear Implant/Hearing Aid Support
 - Monitor student's ability to use amplification (hearing aids and/or cochlear implants) and hearing assistive technology in the classroom
 - Assess classroom acoustics and make recommendations to improve classroom listening environments
- Consultation with Parents and Students
 - Assist families in accessing community professionals to support a student's hearing loss and hearing equipment needs
 - Provide audiologic counseling to parents and students
- Professional Learning
 - Attend workshops and conferences to stay current on best practices

Teacher of the Deaf/Hard of Hearing (D/HH) - Early Start (Infant/Toddler)

Role: An Early Start D/HH teacher provides services to children with hearing loss and their families. The Early Start D/HH teacher is communication focused and sensitive to all cultures, including Deaf culture. Early Start services are family-centered and relationship based while being respectful of all languages, including American Sign Language, and communication modes, including spoken language. Services provided are evidence based, developmentally appropriate, collaborative and community based. The Early Start teacher monitors progress towards goals to ensure the delivery of early intervention services.

Responsibilities:

- Direct Family Centered Services
 - Natural Environment Instruction
 - Language, Cognition, Communication, Auditory/Oral Skills, Pragmatics, Cultural aspects of the Deaf community
 - American Sign Language
 - Technology for home (i.e., Video Relay Service - VRS, flashing lights for doorbells, phones, and fire alarms)
 - Parent Support and Training
 - Audiological Management and Training of Hearing Technology (e.g., hearing aids, cochlear implants, Bone Anchored Hearing Aide - BAHA, hearing assistance technology)
 - Develop Individual Family Service Plan (IFSP)
- Indirect Family Centered Services
 - Support child's acoustic environment in the home and child care program
 - Collaboration with child's audiologist, local health care providers, hospitals, social service agencies, and child care programs, other service providers (i.e. speech/language pathologist, occupational therapist, physical therapist, auditory verbal therapist, etc.)
 - Transition planning (i.e., assessment, collaboration with preschool team, etc.)
- Stay current on best practices through conferences and other professional learning

Teacher of the Deaf/Hard of Hearing (D/HH) - Itinerant

Role: The itinerant teacher provides services to students in a variety of school programs and settings. The teacher has unique expertise concerning the educational needs of students with hearing loss and works with the IEP team to meet the particular needs of each student while being respectful of the language mode(s) of the students.

Responsibilities:

- Direct Service
 - Natural Environment Instruction
 - Language, Cognition, Communication, Auditory/Oral Skills, Pragmatics, Cultural aspects of the Deaf community
 - Instruction (small group, team teaching and 1:1)
 - Academic, Communication, Auditory Skill Development, Language, Pragmatics
 - Assist student with self-advocacy
 - Audiological management and training of hearing technology
 - e.g., hearing aids, cochlear implants, Bone Anchored Hearing Aide (BAHA), hearing assistive technology
 - Develops and implements an IEP/IFSP
 - Assessing and monitoring educational and other outcomes
 - Provides progress reports to parents
- Indirect Service
 - Communicate and collaborate with parents
 - Consultation with IEP Team members and school personnel, private audiologist, medical professionals and other educators
 - Interpret audiological information to multidisciplinary team with the support of the educational audiologist
 - Monitoring hearing levels
 - Monitoring hearing aid/CI settings
 - Assessing and monitoring functional hearing levels
 - Ensure an appropriate acoustic environment
 - Facilitate interagency involvement
 - Advocate for student's needs in the school environment
 - Ensure safety and communication access standards
- Staff/Classroom In-service
 - Topics may include, but are not limited to:
 - IEP accommodations/IEP at a Glance
 - Hearing loss, range and definitions
 - Educational interpreters roles and responsibilities
 - American Sign Language, English (unique distinctions and differences), and simultaneous communication
 - Amplification equipment, including Cochlear Implants, hearing aids, etc.
 - Deaf culture
- Stay current on best practices through conferences and other professional learning

Teacher of the Deaf/Hard of Hearing (D/HH) - Special Day Class/Regional Program

Role: The special day class teacher provides services to students in a self-contained classroom utilizing a variety of communication methods. The teacher has unique expertise concerning the educational needs of students with hearing loss and works with the IEP team to meet the particular needs of each student while being respectful of the language mode(s) of the students.

Responsibilities:

- Direct Service
 - Natural Environment Instruction
 - Language, Cognition, Communication, Auditory/Oral Skills, Pragmatics, Cultural aspects of the Deaf community
 - Instruction (whole class, small group, team teaching, and 1:1)
 - Academic, Communication, Language, Auditory Skill Development, Pragmatics
 - Auditory skills assessment
 - Assist student with self-advocacy
 - Audiological management and training of hearing technology
 - e.g., hearing aids, cochlear implants, Bone Anchored Hearing Aide (BAHA), hearing assisted technology
 - Develops and implements an IEP
 - Assessing and monitoring educational and other outcomes
 - Provides progress reports to parents
- Indirect Service
 - Communicate and collaborate with parents
 - Consultation with IEP Team members and school personnel, private audiologist, and other medical professionals
 - Interpret audiological information to multidisciplinary team with the support of the educational audiologist
 - Monitoring hearing levels
 - Monitoring hearing aid/CI settings
 - Assessing and monitoring functional hearing levels
 - Ensure an appropriate acoustic environment
 - Facilitate interagency involvement
 - Advocate for student's needs in the school environment
 - Ensure safety and communication access standards
- Staff/Classroom In-service
 - Topics may include, but are not limited to:
 - IEP accommodations/IEP at a Glance
 - Hearing loss, range and definitions
 - Educational interpreters roles and responsibilities
 - American Sign Language, English (unique distinctions and differences), and simultaneous communication
 - Amplification equipment, including Cochlear Implants, hearing aids, etc.
 - Deaf culture
- Stay current on best practices through conferences and other professional learning

Speech and Language Specialist

Role: The speech and language specialist supports the team by providing assessment, intervention and instruction of students, and consultation to parents, teachers, and students.

