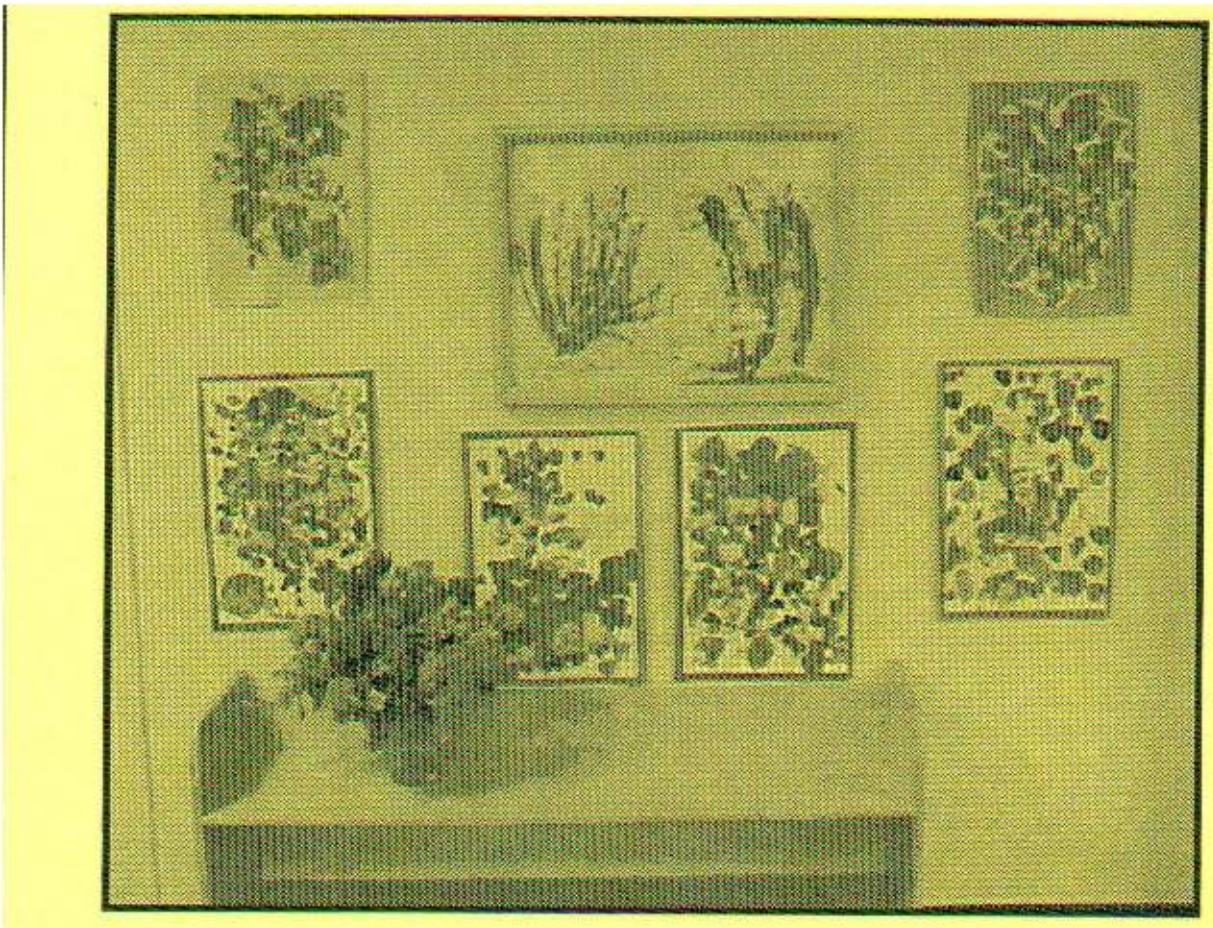


APPENDICES

Illinois State Board of Education



Making Illinois Schools *Second to None*

APPENDIX A

Resource 7-6 Deaf Students Education Services Policy Guidance

DEPARTMENT OF EDUCATION

Deaf Students Education Services;
Policy Guidance

AGENCY: Department of Education

ACTION: Notice of Policy Guidance.

SUMMARY: The Department provides additional guidance about part B of the Individuals with Disabilities Education Act (IDEA) and section 504 of the Rehabilitation Act of 1973 (section 504) as they relate to the provision of appropriate education services to students who are deaf. This guidance is issued in response to concerns regarding Departmental policy in the provision of a free appropriate public education (FAPE) to students who are deaf. Many of these concerns were expressed in the report of the Commission on Education of the Deaf. This guidance is intended to furnish State and local education agency personnel with background information and specific steps that will help to ensure that children and youth who are deaf are provided with a free appropriate public education. It also describes procedural safeguards that ensure parents are knowledgeable about their rights and about placement decisions made by public agencies.

