

# Deaf & Hard of Hearing Handbook

Santa Barbara  
County Special  
Education Local  
Plan Area  
  
(SBCSELPA)



Santa Barbara County  
Special Education Local Plan Area

**March 2025**

## **Acknowledgement**

Facilitated by the Santa Barbara County SELPA, a committee was formed for the purpose of creating a resource for 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:**

Jennifer Connolly, SBCSELPA Coordinator

Taryn Hurvitz, SBCSELPA Educational Audiologist

Joanna Hendrix, SBCEO Teacher of the Deaf/ Hard of Hearing

Kelly Sanders, SBCEO Teacher of the Deaf/ Hard of Hearing

Laura Torres, SBCEO Teacher of the Deaf/ Hard of Hearing

Torry Muscio, SBCEO Teacher of the Deaf/ Hard of Hearing

Ellyn Houghton-Blackwell, SBCEO Educational Audiologist

Scott Miller, SBCEO Teacher of the Deaf/ Hard of Hearing

Rachel Garcia-Audet, SBCEO Teacher of the Deaf/ Hard of Hearing

Alisa Runstrom McMullen, SBCEO Teacher of the Deaf/ Hard of Hearing

Andy Evans, SBCEO Coordinator

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## **Section 1**

### **Introduction**

This handbook has been prepared for professionals who have students who are deaf or hard of hearing, zero to age 22. The information included will guide in the understanding of processes and services related to students who qualify for special education as Deaf, Hard of Hearing (D/HH), Deaf Plus, or Deafblind (DB). 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 students who are Deaf, Hard of Hearing, Deaf Plus, or Deafblind 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 5636.

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. *(See Section 5 for more information.)*

- (b) The disability terms used in defining an individual with exceptional needs are as follows:
- (1) 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.
- (2) 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 a 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.”

### **Role of the Educational Audiologist**

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 Hearing Assistive Technology (HAT) 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**

#### **IFSP/IEP Planning and Writing:**

- o Participate in initial and review IFSP/IEP meetings to address audiological and communication access needs, services, and placement determination.
- o Collaborate as a member of the school multidisciplinary special educational team.

#### **Consultation to Support Personnel:**

- o Provide training to special education case managers, classroom teachers and other support staff regarding student’s hearing loss and hearing devices.
- o Assess classroom acoustics and make recommendations to improve classroom listening environments.

#### **Monitor Hearing Levels:**

- o Collect and review audiologic evaluations for students evaluated in other audiological facilities.
- o Conduct assessment of functional auditory performance with and without hearing equipment (hearing devices and HAT), as necessary and in combination with audiological evaluations provided by other audiological facilities.
- o Interpret results and implications, prepare educationally relevant written reports and make recommendations to enhance verbal communication, auditory access and learning.

#### Audiologic Equipment: Assessment, Fitting, Training, and Monitoring:

- Evaluate, select, recommend and fit HAT.
- Ensure proper fit and functioning of hearing aids, cochlear implants, BAHA and hearing assistive technology in the educational environment.
- 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 devices and hearing assistive technology.

#### Cochlear Implant/Hearing Device Support:

- Monitor student's ability to use amplification (hearing devices and/or cochlear implants) and HAT 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 or hearing devices needs.
- Provide audiologic counseling to parents and students.

#### Professional Learning:

- Attend workshops and conferences to stay current on best practices.

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

An Early Start D/HH teacher provides services to children with a confirmed/diagnosed hearing loss and their families (birth to age 3). The Early Start D/HH teacher is language and developmentally 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 all communication modes, including spoken language. Services provided are evidence based, developmentally appropriate, collaborative and home or community based. The Early Start teacher monitors progress towards Individualized Family Service Plan (IFSP) goals to ensure the appropriate delivery of early intervention services. Developmental assessments are conducted every 6 months (annual and semi-annual review).

## **Responsibilities**

### **Direct Family Centered Services:**

- o Natural Environment Instruction:
  - Language, cognition, communication, listening /oral skills, pragmatics/ play skills, interaction skills, cultural aspects of the Deaf community, cognitive skills, social-emotional skills, gross motor skills, fine motor skills, adaptive behavioral skills (feeding, dressing, toileting).
  - 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 Aid (BAHA), hearing assistive technology).
  - Develop Individualized Family Service Plan (IFSP).