Responsibilities:

- Serve as a member of the Student Study Team
- Conduct individual speech and language assessments, prepare assessment reports to determine eligibility and student need, and make recommendations for services
- Serve as a member of the IEP team, including preparing and participating in individualized education programs (IEP)
- Conduct speech/language intervention services as established by State and Federal regulations
- Provide parent and teacher consultation and instruction related to students' goals and needs
- Review students' progress; keep up-to-date records on individual progress, and adjust goals and instruction as needed.
- Stay current on best practices through conferences and other professional learning

Signing Instructional Assistant

Role: Classified staff that are assigned to a position that requires signing after having passed a signing examination and/or is otherwise certified by the LEA/District.

Responsibilities:

- Please refer to your LEA for specific job descriptions for classified staff
- Stay current on best practices through conferences and other professional learning

Educational Interpreter for the Deaf/Hard of Hearing

Role: To facilitate communication between D/HH students, teachers, staff, and peers in an educational environment, using any of a variety of manual and verbal communication systems in a highly proficient manner reflecting the effect of the speaker and/or signer.

Responsibilities:

- Interprets for D/HH students in a variety of educational settings, including, but not limited to, classroom environments, assemblies, recess, counseling sessions, etc., using various sign language systems and voice interpretation at a normal conversational rate
- Interprets a wide range of curriculum, including scientific and advanced placement subjects
- Interprets at educational extracurricular school related activities including field trips, sports and clubs
- Interprets and provides instruction, or reinforces instruction, as needed, to individual or small groups of D/HH students
- Consults with teachers, staff and students on the effective use of an interpreter
- Provides voice interpretation, as needed
- Collaborates with D/HH team to standardize signs in an educational setting
- Under the direction of a credentialed teacher performs record keeping, monitoring of Individualized Education Plan (IEP) or special education related activities that support student learning
- Provides assistance to classroom teachers as needed; assists in filing, duplicating, and preparing instructional materials
- Participates in staff meetings, professional learning communities (PLC), or in-service meetings as directed
- Maintains the confidentiality of student records and information, including information contained in IEPs, according to established practices and procedures

Educational Transcriber for the D/HH

Role: The Educational Transcriber directly serves D/HH students by providing classroom communication access using wireless technology and real-time captioning. This support can be provided either in person or through a remote transcription service.

Responsibilities:

- Provide rapid and accurate translation of auditory information in academic settings, quickly identifying essential components of orally presented instruction.
- Edit and disseminate classroom transcripts (printed and/or digital) for academic support.
- Manage software licenses and updates; provide routine captioning equipment care and maintenance.
- Ability to understand and quickly trouble-shoot wireless linking issues at school site.
- Build/maintain PAL (personal abbreviation library) for optimal transcription, as applicable.
- Stay connected to professional communities and training to stay current on best practices.

Administrator

Role: The administrator provides instructional leadership in the development of quality D/HH programs and services while ensuring resources are aligned to provide services in the least restrictive environment. The administrator ensures compliance with state and federal law including Child Find.

Responsibilities:

- Provides consistent communication on D/HH issues to all stakeholders
- Supervises and evaluates assigned staff and program
- Budget oversight, including low incidence funding
- Provides opportunities for continued professional learning
- Stay current on best practices through conferences and other professional learning
- Support staff in providing parent education
- Attends IEP meetings, as needed

D/HH Teacher Contact Information

<u>D/HOH Teacher</u>	<u>Title</u>	<u>Areas Served</u>	<u>E-mail address</u>	<u>Phone Number</u>	<u>Administrator</u>
Rachel Garcia-Audet	D/HH Itinerant Teacher Early Start	North Santa Barbara County	rgarciaaudet@sbceo.org	(805) 922-0334 x2340	Cathy DeLaurentis cdelaurentis@sbceo.org
Laura Torres	D/HH Itinerant Teacher	North Santa Barbara County	ltorres@sbceo.org	(805) 922-0334 x2334	Cathy DeLaurentis cdelaurentis@sbceo.org
Joanna Hendrix	Regional D/HH Teacher Pre-school - Kinder.	North Santa Barbara County School: Ralph Dunlap	jhendrix@sbceo.org	(805) 938-8535	Cathy DeLaurentis cdelaurentis@sbceo.org
Kelly Sanders	Regional D/HH Teacher 1st - 6th	North Santa Barbara County School: Ralph Dunlap	ksanders@sbceo.org	(805) 938-8536	Cathy DeLaurentis cdelaurentis@sbceo.org
Maria Rivera	Regional D/HH Teacher 9th - 12th	North Santa Barbara County School Site: Righetti High School	mrivera@sbceo.org	(805) 937-2051 x2315	Cathy DeLaurentis cdelaurentis@sbceo.org
Diane Logan	D/HH Itinerant Teacher	Lompoc Unified School District	logan.diane@lusd.org	(805) 740-1718	Cynthia Ravalin ravalin.cynthia@lusd.org
Torry Muscio	D/HH Itinerant Teacher	Santa Ynez Valley	tmuscio@buelltonusd.org	(805) 688-4222	Claudia Echavarria cechavarria@buelltonusd.org
April Salas	Regional D/HH Teacher	South Santa Barbara County School Site: McKinley	asalas@sbunified.org	(805) 966-9926	John Schettler jschettler@sbunified.org
Pat McKinnon	D/HH Itinerant Teacher	South Santa Barbara County	pmckinnon@sbunified.org	(805) 896-2681	John Schettler jschettler@sbunified.org
Kelly O'Donnell	D/HH Itinerant Teacher	South Santa Barbara County	kodonnell@sbunified.org	(805) 922-0334 x2325	John Schettler jschettler@sbunified.org
Cindy Lyon	Regional D/HH Teacher	South Santa Barbara County School Site: San Marcos High School	clyon@sbunified.org	(805) 896-2563	John Schettler jschettler@sbunified.org
Elizabeth Tracy	D/HH Itinerant Teacher	South Santa Barbara County	etracy@goleta.k12.ca.us	(805) 681-1268 x322	Dr. Margaret Saleh msaleh@goleta.k12.ca.us
Michelle Walsh	SBCEO Infant	South Santa Barbara County	mwalsh@sbceo.org	(805) 964-4711 x5304	Kathy Gulje gulje@sbceo.org
Ron Longo	Educational Audiologist	North Santa Barbara County Infant	rlongo@sbceo.org	(805) 314-5483	Cathy DeLaurentis cdelaurentis@sbceo.org
Taryn Hurvitz	Educational Audiologist	Santa Ynez Valley and South Santa Barbara County	thurvitz@sbceo.org	(805) 694-8712	Jarice Butterfield jariceb@sbceo.org