FOR FURTHER INFORMATION

CONTACT: Jean Peelen or Parma Yarkin, U.S. Department of Education,

400 Maryland Avenue, SW, rooms 5046 and 3131, Switzer Building, respectively, Washington, DC 20202-2524. Telephone (202) 205-8637 and (202) 205-8723, respectively. Deaf and hearing impaired individuals may call (202) 205-8449 or (202) 205-8723, respectively for TDD services.

SPPLEMENTARY INFORMATION

Background

Iii the past twenty-five years, two national panels have concluded that the education of deaf students must be improved in order to meet their unique communication and related needs. The most recent of these panels, the Commission on Education of the Deaf (COED), recommended a number of changes in the way the Federal government supports the education of individuals who are deaf from birth through post-secondary schooling and training. With this notice, the Secretary implements several COED recommendations relating to the provision of appropriate education for elementary and secondary students who are deaf.

The COED's report and its primary finding {1} reflect a fundamental concern within much of the deaf community that students who are deaf have significant obstacles to overcome in order to have access to a free appropriate public education that meets their

unique educational needs, particularly their communication and related needs. {2}

{1} “The present status of education for persons who are deaf in the United States is unsatisfactory. Unacceptably so. This is the primary and inescapable conclusion of the Commission on Education of the Deaf. Commission on Education of the Deaf: Toward Equality: Education of the Deaf. (February 1988)

{2} As stated in the IDEA, the purpose of the Act is: The disability of deafness often results in significant and unique educational needs for the individual child. The major barriers to learning associated with deafness relate to language and communication, which, in turn, profoundly affect most aspects of the educational process. For example, acquiring basic English language skills is a tremendous challenge for most students who are deaf. While the Department and others are supporting research activities in the area of language acquisition for children who are deaf, effective methods of instruction that can be implemented in a variety of educational settings are still not available. The reading skills of deaf children reflect perhaps the most momentous and dismal effects of the disability and of the education system’s struggle to effectively teach deaf children: hearing impaired students “level off” in their reading comprehension achievement at about the third grade level. {3}

{3} Thomas E. Allen, “Patterns of Academic Achievement Among Hearing Impaired Students: 1974 and 1983,” in *Deaf Children in America* 162-164

(Arthur N. Schildroth and Michael A. Karchmer, eds. San Diego: College-Hill Press (1986)

Compounding the manifest educational considerations, the communication nature of the disability is inherently isolating, with considerable effect on the interaction with peers and teachers that make up the educational process. This interaction, for the purpose of transmitting knowledge and developing the child’s self-esteem and identity, is dependent upon direct communication. Yet, communication is the area most hampered between a deaf child and his or her hearing peers and teachers. Even the availability of interpreter services in the educational setting may not address deaf children’s needs for direct and meaningful communication with peers and teachers.

Because deafness is a low incidence disability, there is not widespread understanding of its educational implications, even among special educators. This lack of knowledge and skills in our education system contributes to the already substantial barriers to deaf students in receiving appropriate educational services.

In light of all these factors, the Secretary believes that it is important to provide additional guidance to State and local education agencies to ensure that the needs of students who are deaf are appropriately identified and met, and that placement decisions for students who are deaf meet the standards of the applicable statutes and their implementing regulations. It is the purpose of this document to (1) clarify the free appropriate public education provisions of

IDEA for children who are deaf, including important factors in the determining of appropriate education for such children and the requirement that education be provided in the least restrictive environment, and (2) clarify the applicability of the procedural safeguards in placement decisions.

Nothing in this notice alters a public agency's obligation to place a student with a disability in a regular classroom if FAPE can be provided in that setting.

Free Appropriate Public Education

The provision of a free appropriate public education based on the unique needs of the child is at the heart of the IDEA. Similarly, the section 504 regulation of 34 CFR 104.33-104.36 contains free appropriate public education requirements, which are also applicable to local educational agencies serving children who are deaf. A child is receiving an appropriate education when all of the requirements in the statute and the regulations are met. The Secretary believes that full consideration of the unique needs of a child who is deaf will help to ensure the provision of an appropriate education. For children who are eligible under Part B of the IDEA, this is accomplished through the IEP process. For children determined to be handicapped under section 504, implementation of an individualized education program developed in accordance with Part B of the IDEA is one means of meeting the free appropriate public education requirements of the section regulations.