### **Indirect Family Centered Services:**

- o Support child's acoustic environment in the home and child care program.
  - Collaboration with child's audiologist/ENT doctor/ Craniofacial Department, local health care providers, hospitals, social service agencies, Tri Counties Regional Center (TCRC)/ other outside 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 events.

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

The itinerant teacher provides direct and indirect 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:**

- o Natural Environment Instruction.
  - Language, Cognition, Communication, Auditory/Oral Skills, Pragmatics, Cultural aspects of the Deaf community.
- o Instruction (small group, team teaching and 1:1).
  - Direct Service for IEP Goals and Consultation in all settings.
  - Communication, Auditory Skill Development, Language, Pragmatics.
- o Assist students with self-advocacy.
- o Audiological management and training of hearing technology.
  - E.g., hearing aids, cochlear implants, Bone Anchored Hearing Aid (BAHA), hearing assistive technology.
- o Develops and implements an IEP/IFSP.
  - Assessing and monitoring educational and other outcomes.
  - Provides progress reports to parents.

### **Indirect Service:**

- o Communicate and collaborate with parents.
- o Consultation with IEP Team members and school personnel, private audiologist, medical professionals and other educators.
- o Interpret audiological information to a multidisciplinary team with the support of the educational audiologist.
  - Monitoring access to the learning environment.
  - Listening checks
  - Monitoring functional hearing levels
  - Access to Educational Audiologist
  - Ensure an appropriate acoustic environment
- o Facilitate interagency involvement.
- o Advocate for student's needs in the school environment.
- o Ensure safety and communication access standards by providing 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 (CI), hearing aids, etc.

- Deaf culture.
- o Stay current on best practices through conferences and other professional learning.

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

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:**

- o Natural Environment Instruction.
  - Language, Cognition, Communication, Auditory/Oral Skills, Pragmatics, Cultural aspects of the Deaf community.
- o Instruction (whole class, small group, team teaching, and 1:1).
  - Academic, Communication, Language, Auditory Skill Development, Pragmatics.
- o Auditory skills assessment.
- o Assist students with self-advocacy.
- o Audiological management and training of hearing technology.
  - e.g., hearing aids, cochlear implants, Bone Anchored Hearing Aid (BAHA), hearing assistive technology.
- o Develops and implements an IEP.
  - Assessing and monitoring educational and other outcomes.
  - Provides progress reports to parents.

##### **Indirect Service:**

- o Communicate and collaborate with parents.
- o Consultation with IEP Team members and school personnel, private audiologist, and other medical professionals.
- o Interpret audiological information to a 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.
- o Facilitate interagency involvement.
- o Advocate for student's needs in the school environment.

- o Ensure safety and communication access standards.

Staff/Classroom In-service:

- o 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.
- o Stay current on best practices through conferences and other professional learning.

### **Role of the Speech and Language Specialist**

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.

### **Role of the Signing Paraeducator**

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

## **Role of the Educational Interpreter for the Deaf/Hard of Hearing**

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 the 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.

## **Role of the Administrator**

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.
- Stays current on best practices through conferences and other professional learning.
- Supports staff in providing parent education.
- Attends IEP meetings, as needed.