Who To Contact

SECTION 2

Pre-Referral and Referral

Santa Barbara County
Special Education Local Plan AreaA Joint Powers Agency

REQUEST FOR DEAF/HARD-OF-HEARING CONSULTATION

To be completed by school personnel

Student:	Birthdate:	Grade:
Parent/Guardian Name(s):		
Home Address:	Home Phone Number(s):	
School:	School Address:	School Phone:
Teacher:	Phone/E-Mail:	
IEP Case Manager:	Phone/E-Mail:	
Contact Person:	Phone/E-Mail:	

****Parent permission is required to observe in the child's educational setting.**

☐ D/HH Observation Consent Form is signed and attached

List any teachers other than listed above:

Name

Program/Class

Contact Information

**Copies of the following must be included with this completed consultation request:*

☐ Student's current IEP or SST meeting notes, if applicable ☐ Recent assessments

☐ Current audiogram: Date _____ ☐ Recent reports

If the student does not have an IEP, has he/she had a SST meeting?

☐ Yes – please attach SST meeting notes

☐ No – when will SST meeting be held for this student? _____

Santa Barbara County
Special Education Local Plan AreaA Joint Powers Agency

Referred by _____

_____ Date

1. List specific concerns that are impeding the student's learning.
 - a.
 - b.
 - c.
 - d.
2. List accommodations that have been attempted in the classroom to address the above concerns.
 - a.
 - b.
 - c.
 - d.
3. List any special education services presently provided or being considered.

	<u>Teacher</u>	<u>Program/Class</u>
a.		
b.		
c.		
d.		
4. Does the student have hearing aids? ☐No ☐Yes If yes, how often are they worn?

Identification and Referral of Infants (0 - 2.11 years)

- Every newborn receives the Newborn Hearing Screening before leaving the hospital.
- Every infant who does not pass the hospital screening is referred for further audiological assessment.
- If an infant is found to have a hearing loss, he/she will be referred to the appropriate educational and medical agencies for follow-up services.
- Federal law requires that infants or toddlers found to have a hearing loss be referred to the Early Start Program operated by either the Regional Center or the Local Educational Agency (LEA) within **2 days** of identification.

The following steps to be completed by the LEA:

- ☐ Within **2 days** following receipt of referral LEA will contact parents of D/HH infants to schedule an intake visit.
Parents may choose to decline an intake visit as Infant/Early Intervention services are optional.
- ☐ An assessment plan is completed during the intake visit.
Assessment of infants suspected of having a hearing loss is conducted by a team of qualified personnel knowledgeable about deafness. The multidisciplinary Early Start Team includes, but is not limited to, an educational audiologist, a teacher of the Deaf and Hard of Hearing, and a speech/language specialist. The assessment includes evaluation of cognitive development, physical development and health (including vision), motor development, communication development, social/emotional development, and adaptive development.
- ☐ Within **45 days** the Early Start Team will present to parents the D/HH Early Intervention report.
Parents may choose to accept or decline D/HH Early Intervention services following explanation of report findings.
- ☐ An initial IFSP will be created with the teachers and parents, if parents accept D/HH Early Intervention services.

Referral for Initial IEP Assessment - Infant with an IFSP

The following steps to be completed:

Task	Responsible Party	Due
<input type="checkbox"/> Parent Consent For Release of Information (SELPA3) between District of Residence (DOR) and Regional Program Operator is signed at Initial IFSP and every year after	SBCEO Designee	Initial IFSP and every year after
<input type="checkbox"/> Send email list of all students currently served who are identified with a hearing loss to the DOR and Regional Program Operator. *If parent has not provided a Parent Consent for Release of Information (SELPA3), then student's name will not be on the list	SBCEO Designee	Every 6 months Suggested December and June
<input type="checkbox"/> DOR and Regional Program Operator are invited to 30 month IFSP	Infant Provider	1 month prior to 30 month IFSP
<input type="checkbox"/> DOR and Regional Program Operator (if applicable) attend 30 month IFSP <ul style="list-style-type: none"> <input type="checkbox"/> Background information provided <input type="checkbox"/> Provide written information re: D/HH program and alternative options <input type="checkbox"/> Discuss areas of suspected disability <input type="checkbox"/> Secure potential dates for 36 month IFSP and Initial IEP team meeting 	Infant Provider	At 30 month IFSP
<input type="checkbox"/> 34 month report complete and sent to DOR	Infant Provider	By 34 months
<input type="checkbox"/> Referral sent to DOR and Regional Program Operator (if applicable) <ul style="list-style-type: none"> <input type="checkbox"/> Final IFSP report including most recent audiogram 	Infant Provider	3 months prior to 3rd birthday
<input type="checkbox"/> Develop assessment plan and send to parent	DOR or Regional Program Provider	2 months prior to 3rd birthday
<input type="checkbox"/> After signed assessment plan is received, assessment is completed	DOR or Regional Program Provider	2 months prior to 3rd birthday
<input type="checkbox"/> IEP team meeting is convened to review the result of the assessment *It is encouraged that team members consider holding 36 month IFSP and Initial IEP on the same date	DOR or Regional Program Provider	On or before 3rd birthday

Identification and Referral - No Prior Special Education

A pupil shall be referred for special education only after the resources of the regular program have been considered and, where appropriate utilized (EC 56303). Written referrals may be made by parents, teachers, and school staff.

The following steps to be completed by the Local Educational Agency (LEA):

- ☐ Within **15 days** following receipt of written referral, LEA will create an assessment plan

Assessment of students suspected of having a hearing loss is conducted by a multidisciplinary team including qualified personnel knowledgeable about deafness. The multidisciplinary assessment team includes, but is not limited to—an audiologist, a teacher of the Deaf and Hard of Hearing, a speech/language specialist, a school psychologist, and a school nurse. Best practice would be to include a school psychologist, special education teacher, a teacher of the Deaf and Hard of Hearing, speech/language specialist, school nurse, and audiologist as a part of the initial multidisciplinary assessment team. The assessment is based on the needs of the student. Please refer to assessment section of this guide.

- ☐ Within **60 days** the multidisciplinary team will schedule an IEP meeting to present to parents the initial multidisciplinary report.
- ☐ If a student is found to be eligible, an initial IEP will be created with the teachers and parents.