As part of the process of developing an individualized education program (IEP)

for a child with disabilities under the IDEA, State and local education agencies must comply with the evaluation and placement regulations at 34 CFR 300.530-300.534. In meeting the individual education needs of children who are deaf under section 504, LEAs must comply with the evaluation and placement requirements of 34 CFR 104.35 of the Section 504 regulation, which contain requirements similar to those of the IDEA. However, the Secretary believes that the unique communication and related needs of many children who are deaf have not been adequately considered in the development of their IEPs. To assist public agencies in carrying out their responsibilities for children who are deaf, the Department provides the following guidance.

The Secretary believes it is important that State and local education agencies, in developing an IEP for a child who is deaf, take into consideration such factors as:

1. Communication needs and the child's and family's preferred mode of communication;
2. Linguistic needs;
3. Severity of hearing loss and potential for using residual hearing;
4. Academic level; and
5. Social, emotional, and cultural needs, including opportunities for peer interactions and communication.

In addition, the particular needs of an individual child may require the consideration of additional factors. For exam-

ple, the nature and severity of some children's needs will require the consideration of curriculum content and method of curriculum delivery in determining how those needs can be met. Including evaluators who are knowledgeable about these specific factors as part of the multidisciplinary team evaluating the student will help ensure that the deaf student's needs are correctly identified.

Under the least restrictive environment (LRE) provision of IDEA, public agencies must establish procedures to ensure that "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." {4} The section 504 regulation at 34 CFR sec 104.34 contains a similar provision.

{4} 20 U.S.C. sec. 1412 (5) (B).

The Secretary is concerned that the least restrictive environment provisions of the IDEA and section 504 are being interpreted, incorrectly, to require the placement of some children who are deaf in programs that may not meet the individual student's educational needs. Meeting the unique communication and related needs of a student who is deaf is a fundamental part of providing a free appropriate public education (FAPE) to the child. Any setting, including a regular

classroom, that prevents a child who is deaf from receiving an appropriate education that meets his or her needs, including communication needs, is not the LRE for that individual child.

Placement decisions must be based on the child's IEP. {5} Thus, the consideration of LRE as part of the placement decision must always be in the context of the LRE in which appropriate services can be provided. Any setting which does not meet the communication and related needs of a child who is deaf, and therefore, does not allow for the provision of FAPE, cannot be considered the LRE for that child. The provision of FAPE is paramount and the individual placement determination about LRE is to be considered within the context of FAPE.

{5} 20 U.S.C. sec 1401 (18); see also 34 CFR 300.552(a)(2), and 34 CFR 104.33 (b)(2).

The Secretary is concerned that some public agencies have misapplied the LRE provision by presuming that placements in or close to the regular classroom are required for children who are deaf, without taking into consideration the range of communication and related needs that must be addressed in order to provide appropriate services. The Secretary recognizes that the regular classroom is an appropriate placement for some children who are deaf, but for others it is not. The decision as to what placement will provide FAPE for an individual deaf child-which includes a determination as to the LRE in which appropriate services can be made available to the child-must be made only

after a full and complete IEP has been developed that addresses the full range of the child's needs.

The Secretary believes that consideration of the factors mentioned above will assist placement teams in identifying the needs of children who are deaf and will enable them to place children in the least restrictive environment appropriate to their needs.

The overriding rule regarding placement is that placement decisions must be made on an individual basis.^{6} As in previous policy guidance, the Secretary emphasizes that placement decisions may not be based on category of disability, the configuration of the delivery system, the availability of educational or related services, availability of space, or administrative convenience.

{6} 34 CFR 300.552 Comment. See also appendix A to 34 CFR 104.24

States and school districts also are advised that the potential harmful effect of the placement of the deaf child or the quality of services he or she needs must be considered in determining the LRE.

The Secretary recognizes that regular educational settings are appropriate and adaptable to meet the unique needs of particular children who are deaf. For others, a center or special school may be the least restrictive environment in which the child's unique needs can be met. A full range of alternative placements as described at 34 CFR 300.55(a) and (b)(1) of the IDEA regulations must be available to the extent necessary to implement each child's IEP. There are

cases when the nature of the disability and the individual child's needs dictate a specialized setting that provides structured curriculum or special methods of teaching. Just as placement in the regular educational setting is required when it is appropriate for the unique needs of a child who is deaf, so is removal from the regular educational setting required when the child's needs cannot be met in that setting with the use of supplementary aids and services.