**Teacher of Deaf/ Hard of Hearing Teachers  
Santa Barbara County**

<b>Teacher of D/HH</b>	<b>Title</b>	<b>Areas Served</b>	<b>Email</b>
Rachel Garcia- Audet	D/HH Itinerant Teacher Early Start	North Santa Barbara County	<a href="mailto:rgarciaaudet@sbceo.org">rgarciaaudet@sbceo.org</a>
Laura Torres	D/HH Itinerant Teacher	North Santa Barbara County	<a href="mailto:ltorres@sbceo.org">ltorres@sbceo.org</a>
Joanna Hendrix	Regional D/HH Teacher Preschool-Kindergarten	North Santa Barbara County School: Ralph Dunlap	<a href="mailto:jhendrix@sbceo.org">jhendrix@sbceo.org</a>
Kelly Sanders	Regional D/HH Teacher Elementary	North Santa Barbara County School: Ralph Dunlap	<a href="mailto:ksanders@sbceo.org">ksanders@sbceo.org</a>
Maria Rivera	Regional D/HH Teacher 9th-12th	North Santa Barbara County School: Ernest Righetti	<a href="mailto:mrivera@sbceo.org">mrivera@sbceo.org</a>
Torry Muscio	D/HH Itinerant Teacher	North Santa Barbara County School: Tommie Kunst Jr. HS	<a href="mailto:tmuscio@sbceo.org">tmuscio@sbceo.org</a>
Alisa Runstrom McMullen	D/HH Itinerant Teacher	North Santa Barbara County	<a href="mailto:amcmullen@sbceo.org">amcmullen@sbceo.org</a>
Scott Miller	D/HH Itinerant Teacher	North Santa Barbara County	<a href="mailto:smiller@sbceo.org">smiller@sbceo.org</a>
April Salas-Evans	D/HH Itinerant Teacher	South Santa Barbara County Santa Barbara Unified	<a href="mailto:asalas@sbunified.org">asalas@sbunified.org</a>
Kelly O'Donnell	D/HH Itinerant Teacher	South Santa Barbara County Santa Barbara Unified	<a href="mailto:kodonnell@sbunified.org">kodonnell@sbunified.org</a>

Alison Blackwell	D/HH Itinerant Teacher	South Santa Barbara County Santa Barbara Unified	<a href="mailto:ablackwell@sbunified.org">ablackwell@sbunified.org</a>
Elizabeth Tracy	D/HH Specialist	Goleta Union SD	<a href="mailto:etracy@gusd.us">etracy@gusd.us</a>
Taryn Hurvitz	Educational Audiologist, SBCSELPA	South Santa Barbara County and SYVSEC	<a href="mailto:thurvitz@sbcsepa.org">thurvitz@sbcsepa.org</a>
Ellyn Houghton-Blackwell	Educational Audiologist, SBCEO	North Santa Barbara County SBCEO	<a href="mailto:ehoughton@sbceo.org">ehoughton@sbceo.org</a>

## **Section 2**

### **Identification and Referral of Infants (0 - 2.11 years)**

Every newborn receives the Newborn Hearing Screening (NHS) before leaving the hospital. Every infant who does not pass the hospital screening is referred for further audiological assessment by a pediatric audiologist. 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 within their county of residence.

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 assessment.

Parents may choose to decline an intake visit as Infant/Early Intervention services are optional.

- ☐ An assessment is completed during the intake visit.

Upon an official diagnosis from the hospital, additional assessments of infants with hearing loss are 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 Start Assessment.

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 and initial IFSP services will be determined at the time by the



IFSP Early Start team including the parents. Early Start services will be conducted within the home environment with the family.

### **Referral for Initial IEP Assessment - Infant with an IFSP**

*The following steps to be completed:*

<b>Task</b>	<b>Responsible Party</b>	<b>Due</b>
<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	<b>Initial IFSP and every year after</b>
<input type="checkbox"/> Send an 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	<b>Every 6 months</b>  <b>Suggested December and June</b>
<input type="checkbox"/> DOR and Regional Program Operator are invited to 30 month IFSP	Infant Provider	<b>1 month prior to 30 month IFSP</b>
<input type="checkbox"/> DOR and Regional Program Operator (if applicable) attend 30 month IFSP <ul style="list-style-type: none"> <li><input type="checkbox"/> Background information provided</li> <li><input type="checkbox"/> Provide written information re: D/HH program and alternative options</li> <li><input type="checkbox"/> Discuss areas of suspected disability</li> <li><input type="checkbox"/> Secure potential dates for 36 month IFSP and Initial IEP team meeting</li> </ul>	Infant Provider	<b>At 30 month IFSP</b>
<input type="checkbox"/> 34 month report complete and sent to DOR	Infant Provider	<b>By 34 months</b>
<input type="checkbox"/> Referral sent to DOR and Regional Program Operator (if applicable) <input type="checkbox"/> Final IFSP report including most recent audiogram	Infant Provider	<b>3 months prior to 3rd birthday</b>

<input type="checkbox"/> Develop assessment plan and send to parent	DOR or Regional Program Provider	<b>2 months prior to 3rd birthday</b>
<input type="checkbox"/> After signed assessment plan is received, assessment is completed	DOR or Regional Program Provider	<b>2 months prior to 3rd birthday</b>
<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	<b>On or before 3<sup>rd</sup> birthday</b>

### **Identification and Referral - No Prior Special Education (3-22)**

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 which negatively impacts their ability to access FAPE 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 evaluation will be tailored to identify the access, learning, and functional performance needs of the student with hearing loss so that they can progress equal to their peers with typical hearing.