Parents may choose to accept or decline services following explanation of report findings and offer of IEP.



Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

REFERRAL FOR SPECIAL EDUCATION AND RELATED SERVICES

Student Name _____ **Date of Birth** ____/____/____ **IEP Date** ____/____/____

Grade _____

Name of Parent or legal guardian _____ **Phone** _____

Address _____

City _____ **State** _____ **Zip** _____

Person making referral _____ **Title** _____

Date parent notified of intent to refer ____/____/____

Method of notifying parent of intent to refer ☐ Conference ☐ Phone call ☐ Written

Parent's or adult student's native language or other primary mode of communication if other than English _____

Student's native language or other primary mode of communication _____

Primary Concern Regarding Student _____

Specific Reasons for Referral

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Written Language | <input type="checkbox"/> Hearing | <input type="checkbox"/> Attention |
| <input type="checkbox"/> Math | <input type="checkbox"/> Self-Help Skills | <input type="checkbox"/> Vision | <input type="checkbox"/> Social/Emotional |
| <input type="checkbox"/> Spelling | <input type="checkbox"/> Fine Motor Skills | <input type="checkbox"/> Health | |
| <input type="checkbox"/> Cognitive Functioning | <input type="checkbox"/> Gross Motor Skills | <input type="checkbox"/> Speech/Language | |

Other _____

General Education Interventions Attempts If this referral is by an educational representative, describe interventions attempted prior to this referral and attach documentation. (EC 56303) _____

For District Use Only

Date Received ____/____/____

Date Assessment Plan due (15 days) ____/____/____

Received by _____

Forwarded to _____

Case Manager _____

Regional D/HH Special Class Program Referral Process

To be completed by the referring district

For consideration of placement in a regional D/HH Special Class Program please complete each of the steps in the referral process below (in sequence):

Note: Exceptions to the referral checklist/process may be considered under unique circumstances; all exceptions are to be initiated by the District of Residence's (DOR) Administrator/Designee and approved by the Administrator/Designee of the regional D/HH Special Class Program.

- ☐ The DOR Administrator/Designee shall contact the regional D/HH Special Class Program Administrator in order to discuss the case and the possibility of a regional D/HH Special Class Program placement prior to the IEP meeting.
- ☐ The IEP team meets and discusses a regional D/HH Special Class Program as a possible appropriate placement; meeting is recessed.
- ☐ Case manager coordinates the completion of the *Pre-referral Checklist* form and contacts Regional Program Administrator with intent to refer.
- ☐ DOR Administrator/Designee prepares referral packet to include the following current information prior to convening IEP with Regional Program Administrator/Designee and staff:
 - o Cover letter with referral request and brief history of the case
 - o Parent Consent for Release of Information (SELPA3)
 - o Parent Consent for Observation by Regional Program Staff
 - o Copy of current IEP and any addendums, to include any behavior intervention plans
 - o Current psycho-educational evaluation reflecting the following areas as necessary: health and developmental history, observation data, intellectual functioning, academics, language, adaptive behavior, academic skills, emotional functioning, and psycho-motor development.
 - Student should have a psycho-educational assessment done within the last 6 months
 - o Most current audiogram, aided and unaided if available
 - o Functional listening assessment, if applicable
 - o Related service assessment reports, if applicable
 - o A review or copies of previous psychoeducational evaluations/reports
 - o Teacher input/interviews (past and present if possible)
 - o Student work samples
 - o Copies of any suspensions or expulsion records and behavior emergency reports, if applicable
 - o Copies of any outside/private assessment reports, if applicable
 - o Any other relevant documents.
- ☐ DOR Administrator/Designee reviews Pre-referral Checklist and referral packet and forwards to Regional Program Administrator/Designee to review and discuss referral.
- ☐ Student observation occurs by Regional Program Designee.
- ☐ The IEP meets and discusses whether the regional D/HH Special Class Program is appropriate. The student's DOR Administrator/Designee shall attend the meeting as the LEA Representative.

Regional D/HH Special Class Program Pre-Referral Checklist

To be completed by Case Manager prior to referring student to regional D/HH special class programs.

- ☐ Student's primary eligibility for special education services is Deaf or Hard of Hearing.
- ☐ Student is eligible for special education services under D/HH and requires a special day class program to meet his/her needs. Students who are D/HH in regional D/HH classes must meet the following additional criterion:
 - Student is able to perform in an academic program w/accommodations or modifications needed for their hearing loss
- ☐ District has exhausted all other special education programs/supports, including but not limited to:
 - Special education support in a general education setting
 - Placement in a special day class for more than 50% support during the school day with Related Services in all areas of suspected need
 - Behavior Intervention Plan has been developed and implemented, if appropriate
 - Provision of support such as instructional assistant, signing assistant, or interpreter (1:1 or small group), if appropriate
- ☐ Other unique circumstances to be considered by the Regional Program Administrator/Designee (specify):

California School for the Deaf Referral Process

Referring Local Educational Agency (LEA)

- Discuss possible placement options at IEP.
 - Document in the IEP notes that a referral will be made and parents agree.
 - LEA to obtain a Parent Consent for Release of Information (SELPA3).
- The school district of residence (Local Education Agency or LEA) refers a deaf applicant by submitting an application packet.
 - Packet can be requested by contacting the Student Services office at (951) 248-7700 x6539
- A complete application packet contains the following school documents: current IEP and addendums, unaided audiogram, most recent psychological-educational report and Triennial IEP, state-mandated testing results, speech and language assessment reports, behavior reports (including suspensions and expulsions), educationally-relevant medical information, progress reports/report cards, and transcripts (for High School students.)
- Paperwork needed from the parent/guardian includes the application, a background questionnaire, a copy of the birth certificate, guardianship papers (if applicable), a student information form (completed by a current or recent teacher), a medical exam form (completed by a physician), and immunization records.

California School for the Deaf

- Application files are reviewed each Friday by the California School for the Deaf Riverside (CSDR) Admissions Committee to determine if the applicant meets the admissions criteria set forth in the California Code of Regulations, Title 5, Sections 17660-17663.
- The parents and the referring school district are notified by the Admissions Office of the Admission Committee's decision regarding the application.