Procedural Safeguards

One important purpose of the procedural safeguards required under part B and the section 504 regulations is to insure that parents are knowledgeable about their rights and about important decisions that public agencies make, such as placement decisions. Under the section 504 regulations at 34 CFR 104.36, a public agency must establish a system of procedural safeguards that includes, among other requirements, notice to parents with respect to placement decisions. Compliance with the part B procedural safeguards is one means of meeting the requirements of the section 504 regulations. Under part B, before a child is initially placed in special education the child's parents must be given written notice and must consent to the placement. The part B regulations at 34 CFR 300.500(a) provide that consent means that parents have been fully informed of all information relevant to the placement decision. The obligation to fully inform parents includes informing the parents that the public agency is required to have a full continuum of placement options available to meet the needs of children with

Disabilities, including instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.

The part B regulations at 34 CFR 300.504.300.505 also require that parents must be given a written notice a reasonable time before a public agency proposes to initiate or change the identification, evaluation, educational placement or provision of a free appropriate public education to the child. This notice to parents must include a description of the action proposed or refused by the agency, an explanation of why the agency proposes or refuses to take the action, and a description of any options the agency considered and the reasons why those options were rejected. The requirement to provide a description of any option considered includes a description of the types of placements that were actually considered, e.g.. special school or regular class, as well as any specific schools that were actually considered and the reasons why these placement options were rejected. Providing this kind of information to parents will enable them to play a more knowledgeable and informed role in the education of their r children.

Authority: 20 U.S.C. 1411-1420; 29 U.S.C. 794.

Dated October 26, 1992

Lamar Alexander,
Secretary.

(FR Doc. 92-26319 Filed 10-29-92;

8:45 am]

BILLING CODE 4000-01-M

APPENDIX B

Facts about Deafness

1. Between 40-50% of speech sounds encountered in the English language are not visible on the lips, thus preventing the deaf or hard of hearing individual from receiving words in their entirety (Sheetz, 1993).
2. Deafness is a low incidence handicap. According to the National Information Center on Deafness, approximately 22 million Americans are hearing impaired (1 in every 11 persons). Of those, approximately 2 million have been diagnosed as having a severe to profound loss (NICD, 1990 as stated in Sheetz, 1993).
3. Approximately 90% of deaf children are born to hearing parents (Schein, 1989).
4. About 95% of deaf persons marry deaf spouses, the most frequent exceptions being those who are hard of hearing or adventitiously deafened (Schein, & Balk, 1974).
5. Ninety percent of children born to deaf couples have normal hearing (Schein, 1989).
6. Among hearing impaired children, the prevalence of additional handicaps is approximately 37%, with learning disabilities accounting for 11.8%, mental retardation 10%, and emotional or behavioral disorders 3% (Holt and Hotto, 1994).
7. Approximately 10% of hearing impaired students are reported to have two or more additional handicaps (Wolff & Harkins, 1986 p. 64-65).
8. According to the 1996 Annual Report to Congress, 50% of deaf and hard of hearing students in Illinois were enrolled in separate classes, 23% in resource rooms, 14% in regular education classes, and 9.5% in residential schools (U.S. Department of Education 1996).
9. No causal relationship exists between hearing loss and IQ. Deaf and hearing populations have the same distribution of intelligence (Vernon, 1968).
10. The levels of intellectual functioning of the deaf population are comparable to that of hearing people (Braden, 1985 p. 499).

APPENDIX C

DIRECT COMMUNICATION

Federal Register
Vol 62, No. 204
Wednesday, October 22, 1997
Proposed Rules 55089

300.346 Development, review, and revision of IEP

(2) Consideration of special factors. The IEP team also shall—

(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in that child's language and communication mode;

Note 3:...An LEP (Limited English Proficiency) student with a disability may require special education and related services for those aspects of the educational program which address the development of English language skills and other aspects of the student's educational program. For an IEP student with a disability...the IEP must address whether the special education and related services that the child needs will be provided in a language other than English.

APPENDIX D

Demographic Aspects of Students who are Deaf or Hard of Hearing Holt and Hotto 1994

Illinois has 2,678 students who are deaf and hard of hearing that were reported to the Center for Assessment and Demographic Studies at Gallaudet University as part of the 1996-97 Annual Survey of Deaf and Hard of Hearing Children and Youth.