Please refer to the 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.

### **Regional D/HH Special Class Program Referral Process**

Form is available on SIRAS under 'added forms' 'Referral: Regional Program (Non TLP or Therapeutic Learning Program) Process/Checklist', this form is for ALL regional referrals and includes information specific to DHH.

The referral process as identified in SBCSELPA's Procedural Handbook is different depending on the procedures of the LEA. Please consult with your district's referral process.

For consideration of placement in a regional Deaf Education 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. The 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 team 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**

(SELPA 21) Regional Program Referral Process (other than TLP or Therapeutic Learning Program) Form is available on SIRAS under 'added forms' SELPA Documents and should be completed by the Case Manager prior to referring students to regional D/HH special class programs.

- Student's primary eligibility for special education services is Deaf or Hard of Hearing.
- Students are eligible for special education services under D/HH and require 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:

- o Students are able to perform in an academic program w/accommodations or modifications needed for their hearing loss.
- o Students in the Regional Deaf Education Program may require the use of ASL for communication and learning with a critical mass of Deaf peers.

EC5600.5 (DHH Children's Language Access Rights)

<https://www.cde.ca.gov/sp/ss/dh/positionstmnt.asp>

- District has exhausted all other special education programs/supports, including but not limited to:
  - o Special education support in a general education setting
  - o Placement in a special day class for more than 50% support during the school day with Related Services in all areas of suspected need.
  - o Behavior Intervention Plan has been developed and implemented, if appropriate.
  - o Provision of support such as instructional assistant, signing Paraprofessional, or Sign Language Interpreter (1:1 or small group), if appropriate.
- Other unique circumstances to be considered by the Regional Program Administrator/Designee.

### **California School for the Deaf, Riverside Referral Process**

Referring Local Educational Agency (LEA)

- Discuss possible placement options at IEP.
  - o Document in the IEP notes that a referral will be made and parents agree.
  - o 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.
  - o Packets 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 <https://www.csdrcde.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 the student lives on campus and attends classes.
- Once assessment is completed CSDR will hold an IEP meeting.
- LEA and referring SELPA to participate in the IEP meeting.

## **Section 3**

### **Assessment**

#### **Initial Assessment (3-22)**

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 a parent signs an 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.

The following areas may be included in the assessment:

- Language development
- English Learner Status
- Readiness skills
- Developmental
- Auditory Skills
- Pragmatics
- Academics
- Cognitive/Intellectual
- Social-Emotional

- Behavioral
- Gross and Fine Motor
- Health, including vision and hearing
- Observations/Interviews
- Self-advocacy

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

**Deaf and Hard of Hearing Teacher\***

Language development  
 Academics (*Typically Triennial Only*)  
 Expressive and Receptive Language  
 Auditory Skills  
 Pragmatics

Fine motor  
 Gross motor  
 Social/emotional  
 Daily living skills  
 Self-advocacy

**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, ELPAC 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 **certified** ASL 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

### 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, which impairs the processing of linguistic information through hearing, even with amplification, and which adversely affects educational performance. Processing linguistic information includes speech and language reception and speech and language discrimination.

Criteria: All elements listed below must be determined to establish eligibility.

1. A current audiological evaluation has been completed by a qualified audiologist. All “outside” assessments have been reviewed by a District educational audiologist.
2. The hearing impairment, without amplification, makes it difficult for the student to access language communication through hearing, but the impairment is not of a level of severity to establish eligibility under the definition of Deafness.
3. The hearing impairment, whether permanent or fluctuating, adversely affects expressive and/or receptive language and communication.

The impairment adversely affects the student’s educational performance, and requires special education to meet the student’s needs.

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

DEAF/ BLIND CCR, (34 CFR Sec. 300.8(c)(2)): Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

<https://www.cde.ca.gov/ta/tg/ca/disablecodes.asp>

## **Section 5**

### **Programs**

The following program descriptions outline the continuum of services available through SBCEO and Santa Barbara County SELPA programs.