School Site Visit

- Visiting the school site is highly recommended before making a decision regarding placement.
- Contact CSDR to arrange a tour in advance. Tours are generally conducted Tuesday through Thursday.
- Parents can request a visit by contacting the coordinators of the Family Education Center. If you are not a parent, the Public Relations staff will assist and accompany you.
 - The main contact number for CSDR is (951) 248-7700 or info@csdr-cde.ca.gov

Intake Meeting

- The purpose of the meeting is to develop an assessment plan and to provide a brief introduction to the program.
- The Assessment for Suitability for Placement is a period of evaluation and review for the purpose of determining whether CSDR is the appropriate placement.

60 Day Assessment/Trial

- The student will attend CSDR during the assessment period on a temporary assignment.
 - This temporary assignment will not exceed 60 days and does not guarantee admission.
 - For the purposes of stay put, a temporary assignment shall not be established as the last agreed upon placement.
 - The student's IEP will be implemented to the extent possible at CSDR by utilizing existing resources to provide comparable services.
- During this time student lives on campus and attends classes
- Once assessment is completed CSDR will hold an IEP meeting.
 - LEA and referring SELPA to participate in IEP meeting.

SECTION 3

ASSESSMENT

Assessment Process

Initial Assessment

Before any action is taken with respect to the initial placement of an individual with exceptional needs in special education instruction, an individual assessment of the pupil's educational needs shall be conducted by qualified persons in accordance with requirements in Education Code 56320. In conducting the evaluation the assessors must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent.

1. Proposed Assessment Plan: Assessment plan must include all areas of suspected disability and must be completed within 15 days of receipt of referral.
2. Parent Consent: When parent signs assessment plan, the IEP Team has 60 calendar days in which to complete the testing and create the comprehensive report.
 - The 60 days does not count days between the student's regular school sessions or terms or days of school vacation in excess of five school days
3. Individualized Educational Program (IEP) meeting: Results from the assessment are discussed and qualification for Special Education services is determined by the IEP Team within the 60-day timeline

Santa Barbara County SELPA timeline in Procedural Handbook Section 2, Page 2-5

Triennial Assessment

Reassessment will occur every three years, initiated by a Triennial Reevaluation Determination to parent and then followed by above steps 1- 3

- Speech
- Expressive Language
- Receptive Language
- English Learner Status
- Basic Concepts
- Developmental
- Auditory Skills
- Pragmatics
- Academics
- Cognitive/Intellectual
- Social-Emotional
- Behavioral
- Gross and Fine Motor
- Health, including vision and hearing
- Observations/Interviews

The following professionals working together as a multidisciplinary team can assess formally or informally in these areas:

Deaf and Hard of Hearing

*Teacher**

Academics (*Typically Triennial Only*)

Expressive and Receptive Language

Auditory Skills

Pragmatics

*Speech Language Specialist**

Speech articulation

Expressive and Receptive Language

Pragmatics

**The Deaf and Hard of Hearing Teacher and the Speech Language Specialist work collaboratively*

to determine their role in assessing the student's language abilities.

School Psychologist

Cognition/Intellectual Functioning

Perceptual Motor Development

Social Emotional/Behavioral

Review of Records

Special Education Teacher

Academics (*Initial and/or Triennial*)

Vocational/Adaptive

General Education Teacher

Classroom based assessments

District assessments

Statewide assessment

Work samples

Educational Audiologist

Educationally relevant audiological assessments

Records Review

School Nurse

Vision Screening

Review of health records

Interview with parent(s)

The team will consider the student's English learner status during the assessment process. (ie, CELDT scores, home language).

If there are other areas of concern, team members may also include: Occupational Therapist, Adaptive Physical Education Teacher, Vision Specialist, and Behavioral Specialist. If needed, a trained sign language interpreter can interpret as part of the assessment team.

Nonverbal cognitive assessments are given as needed. A description will be provided of any accommodations and/or modifications used during the assessment process.

SECTION 4

Eligibility

Santa Barbara County
Special Education Local Plan AreaA Joint Powers Agency

Determination of Eligibility: Deaf/Hard of Hearing

DEAFNESS: CCR, Title 5, Section 3030(b)(3): Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

HEARING IMPAIRMENT: CCR, Title 5, Section 3030(b)(5): Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Note: The term **“hearing impairment”** is used generically to describe a wide range of hearing loss including deafness.

This form is a tool designed to assist IEP team members in determining if a student may be determined to be found eligible for Special Education and Related Services under the category of Deafness (DEAF) and/or Hard of Hearing (HH), both are Low Incidence Disabilities.

Student Name		Date
DOB	Grade	School
<p>The team has addressed each of the following statements and has determined: <i>(All questions must be checked “Yes” for student to be found eligible for services)</i></p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> 1. The evaluation is sufficiently comprehensive to identify all of the child’s special education and related service needs, whether or not commonly linked to the disability category.</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> 2. The student cannot receive reasonable educational benefit from general education alone.</p>		
<p>Additional indicators due to hearing loss adversely impacting educational performance:</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> 1. Sound-field word recognition (unaided) of less than 75% as measured with standardized open-set audiometric speech discrimination tests presented at average conversational speech (50-55 dBHL). Interpretation shall be modified for closed-set tests.</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> 2. Receptive and/or expressive language delay as determined by standardized tests.</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> 3. An impairment of speech articulation, voice, and/or fluency.</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> 4. Significant discrepancy between verbal and non-verbal performance on a standardized intelligence test.</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> 5. Delay in grade-level reading comprehension and fluency due to language deficit.</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> 6. Learning difficulties not primarily due to limited English proficiency.</p> <p>Yes No <input type="checkbox"/> <input type="checkbox"/> 7. Poor social skills, pragmatics, and independence and/or self-advocacy skills.</p>		
<p>If “Yes” is checked to any of the above, then explain how it is related to hearing loss:</p>		

SECTION 5

Programs

Early Start Services

With the Newborn Hearing Screening identification of hearing loss can be made right away. Early identification, followed by appropriate intervention, is the most effective strategy for the development of language in deaf and hard of hearing children, regardless of the following: degree of hearing loss, gender, presence of secondary disability, socioeconomic status, and mode of communication chosen by the family.

Our highly qualified early interventionists can provide families of newly identified deaf/hard of hearing infants the skills needed for development of cognition, communication, and language.

