

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Itinerant Service

Deaf/Hard of Hearing (D/HH)

Target Population

Students, ages 0-21, who have been identified with a hearing loss and meet state criteria for deaf/hard of hearing services or are in need of an evaluation to determine eligibility.

Mission/Goals

Early Childhood (Birth to age 5)

Itinerant services are designed to support children in a variety of early childhood settings, i.e. home, daycare, preschool settings. The services are customized to provide disability-specific support/expertise from a teacher of the Deaf/Hard of Hearing, Educational Audiologist, and Speech Language Clinician.

Through collaboration, families and teams are supported to foster the growth of the whole child. The development of age appropriate cognitive, communication, social emotional and early literacy skills for inclusion in typical kindergarten environments is the primary focus.

Kindergarten to 12th Grade

Itinerant services are designed to support students in their least restrictive environment. The services are customized to provide disability-specific support within the local district curriculum, policies, and due process procedures.

Components

Screening/Pre-Referral/Evaluation:

- Involvement with child-study teams to determine appropriateness of referrals.
- Involvement with parents and educational teams to determine evaluation plan.
- Conduct evaluations to determine D/HH eligibility.

Participation in Individual Education Plan (IEP)/Individual Interagency Intervention Plan (IIIP) Development/Team Meetings:

- Attend IEP/IIIP and periodic review meetings, offer information as it relates to the student's disability and respective needs/strengths, curriculum modifications, adaptations, etc.
- Participate in the writing of the IEP/IIIP in all areas pertinent to the student's hearing loss.
- Participate in team meetings to address ongoing needs and issues related to curriculum, learner needs, equipment, etc.

Full Continuum of Service Delivery:

- Individual Family Service Plan (IFSP)/IEP manger for Birth-5 students.
- Primary service provider model for Birth-5 students.
- Speech and Language Clinician with Deaf/Hard of Hearing and Early Childhood Special Education (ECSE) expertise for Birth-5 students.
- Provides a team approach which includes a teacher of the D/HH and an educational audiologist.
- Indirect support to student, including specialized curriculum modifications, consultation to staff and parents.
- In-service training, maintenance and provision of equipment, consultation with educational interpreter, educational audiologist and local district staff, parent contacts.
- Direct 1:1 support to a student on an individualized basis in the classroom or in a pull-out model. Direct support time may range from weekly support to daily intense support.
- Disability-specific expertise in support of test standards.

Vocational Skills:

- Participation in disability-specific activities, establishing DRS services, etc.

Family/Interagency Collaboration:

- Provide parent/child class for parents, students and siblings specific to Birth-5 students.
- Provide evening family social opportunities.
- Serve as a liaison between agencies (i.e. school, medical, county, local community) as it relates to the student's disability and needs in current future services.
- Assist student and family in connecting with community resources as it relates to disability (i.e. advocacy and specific disability agencies/associations)
- Assist families in networking
- Provide in-home support/direct services to infants who have hearing loss and their families
- Assist families in determining Early Childhood Special Education (ECSE)/D/HH student's communication mode.

Service Core

Early Childhood Special Education (ECSE) Licensed Ratio: TBD

K-12 Licensed Ratio: 1:22

Staffing Includes:

- Licensed/Highly Qualified Instructor
- Program Facilitator

For further information contact Brooke Peterson, Program Facilitator.