The continuum of services for deaf and hard of hearing individuals includes a variety of programs and services to meet their needs. When considering placement options for students who are deaf or hard of hearing, it's important to account for each student's individual needs. This includes providing opportunities for direct communication and instruction with peers, staff, and services.

#### **Early Start Services**

When a baby receives a “refer” on the Newborn Hearing Screening, his/her hearing loss can be identified right away. Early identification, followed by appropriate Early Start intervention, is the most effective intervention for the development of language, communication, social/emotional skills, adaptive behavioral skills, and motor skills in deaf and hard of hearing children, regardless of the following: degree/type of hearing loss, gender, presence of secondary disability, socioeconomic status, and mode of communication chosen by the family.

Our highly qualified Deaf/Hard of Hearing, Early Intervention Specialist can provide families of newly identified deaf/hard of hearing infants the skills needed for development of cognition, communication, motor skills, adaptive behavior and social/emotional skills, and language.

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

Families have access to certificated teachers of the Deaf/Hard of Hearing, speech and language therapists, listening and spoken language services, ASL, Spanish, interpreters (including ASL, Spanish, Mixteco, etc.), parent education, 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 or consultation through assessing students in the areas of auditory skills and language acquisition. The teacher provides academic supports

related to hearing loss, auditory skill development, communication, language support if the hearing loss affects or impacts education in this area, and pragmatics instruction. The D/HH itinerant teacher also 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 assistive technology. Also, the itinerant 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 a multidisciplinary team and monitors functional hearing levels with the support of the educational audiologist. They are aware of hearing levels, hearing aid and cochlear implant functions. The itinerant teacher will refer out to specialists if not working properly. 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 can provide staff (and classroom staff) in-services on a variety of topics including: IEP accommodations, hearing loss, roles and responsibilities of educational interpreters, amplification equipment, language (American Sign Language/English) and Deaf culture.

### **Regional Special Class Programs**

The purpose of our Regional Deaf/ Hard of Hearing Education programs is to provide opportunities for children with hearing differences 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:

- This program is designed for students who are deaf or hard of hearing, and require daily access to specialized staff and curriculum with a critical mass of same-language peers. All students have a mild to profound, bilateral or unilateral, permanent or fluctuating hearing loss. Instruction is provided in an environment offering age-appropriate language mode peers, as well as nondisabled children. The program is supported by a credentialed Teacher of the Deaf and Hard of Hearing, sign language interpreters, and paraeducators with signing skills and a speech/language pathologist. Methods that help a child succeed include (but is not limited to) the use of any or all of the following: American Sign Language, spoken English, written English, amplification of residual hearing, and auditory-oral methodologies.

- The D/HH program (Preschool to age 22) provides appropriate assessment, development of an Individualized Education Program (IEP), individual accommodations, speech and language therapy, ASL Interpreters, listening and spoken language services, educational audiology services, certified Teachers of the Deaf and Hard of Hearing, inclusion with support, HAT (Hearing Assistive Technologies), and individual, small and large group instruction based on individual needs as identified within a student's IEP as required by a student's IEP.
- 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 to their hearing loss. 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 level.

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

Districts are responsible for transportation to the student's program.

Adapted from <http://www.cedr-cde.ca.gov>

## Section 6

### Appendix

#### **Mild to Profound levels of hearing loss**

- Mild: 20-40dB
- Moderate: 41-55dB
- Moderately/Severe: 56-70dB
- Severe: 71-90 dB
- Profound: 90+ dB

#### **Types of Hearing loss**

- Reverse-slope hearing loss
- Cookie-bite hearing loss
- Permanent hearing loss
- High Frequency hearing loss
- Conductive hearing loss
- Sensorineural hearing loss
- Mixed hearing loss
- Fluctuating hearing loss
- Bilateral hearing loss
- Unilateral hearing loss.

For further explanation, please contact your educational audiologist or Teacher of the Deaf and Hard of Hearing.

#### **Medical Conditions**

Auditory Neuropathy Spectrum Disorder (ANSO): is a hearing problem in which the ear detects sound normally, but has a problem sending it to the brain.