Early Start is individually designed to provide specialized services designed by the Individualized Family Support Plan (IFSP) team that are family centered and relationship based, communication focused, sensitive to all cultures (including Deaf Culture), respectful to all languages (including American Sign Language) and communication modes, developmentally appropriate, evidence based, disability sensitive, community based, meaningful and functional, and collaborative.

Families have access to certified teachers of the Deaf/Hard of Hearing, speech and language services, listening and spoken language services, manual communication codes, toddler language groups, Spanish interpreters, parent education—ASL classes, and educational audiology services.

Each family is an integral and active participant in the educational process and cultural, social and personal differences are respected.

Teacher of the Deaf/Hard of Hearing (D/HH) – Itinerant

The D/HH itinerant teacher provides direct service through assessing students in the areas of auditory skills and language. The teacher provides academic, auditory skill development, communication, language, and pragmatics instruction. The D/HH itinerant teacher assists and supports each student in developing self-advocacy skills. They provide management of communication needs including hearing aids, cochlear implants, bone anchored hearing aids (BAHA), and hearing assisted technology. The teacher helps to develop and implement an IEP/IFSP, continually monitor educational and other outcomes, and provide progress reports to parents.

The D/HH itinerant teacher communicates and collaborates with parents and IEP Team members. They consult with IEP Team members, school personnel, private audiologists, and other medical professionals. The teacher interprets audiological information for multidisciplinary team, along with assessing and monitoring functional hearing levels with the support of the educational audiologist. They monitor hearing levels, and hearing aid and cochlear implant settings. The D/HH itinerant teacher supports an appropriate acoustical environment and advocates for the needs of students in the school environment.

The D/HH itinerant teacher provides staff and classroom in-service on a variety of topics including: IEP accommodations, hearing loss, roles and responsibilities of educational interpreters, amplification equipment, language (American Sign Language, English, simultaneous communication) and Deaf culture.

Regional Special Class Programs

The purpose of our Regional Deaf and Hard-of-Hearing programs is to provide opportunities for children with hearing difference to make progress in all areas of language and academics. Regional Programs provide individualized instruction aligned to Common Core State Standards focusing on the skills necessary to meet College and Career readiness proficiencies and graduation requirements established by the California Department of Education.

The D/HH Program Philosophy:

- Educating D/HH children using Total Communication means using any and all methods that help a child succeed. A total communication program includes (but is not limited to) the use of any or all of the following: spoken English, American Sign Language, written English, amplification of residual hearing, simultaneous communication, and auditory-oral methodologies.
- The D/HH program provides appropriate assessment, development of an Individualized Education Program (IEP), individual accommodations, speech and language therapy, sign language interpreters, listening and spoken language services, educational audiology services, certified teachers of the deaf/hard of hearing, mainstreaming with support, FM sound systems, and small group instruction as required by a student's IEP team.
- Each family is an integral and active participant in the educational process and cultural, social and personal differences are respected.
- These specialized services designed by the IEP team are tailored to fit the needs of each child.

California Schools for the Deaf

The California Schools for the Deaf (CSD) are intended to serve students who require specialized or intensive educational or related services related their hearing loss. There are two schools that are located in Riverside and Fremont. California students who are Deaf or hard-of-hearing, between the ages of 3 and 21 years, and meet the eligibility criteria are entitled to an education at a CSD at no cost to parents or students.

Priority in admission to the CSDs is given to:

- Elementary age Deaf and hard-of-hearing students who meet admission criteria and reside in sparsely populated regions
- Secondary age Deaf and hard-of-hearing students who meet admission criteria and are in need of a high school program, for whom appropriate comprehensive educational facilities and services are not available or cannot be reasonably provided by their local school district or county educational agencies (Education Code section 59020)

California Schools for the Deaf provide access to:

- direct and incidental learning and participation opportunities in all components of the educational process including, but not limited to, academic, career technical education, extracurricular, social and athletic activities
- ongoing opportunities to appropriately increase proficiency in English and American Sign Language
- teachers, related service personnel, administrators and other professionals who understand the unique nature of deafness, are trained to work with Deaf and hard-of-hearing students
- a sufficient number of peers with whom they can communicate directly and spontaneously and who are of similar ages and ability levels
- in-depth exposure to a broad spectrum of Deaf adult role models
- opportunities to participate in self-esteem building activities that promote self-awareness and an understanding of Deaf heritage and Deaf culture

Since the purpose of the CSDs is the education of the Deaf (Education Code section 59001), the programs and services are designed and funded to serve students whose primary educational needs are due to their severe hearing loss.

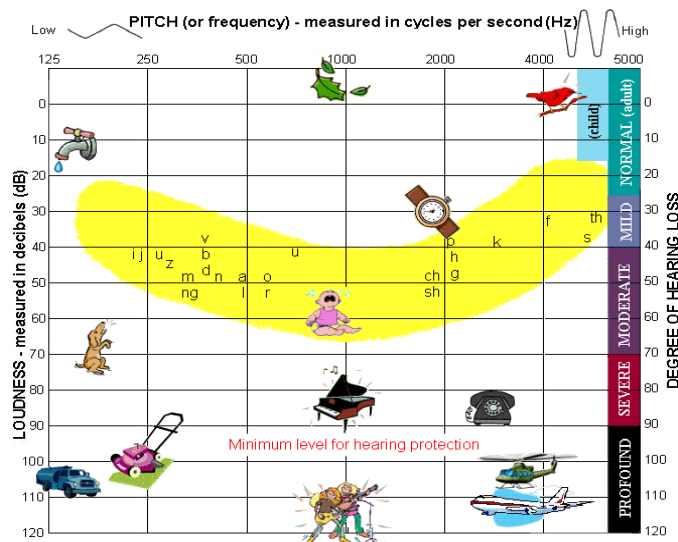
For additional information: <http://www.cedr-cde.ca.gov/welcome/>

SECTION 6

APPENDIX

How to Read an Audiogram:

An audiogram is a graph that shows the softest sounds a child can hear at different pitches or frequencies. An “O” is typically used to represent responses for the right ear and an “X” is typically used to represent responses for the left ear. The vertical lines on the audiogram represent the test frequencies, arranged from low pitched sounds on the left side of the audiogram to high pitched sounds located on the right. The pitches shown on the audiogram are those most important for hearing and understanding speech. The horizontal lines on the audiogram represent sound intensity or loudness recorded in units called decibels (dB). Very soft levels are located at the top of the audiogram and very loud levels at the bottom. A mark on the audiogram at 40 dB means that the child did not respond to the sound until it was as loud as 40 dB. Each sound we hear when someone speaks has a different pitch and loudness. For example, the “s” sound is high in pitch and quiet. The “o” sound is low in pitch and louder. The Audiogram reveals the minimum intensity or loudness level at which a child can detect a tone presented at a particular frequency. This is known as the child’s “hearing threshold level” for that frequency or pitch.