	N	%
Total students	2678	100.0
Information NOT reported		
 Total known information	 2660	 100.0
Under 3 years	14	0.5
From 3 to 5 years	281	10.6
From 6 to 9 years	783	29.4
From 10 to 13 years	766	28.8
From 14 to 17 years	647	24.3
18 years and older	169	6.4
 Sex		
Total Students	2678	100.0
Male	1432	53.5
Female	1238	46.2
Blank or NOT reported	8	0.3
 Race/Ethnic Background		
Total students	2678	100.0
Information NOT reported	50	1.9
 Total known information	 2628	 100.0
White	1705	64.9
Black/African-American	407	15.5
Hispanic	364	13.9
American Indian	0	0.0
Asian/Pacific	93	3.5
Other	28	1.1
Multi-ethnic background indicated	31	1.2
 Onset of Hearing Loss Occurred:		
Total students	2678	100.0
Information NOT reported	1028	38.4
 Total known information	 1650	 100.0
At birth	1216	73.7
Under 3 years	333	20.2
3 years or older	101	6.1

Cause of Hearing Loss

Total students	2678	100.0
Information NOTreported	1412	52.7
At Birth		
Maternal rubella	34	2.7
Trauma at birth	59	4.7
Other complications of pregnancy	69	5.5
Heredity	368	29.1
Prematurity	110	8.7
Cytomegalovirus	37	2.9
RH incompatibility	10	0.8
Other cause at birth	166	13.1
After Birth		
Meningitis	159	12.6
High fever	46	3.6
Mumps	0	0.0
Infection	45	3.6
Measles	4	0.3
Otitis media	137	10.8
Trauma after birth	15	1.2
Other cause after birth	102	8.1

Additional Disabilities

Total students	2678	100.0
Information NOT reported	69	2.6
Total known information	2609	100.0
A. No additional disabilities	1629	62.4
B. 1 or more additional disabilities	980	37.6
C. Legal blindness	35	1.3
Uncorrected visual problem	71	2.7
Brain damage or injury	11	0.4
Epilepsy (convulsive disorder)	18	0.7
Orthopedic	69	2.6
Cerebral palsy	63	2.4
Heart disorder	24	0.9
Other health impaired	104	4.0
Mental retardation	261	10.0
Emotional or behavioral problems	77	3.0
Specific learning disability	307	11.8
Attention Deficit Disorder (ADD)	127	4.9
Other	139	5.3

Parental Hearing Status

Total Students	2678	100.0
Mother's status: Hearing	1994	74.5
Hard of Hearing	52	1.9
Deaf	102	3.8
Unknown	530	19.8
Fathers status: Hearing	1886	70.4
Hard of Hearing	48	1.8
Deaf	86	3.2
Unknown	658	24.6

Primary Method of Teaching

Total students	2678	100.0
Information NOT reported	13	0.5
Total known information	2665	100.0
Oral/aural Only	1037	38.9
Sign and speech	1593	59.8
Sign only	19	0.7
Cued speech	6	0.2
Other	10	0.4

Interpreter Provided

Total students	2678	100.0
Information NOT reported	53	2.0
Total known information	2625	100.0
Sign interpreter provided	392	14.9
Oral interpreter provided	7	0.3
Cued speech interpreter provided	7	0.3
Interpreter NOT provided	1263	48.1
Teacher communicates fir self	956	36.4

Cochlear Implant

Total students	2678	100.0
Information NOT reported	103	3.8
Total known information	2575	100.0
Have a cochlear implant	84	3.3
Have not had a cochlear implant	2491	96.7

Implant still in use?

Total students	2678	100.0
Information NOT reported	105	3.9
Total known information	2573	100.0
Student does not have an implant	2491	96.8
In use	69	2.7
Not in use	13	0.5

Degree of Hearing Loss

Total students		2678	100.0
Information NOT reported		47	1.8
Total known information		2631	100.0
Normal	(Under 27 dB, ANSI)	455	17.3
Mild	(from 27 to 40 dB, ANSI)	321	12.2
Moderate	(from 41 to 55 dB, ANSI)	340	12.9
Mod. Severe	(from 56 to 70 dB, ANSI)	328	12.5
Severe	(from 71 to 90 dB, ANSI)	435	16.5
Profound	(91 dB and above, ANSI)	752	28.6

Fluctuating Hearing Loss

Total students		2678	100.0
Information NOT reported		141	5.3
Total known information		2537	100.0
Have fluctuating hearing loss		270	10.6
Do not have fluctuating hearing loss		2267	89.4

Unilateral Hearing Loss

Total students		2678	100.0
Information NOT reported		120	4.5
Total known information		2558	100.0
Have unilateral hearing loss		201	7.9
Do not have unilateral hearing loss		2357	92.1