Microtia: is a congenital ear deformity characterized by external ear malformation and underdevelopment.

Atresia: Aural atresia is the absence of the ear canal.

## Hearing Assistive Technology (HAT)

Hearing Assistive Technology (HAT): Improves auditory access by wirelessly bringing the teachers voice through the student's hearing devices.

## Amplification Devices

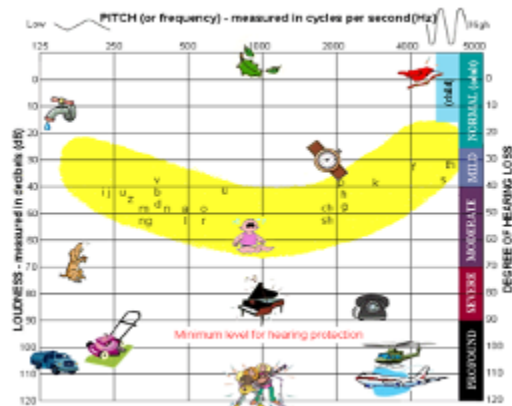
**Bone Anchored Hearing Aid (BAHA):** an external sound processor captures sound in the air, after which the sound is turned into vibrations and sent to the bone. The vibrations are then carried by the bone to the inner ear.

Behind-the-Ear (BTE): hearing aids hook over the top of the ear and rest behind the ear.

**Cochlear Implant (CI):** A cochlear implant is a surgically implanted medical electronic device with internal and external components that can provide a sense of sound to people who are deaf or hard-of-hearing.

## How to Read an Audiogram

The Audiogram is a graphic display of the individual's hearing threshold levels (HTL). Frequency is plotted on the horizontal axis in Hertz (Hz). Intensity is plotted on the vertical axis in Decibels (dB).



## 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.

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## RESOURCES

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### **ALEXANDER GRAHAM BELL ASSOCIATION (AG Bell)**

[www.agbell.org](http://www.agbell.org)

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.

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### **AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION (ASHA)**

[www.asha.org](http://www.asha.org)

ASHA is an association 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.

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### **AMERICAN COCHLEAR IMPLANT ALLIANCE**

[www.acialliance.org](http://www.acialliance.org)

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 of clinicians, scientists, educators, parents, and consumer advocates among others.

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**ASL At Home**

<https://www.aslathome.org/>

ASL at Home is an innovative, family centered curriculum designed for families with young deaf children and the professionals who support them.

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**CALIFORNIA ASSOCIATION OF THE DEAF**

<https://cad1906.org/>

The association is a nonprofit member organization consisting of volunteers from local communities in California. Open to all groups within the deaf community without discrimination, their mission is to preserve, protect, and promote linguistic, human, and civil rights for all Deaf Californians.

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**CALIFORNIA DEPARTMENT OF EDUCATION: DEAF EDUCATION**

<https://www.cde.ca.gov/sp/ss/dh/>

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.

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**CALIFORNIA CHILDREN SERVICES (CCS)**

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

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.

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## **CALIFORNIA EDUCATORS OF THE DEAF**

[www.cal-ed.org](http://www.cal-ed.org)

California Educators of the Deaf is a professional organization 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.

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## **CALIFORNIA CONNECT**

[https://caconnect.org/?gad\\_source=1&gclid=Cj0KCQiAsOq6BhDuARIsAGO4-ziDiy9yQThCx0Na\\_wmy6HibprNPF7Kub04HICrs1YbvdymjAC0I1VYaAgvfEALw\\_wcB](https://caconnect.org/?gad_source=1&gclid=Cj0KCQiAsOq6BhDuARIsAGO4-ziDiy9yQThCx0Na_wmy6HibprNPF7Kub04HICrs1YbvdymjAC0I1VYaAgvfEALw_wcB)

Free Technology Access Program.

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## **CALIFORNIA DEPARTMENT OF REHABILITATION**

<https://www.dor.ca.gov/>

Job Training and placement services.