The Speech Banana:

The Speech Banana is a term used to describe the area where the phonemes, or sounds of human speech, appear on an audiogram. When the phonemes are plotted out on the audiogram they take the shape of a banana. Audiologists refer to this area as the speech banana. While many other sounds fall outside of the speech banana, audiologists are most concerned with the frequencies within the speech banana because a hearing loss in those frequencies may affect a child's ability to develop age appropriate speech and language skills. Of particular importance to the development of these skills is a child's ability to hear consonants. This is because consonants are more important to speech intelligibility than vowels. Unfortunately, consonants are typically high frequency sounds and most cases of permanent hearing loss occur in the higher

frequencies.

Normal Hearing:

Normal hearing for children is defined as hearing thresholds of -10 to 15 dB at all frequencies.

Normal hearing for adults is generally defined as hearing thresholds of 0 to 25 dB at all frequencies.

Children have better hearing sensitivity than the accepted normal range for adults. A child with hearing sensitivity in the -10 to 15 dB range will, in the absence of background noise, detect the complete speech signal even at soft conversation levels. Having access to the complete speech signal is essential to the development of a strong language base. Children in the process of building their language base do not have the same linguistic experience as adults. Adults use their experience with language (previous knowledge of a topic, known vocabulary, grammatical/sentence structures, etc.) when listening to the speech signal. Although they may not hear the complete speech signal (if their hearing is in the lower end of the 0 to 25 dB range) they are still able to understand what is being said by combining the acoustic cues contained in the portions of speech signal they can hear with other linguistic cues specific to the speech signal.

Categories of Hearing Loss: (ASHA 2011, Audiology Information Series)

- Slight hearing loss is defined as hearing thresholds in the range 16 to 25 dB HL.
- Mild hearing loss is defined as hearing thresholds in the range 26 to 40 dB HL
- Moderate hearing loss is defined as hearing thresholds in the range of 41-55 dB HL
- Moderately-severe hearing loss is defined as hearing thresholds in the range of 56-70 dB HL
- Severe hearing loss is defined as hearing thresholds in the range of 71-90 dB HL
- Profound hearing loss is defined as hearing thresholds above 90 dB HL

Mild, Minimal and Unilateral Hearing loss: (Bess, Dodd-Murphy, and Parker ,1998)

There has recently been a renewed interest in the topic of Mild, Minimal and Unilateral hearing loss in children. Although the term "minimal hearing loss" has not been standardized, the following definitions are commonly used and include:

1. Mild bilateral hearing loss - pure tone average at 500 1000 and 2000 Hz between 20 and 40 dB hearing level (HL);
2. High-frequency hearing loss - pure tone thresholds worse than 20 dB HL at two or more frequencies above 2000 Hz;
3. Unilateral hearing loss - pure tone average at 500, 1000 and 2000 Hz worse than or equal to 20 dB HL or pure tone thresholds worse than 25 dB HL at two or more frequencies above 2000 Hz in the affected ear, with normal hearing in the contralateral ear.

It is important to remember that an audiogram gives you an idea of what the child hears in a very quiet environment and should not be interpreted as what the child may hear every day under normal and noisier circumstances.

RESOURCES

ADVANCED BIONICS

www.advancedbionics.com

28515 Westinghouse Place

Valencia, CA 91355

(877) 829-0026

(661) 362-1400

Advanced Bionics is an international organization devoted to the development of cochlear implant systems. In collaboration with Phonak, Advanced Bionics operates in over 50 countries and develops state of the art implants to restore hearing to individuals with severe/profound hearing loss.

ALEXANDER GRAHAM BELL ASSOCIATION (AG Bell)

www.agbell.org

3417 Volta Place, NW

Washington, D.C. 20007

(202) 337-5220

The Alexander Graham Bell Association is a non-profit organization that serves families, health care providers and education professionals. AG Bell offers education, advocacy, financial aid and research in service to the oral deaf and hard of hearing community.

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA)

www.asha.org

ASHA National Office

2200 Research Boulevard

Rockville, MD 20850-3289

(301) 296-5700

ASHA is an association comprised of audiologists, speech-language pathologists; speech, language and hearing scientists; support personnel and students. ASHA's mission includes the advancement of science, setting of standards, and advocacy for members and community.

AMERICAN COCHLEAR IMPLANT ALLIANCE

www.acialliance.org

P.O. Box 103

McLean, VA 22101-0103

(703) 534-6146

The American Cochlear Implant Alliance is a non-profit organization that sponsors research, spreads awareness and advocates for better access to cochlear implants on behalf of patients. It is a membership organization comprised of clinicians, scientists, educators, parents, and consumer advocates among others.

CALIFORNIA DEPARTMENT OF EDUCATION: FAMILY INVOLVEMENT AND PARTNERSHIPS

spceducation@cde.ca.gov

(800) 926-0648

(916) 374-7182 (Videophone)

The California Department of Education has composed a page that provides information, resources and support that can be found in other sections of the greater CDE. The topics and links contained on the page serve particular interest to the guardians and families of children with disabilities.

CALIFORNIA CHILDREN SERVICES

<http://www.dhcs.ca.gov>

345 Camino del Remedio
Santa Barbara, CA 93110
(805) 681-5360

California Children Services is a state program that offers services to children with certain diseases and health issues. CCS serves children under the age of 21 through diagnostic and treatment, medical case management, and physical and occupational therapy services.

CALIFORNIA EDUCATORS OF THE DEAF

www.cal-ed.org

California Educators of the Deaf is a professional organization comprised of educators, parents, teacher trainers, interpreters, support staff and more. Established in 1960, CAL-ED aims to support quality education for students who are Deaf/Hard of Hearing by providing a support network and information for teachers.