Current Hearing Aid Use

Total students		2678	100.0
Information NOT reported		358	13.4
Total known information		2320	100.0
Currently wear hearing aid		1552	66.9
Do not currently wear hearing aid		768	33.1

Assistive Listening System Use (als)

Total students		2678	100.0
Information NOT reported		825	30.8
Total known information		1853	100.0
Currently use a.l.s.		789	42.6
Do not currently use a.l.s.		1064	57.4

Sp. Ed. Classroom Instruction Received

Total students		2678	100.0
Information NOT reported		18	0.7
Total known information		2660	100.0
Special education instruction received		2598	97.7
Special education instruction NOT received		62	2.3

	Type of Facility	
Total students	2678	100.0
Information NOT reported	6	0.2
Total known information	2672	100.0
Residential school for the deaf	276	10.3
Day school for the deaf	133	5.0
Regular education facility for hearing students	2116	79.2
Other	142	5.3
Speech and hearing clinic/center	1	0.0
Home	4	0.1

	*Hrs/Wk Integration with Hearing Students	
Total students	2678	100.0
Information NOT reported	32	1.2
Total known information	2646	100.0
None	1134	42.9
1 to 4 hours/week	279	10.5
5 to 10 hours/week	138	5.2
11 to 15 hours/week	122	4.6
16 or more hours/week	973	36.8

Are Males or Females More Likely to Have Hearing Impairment?

The prevalence of hearing impairment differs according to gender. The overall prevalence is 10.5 percent for males and 6.8 percent for females. While males at all ages are more likely than females to be deaf or hard of hearing, the gap widens after age 18 (Holt & Hotto, 1994).

APPENDIX E
PLACEMENT MATRIX
RELATIONSHIP OF DEGREE OF HEARING LOSS TO EDUCATIONAL NEEDS

DEGREE OF DISABILITY (Average in Better Ear)	EFFECT OF HEARING LOSS ON THE UNDERSTANDING OF SPOKEN LANGUAGE	EDUCATIONAL NEEDS AND PROGRAMS
MILD 21dB – 40dB	May have difficulty hearing faint or distant speech. May experience some difficulty with the language arts area. May have difficulty in group instruction and social interaction. May be fitted with individual hearing aids. May miss up to 50% of class discussions if voices are faint or speakers are not within speech reading range. May exhibit limited vocabulary, speech problems and auditory discrimination.	Student should be reported to the school administrator. Refer for consultation-evaluation for special education. May benefit from the use of amplification. May benefit from reduced noise level in the environment. Needs favorable seating and lighting. May need attention to vocabulary development and speechreading instruction by a teacher of the deaf or hard of hearing and/or speech/language therapist.
MODERATE 41dB – 55dB	Understands conversational speech at a distance of 3-5 feet (one-to-one). Conversation may need to be louder. May have problems understanding speech.	Student should be immediately referred to special education for follow-up and evaluation. May need itinerant resource teacher and/or special class placement. Environmental issues addressed such as favorable seating, lighting and reduction of environmental noise. Individual hearing aid and training in its use, with consideration of FM system. May have difficulty with media of an auditory nature. Attention to language, vocabulary, reading and writing. Instruction in speechreading, auditory training and speech development or correction as appropriate.
MODERATE – SEVERE 56dB – 70dB	With or without amplification, will have increasing difficulty with school situations requiring participation in group discussions and one-to-one conversations. Is likely to have problems with speech, language, comprehension, and vocabulary. Individual auditory trainers may be needed for instructional purposes. Will benefit from individual and/or group amplification.	May need full-time special program for hard of hearing and deaf students, with direct communication in the student’s language and mode. Environmental issues addressed such as favorable seating and reduction of environmental noise. Evaluation for individual hearing aid and training in its use, with consideration of FM system. Emphasis on all language skills, including reading, writing and signing. Instruction in speech, speechreading and auditory training as appropriate. Program needs specialized supervision and comprehensive support services. On-going evaluation of communication and instructional needs. Part-time mainstreaming if prerequisites are met. May need interpreter and note-taker.
SEVERE 71dB – 90dB	Cannot hear conversational speech without amplification. May be able to identify loud environmental sounds, discriminate vowels, but not all consonants. Speech and language problems are manifested since spoken language will not develop spontaneously if loss is present before two years of age.	May need full-time special program for the deaf or hard of hearing with direct communication in the student’s language and mode. Emphasis on all language skills, including reading, writing and signing. Instruction in speech, speechreading and auditory training, as appropriate. Use of amplification as appropriate. Cochlear implant may be considered. Program needs specialized supervision and comprehensive support services. On-going evaluation of communication and instructional needs. Mainstreaming only for carefully selected students who meet the guidelines and criteria for mainstreaming. Often needs interpreter and note-taker.
PROFOUND 91Db+	Is aware of vibrations but may hear some loud sounds. Relies on vision rather than hearing as primary avenue for communication. Spoken language does not develop spontaneously if loss is present before two years of age.	May need full-time special program for the deaf or hard of hearing with direct communication in the student’s language and mode. Emphasis on all language skills, including reading, writing and signing. Instruction in speech, speechreading and auditory training as appropriate. Use of amplification as appropriate. Cochlear implant may be considered. Program needs specialized supervision and comprehensive support services. On-going evaluation of communication and instructional needs. Mainstreaming only for carefully selected students who meet the guidelines and criteria for mainstreaming. Often needs interpreter and note-taker.