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## **CHANNEL COUNTIES LEGAL SERVICES ASSOCIATION**

<http://www.freelegalaid.com>

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

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## **COLLEGES**

Colleges that offer American Sign Language classes, ASL Interpreting and/or supports for D/HH Students

Local Colleges

Allan Hancock: [https://www.hancockcollege.edu/lap/communication\\_access.php](https://www.hancockcollege.edu/lap/communication_access.php)  
Cuesta College: <https://www.cuesta.edu/student/studentservices/dsps/index.html>  
SBCC: <https://www.sbccc.edu/accessibilitystandards/assistivetechology.php>

### Regional Colleges

Cal State Northridge: <https://w2.csun.edu/ncod>  
National Technical Institute for the Deaf: <https://www.rit.edu/ntid/>  
Gallaudet University: <https://gallaudet.edu/>

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### **COUNCIL DE MANOS**

<https://www.councildemanos.org/>

Empowering Latinx Deaf, DeafBlind, Deaf Disabled, Hard of Hearing, and Late Deafened (DDBDDHHLD) through social justice awareness. Preservation of culture, values, and heritage in the Latinx DDBDDHHLD community, through “know your story.” Provide educational, self-advocacy, and leadership training to Latinx DDBDDHHLD Youth. Educate the general community about the life journey of Latinx DDBDDHHLD and their families.

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### **DAWN SIGN PRESS**

<https://www.dawnsign.com/>

DawnSignPress creates, develops, and publishes quality American Sign Language (ASL) and Deaf culture-related videos and books.

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## **HANDS AND VOICES**

### **International H&V**

<http://www.handsandvoices.org>

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### **California H&V**

<https://cahandsandvoices.org/>

[info@cahandsandvoices.org](mailto: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.

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## **HARRIS COMMUNICATIONS (now Diglo)**

[https://www.diglo.com/?srsltid=AfmBOoou4iBhkIZwRLtFmOIXe9gnk\\_ITo9cOAg1VtPRa55aZPVFFWe2Z](https://www.diglo.com/?srsltid=AfmBOoou4iBhkIZwRLtFmOIXe9gnk_ITo9cOAg1VtPRa55aZPVFFWe2Z)

Hearing and Amplification products.

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## **HOUSE EAR INSTITUTE (Hearing Impairments)**

[www.HEI.org](http://www.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.

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**INDEPENDENT LIVING RESOURCE CENTER, INC.**

<https://ilrc-trico.org/>

[info@ilrc-trico.org](mailto:info@ilrc-trico.org)

**Santa Barbara County ILRC Headquarters, Santa Maria Office**

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.

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**LEARNING DISABILITIES ASSOCIATION**

<https://ldaamerica.org>

**California LDA**

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

**Los Angeles LDA**

<http://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.

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**NATIONAL ASSOCIATION OF THE DEAF**

[www.nad.org](http://www.nad.org)

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.

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## **PARENT LINKS**

[www.empoweryourfamily.org/ParentLinks](http://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.

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## **PATH POINT**

[www.pathpoint.org](http://www.pathpoint.org)

### **Serving Santa Barbara and San Luis Obispo County**

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.

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## **SCOTTISH RITE SPEECH AND LANGUAGE CENTER**

[www.sbspeech.com](http://www.sbspeech.com)

[info@sbspeech.org](mailto: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.

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## **TRI-COUNTIES REGIONAL CENTER**

[www.tri-counties.org](http://www.tri-counties.org)

### **Santa Barbara - Main Office and Headquarters**

[tcrcweb@tri-counties.org](mailto:tcrcweb@tri-counties.org)

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## **Serving Santa Barbara and Santa Maria**

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.

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## **TRI COUNTY GLAD (GREATER LOS ANGELES AGENCY ON DEAFNESS)**

<https://tcglad.org/>

Serving Ventura, Santa Barbara, and San Luis Obispo Counties

A subsidiary of the Greater Los Angeles Agency on Deafness, Inc. addressing the broad social service needs of deaf and hard of hearing individuals covering three counties: Ventura, Santa Barbara, and San Luis Obispo.

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## **Relevant Educational Resources Concerning Deaf Children (links)**

- Deaf Child's Bill of Rights
  - Cogswell-Macy Act for Students Deaf and/or Blind
  - Language Milestones for Birth to Age Five
  - Consideration of Special Factors
  - Free Appropriate Public Education including Least Restrictive Environment
  - Parents' Rights | A brief summary of Procedural Safeguards for students with disabilities receiving special education service.
-