CHANNEL COUNTIES LEGAL SERVICES ASSOCIATION

<http://www.freelegalaid.com>

250 Citrus Grove Lane., Ste 210
P.O. Box 1228
Oxnard, CA 93032-1228
(805) 487-6531

Service Area: Santa Barbara (southern portion, including cities of Santa Barbara and Goleta), Ventura

GREATER LOS ANGELES AGENCY ON DEAFNESS (GLAD)

www.gladinc.org

Serving Ventura, Santa Barbara, and San Luis Obispo Counties

Tri-County GLAD

www.tcglad.org

702 County Square Drive, Suite 101
Ventura, CA 93003
(805) 644-6323 (TTY)
(805) 644-6322

GLAD acts as a coordinating agency that addresses the broad social service needs of deaf and hard of hearing people through direct service provision, advocacy, research and dissemination of information regarding deafness to parents, professionals, and consumers.

HOUSE EAR INSTITUTE (Hearing Impairments)

www.HEI.org

2100 W. Third Street
Los Angeles, CA 90057
(213) 989-6701

saugustine@hei.org

The House Ear Institute (HEI), a non-profit 501(c)(3) organization dedicated to advancing hearing science through research and education to improve quality of life. Established in 1946 by Howard P. House, M.D., as the Los Angeles Foundation of Otology, and later renamed for its founder, the House Ear Institute has been engaged in the scientific exploration of the auditory system from the ear canal to the cortex of the brain for over 60 years.

HANDS AND VOICES

International H&V

<http://www.handsandvoices.org>

California H&V

<http://www.cahandsandvoices.org>

2701 Old Eureka Way, Suite 21

Redding, California, 96001

info@cahandsandvoices.org

Hands & Voices is a non-profit organization that operates on local chapter levels and is composed of parents and professionals alike. Hands & Voices is dedicated to supporting families of children who are deaf or hard of hearing.

INDEPENDENT LIVING RESOURCE CENTER, INC.

www.ilrc-trico.org

Santa Barbara County ILRC Headquarters

423 West Victoria Street

Santa Barbara, CA 93101-3619

(805) 963-0595 Voice/Text (TTY)

(805) 284-9051 (Video Phone)

info@ilrc-trico.org

Santa Maria Office

327 East Plaza Drive, Suite 3A

Santa Maria, CA 93454-6930

(805) 925-0015 Voice/Text (TTY)

(805) 354-5948 (Video Phone)

(805) 349-2416 Fax

The Independent Living Resource Center is a non-profit organization promoting the philosophy of Independent Living (IL) alongside the tenets of full access, equal opportunity, and maximum success and self-sufficiency for all people who have disabilities.

LEARNING DISABILITIES ASSOCIATION

<https://ldaamerica.org>

California LDA

<http://www.lda-ca.org>

(909) 621-1494

(310) 297-9722 (Español)

Los Angeles LDA

<http://lalda.org>

P.O. Box 1067

Sierra Madre, CA 91025

(626) 355-0240

lalda@lalda.org

The Learning Disabilities Association of America is a tax-exempt public charity that funds research and education as well as promotes awareness of learning disabilities in both children and adults.

NATIONAL ASSOCIATION OF THE DEAF

www.nad.org

8630 Fenton Street, Suite 820
Silver Spring, MD 20910
(301) 587-1788 (Videophone, ZVRS)
(301) 328-1443 (Videophone, Sorenson)
(301) 338-6380 (Videophone, Convo)
(301) 453-2390 (Videophone, Purple)
(301) 587-1789 (TTY)

The National Association of the Deaf (NAD) is a civil rights organization composed of and serving deaf and hard of hearing individuals on a national level. NAD also represents the USA to the World Federation of the Deaf. NAD serves as an advocate for early intervention, education, employment, healthcare, and more.

PARENT LINKS

www.empoweryourfamily.org/ParentLinks

Parent Links is a program of the California Department of Education which provides information and promotes awareness by mentoring, networking and various resources. In addition to connecting families who have children who are deaf and hard of hearing, Parent Links provides information on education as well as communication opportunities.

PATH POINT

www.pathpoint.org

PathPoint Corporate Office

315 W. Haley Street, Suite 202
Santa Barbara, CA 93101
(805) 966-3310

San Luis Obispo County

11491 Los Osos Valley Road
San Luis Obispo, CA 93405
(805) 782-8890

Path Point is a non-profit organization with the aim to help people with disabilities or disadvantages reach their fullest potential. Path Point serves over 2,000 individuals through the following channels: Behavioral Health, Employment Services, Independent Living Services, Community Access Services, Youth Networked Services and Senior Community Service Exchange Program.

PHONAK

<https://www.phonak.com>

4520 Weaver Parkway
Warrenville, IL 60555
(800) 679-4871 (General inquiries)
(877) 585-0131 (Phonak appointments)
(877) 622-9733 (Lyric appointments)
info@phonak.com

Phonak offers hearing solutions through their hearing aids on a global scale through a network of international subsidiaries and distributors.

SCOTTISH RITE SPEECH AND LANGUAGE CENTER

www.sbspeech.com

16 E. Carillo St. (4th floor)

Santa Barbara, CA 93101

(805) 965-6100

info@sbspeech.org

The Scottish Rite Speech and Language Center is a non-profit center appendant to the greater Masonic fraternal organization. The center provides services such as screenings, evaluations and therapy to students whose age falls within the preschool and kindergarten brackets. Their programs include: Speech and Language Therapy, Camp Chit Chat, Brain Lab, and Super Brains.

TRI-COUNTIES REGIONAL CENTER

www.tri-counties.org

Santa Barbara - Main Office and Headquarters

520 East Montecito Street

Santa Barbara, CA 93103-3278

(805) 962-7881

(800) 322-6994

tcrcweb@tri-counties.org

Santa Barbara Annex

505 East Montecito Street

Santa Barbara, CA 93103-3274

Santa Maria

1234 Fairway Dr. Suite A

Santa Maria, CA 93455

(805) 922-4640

(800) 266-9071

Tri-Counties Regional Center is one of twenty-one non-profit regional centers in California providing lifelong services and supports for people with developmental disabilities residing in San Luis Obispo, Santa Barbara and Ventura Counties.