A comprehensive Plan for Hearing Impaired Children in Illinois (1968). Revised by J. Forney, M. Jones, and K. Surbeck

APPENDIX F

Developing the IEP

Section 614(d)(3)

DEVELOPMENT OF IEP.--

“(A) IN GENERAL.--In developing each child’s IEP, the IEP Team, subject to subparagraph (C), shall consider-

“(i) the strengths of the child and the concerns of the parents for enhancing the education of their child; and

“(ii) the results of the initial evaluation or most recent evaluation of the child.

“(B) CONSIDERATION OF SPECIAL FACTORS--The IEP Team shall-

“(i) in the case of a child whose behavior impedes his or her learning or that of others, consider, when appropriate strategies, including positive behavioral interventions, strategies, and supports to address that behavior;

“(ii) in the case of a child with limited English proficiency consider the language needs of the child as such needs relate to the child’s IEP;

“(iii) in the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in

Braille or the use of Braille is not appropriate for the child;

(iv) consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode; and

“(v) consider whether the child requires assistive technology devices and services.

“(C) “REQUIREMENT WITH RESPECT TO REGULAR EDUCATION TEACHER.-- The regular education teacher of the child, as a member of the IEP team, shall, to the extent appropriate, participate in the development of the IEP of the child, including the determination of appropriate positive behavioral interventions and strategies and the determination of supplementary aids and services, program modifications, and support for school personnel consistent with paragraph (1) (A) (iii).

Section 614(d)(3)

APPENDIX G

STATE AND NATIONAL ORGANIZATIONS AND SERVICES SERVING INDIVIDUALS WHO ARE DEAF OR HARD OF HEARING

Alexander Graham Bell Association for the Deaf

3417 Volta Place, NW
Washington, D.C. 20007
202/337-5220

Founded in 1880, AGBAD promotes the teaching of speech, speech-reading, and the use residual hearing to those whose hearing is impaired. The association acts as a clearinghouse to disseminate information concerning methods of teaching speech and speech-reading.

Publication: Volta Review

Alvin Eades Center, Inc.

905 West Superior
Jacksonville, IL 62650
217/245-9898 (Voice and TTY)

Provides residential services to adults who are deaf who have a communication disorder which requires the use of sign language and who have additional physical or mental disabilities. Includes an 8 bed CRA for women and a 16 bed ICFDD for men.

American Speech-Language and Hearing Association

10801 Rockville Pike
Rockville, Maryland 20852
301/897-5700 (Voice and TTY)
800/638-8255 (HELPLINE)
202/897-8682 (HELPLINE)

Promotes services for the speech-language and hearing impaired. The association accredits speech and hearing professionals, training programs and service providers.

American Society for Deaf Children

P.O. Box 3355
Gettysburg, PA 17325
800/942-ASDC (Voice/TTY)
717/334-8808 (FAX)
Email: asdc1@aol.com
<http://www.deafchildren.org/>

The American Society for Deaf Children (ASDC) is an organization of parents and families that advocates for deaf or hard of hearing children's total quality participation in education, the family and the community.

Avenues to Independence (formerly NSAR)

1841 Busse Hwy.
Des Plaines, IL 60016
847/299-9720 (Voice)
<http://nsn.nslsilus.org/regio/avetoind/index.html>

Avenues to Independence is dedicated to putting aside old ideas about what is possible. They work in partnership with the community to support and encourage people with disabilities to lead the lives they choose.

Better Hearing Institute

5021-B Backlick Rd.
Annandale, Virginia 22003
703/642-0585
800/EARWELL
800/327 -9355

Promotes public awareness, conservation, and action toward hearing problems. Provides information about hearing loss and available medical, surgical, and amplification assistance.

CAIRES Interpreting

30 S. Wabash Suite 1100
Chicago, IL 60603
312/895-4300 (Voice)

Provides sign language interpreters.

Captioned Films/Videos for the Deaf

Illinois School for the Deaf
1501 West State Street
Jacksonville, IL 62650
217/479-4241

Loans educational and theatrical films and videocassettes.

Publication: [Catalog of Captioned Films](#)

Center on Deafness

3444 Dundee Rd
Northbrook, IL 60062
847/559-0110 (Voice)
847/559-9493 (TTY)
847/559-8195 (FAX)

Founded in 1973, the Center on Deafness includes a private residential-educational therapeutic program, adult vocational services, including a workshop, sign language classes and other services.

Chicago Hearing Society

332 South Michigan Avenue, Suite 714
 Chicago, IL 60604
 312/ 939-6888 (Voice)
 312/ 427-2166 (TTY)
 312/347-0026 (FAX)

2001 North Clybourn, 2nd Floor
 Chicago, IL 60614
 773/248-9121 (Voice)
 773/248-9174 (TTY)
 773/248-9176 (FAX)

Sign Language Classes
 Hearing Aid Sales and Service
 Hearing Aid Bank
 Audiology Services
 ITAC TTY Distribution
 Preschool Screening

Interpreter Referral Service
 Open Captioned Movie Ticket Sales
 Social Services
 Youth Program
 Camp Sign

After-hours **Emergency Interpreter Services** phone numbers: **312- 939-8999 (Voice)** and **312/427-7771 (TTY)**

Founded in 1916, the Chicago Hearing Society provides sign language interpreting services, social services, and leadership and advocacy for deaf issues and development.

Chicago Lighthouse for the Blind

1850 West Roosevelt Road
 Chicago, IL 60608
 312/666-1131 (Voice)
 312/666-8874 (ITY)

Serves the Chicago metropolitan area. Founded in 1906, the Chicago Lighthouse for the Blind provides direct services for deaf-blind consumers that include communication, academic training, and vocation rehabilitation services.

Conference of Educational Administrators of Schools and Programs for the Deaf(CEASD)

P. O. Box 1778
 St. Augustine, FL 32085-1778
 904-810-5200 (Voice/TTY)
 904-810-5525 (FAX)

Founded in 1868 to promote the management and operation of schools for the deaf along the broadest and most efficient lines, the welfare of the deaf and the professional growth of teachers of the deaf. Nominal fee for membership.

Publication (with CAID): American Annals of the Deaf

Convention of American Instructors of the Deaf (CAID)

P.O. Box 2025
Austin, TX 78768
817/3548414 (Voice and TTY)

Promotes professional development, communication and information among educators of deaf people and other interested individuals.

Publication (with CEASD): American Annals of the Deaf

Elm City Center

1314 West Walnut
Jacksonville, IL 02650
21 7/245-9504 (Voice and TTY)

A residential and work training facility for severely handicapped individuals who cannot function adequately in the world of work. The Center provides work evaluation, situational assessment, work therapy, work training, residential training, job counseling, work adjustment, and personal and social adjustment training and independent living training to those individuals as part of their rehabilitation program.

Family Resource Center on Disabilities

20 E. Jackson Blvd. Room
Chicago, IL 60604
800/952-44199

Advocacy information, particularly related to special education rights.

Gallaudet University Alumni Association

Office of Alumni and Public Relations
Gallaudet University
800 Florida Avenue N.E.
Washington, D.C. 20002
202/651-5060 (Voice)
202/651-5061 (TTY)

Founded in 1889 to preserve and increase the influence and prestige of Gallaudet University, promote the welfare of the deaf, perpetuate the friendships formed during college life, and provide social and fraternal relations among alumni of different college generations. Membership is open to alumni of Gallaudet University, but most chapters accept non-alumni as social members. Publications: Gallaudet Almanac
Gallaudet Alumni Newsletter

Helen Keller National Center for Deaf-Blind Persons

Midwest Regional Office
P.O. Box 6761
Rock Island, IL, 61204
309/788-7990 (Voice)
309/788-7089 (TTY)

Provides outreach services and technical assistance to persons who are deaf-blind.

Illinois Advocates for the Deaf-Blind (I.A.D.B.)

8 I 8 DuPage Blvd.
Glen Ellyn, IL 60137
800/771-1232 or 630/790-2474

I.A.D.B. is a statewide organization dedicated to protect rights and advocate for needs of individuals who are deaf-blind.

Illinois Assistive Technology Project (IATP)

1 W. Old State Capitol Plaza, Suite 100
Springfield, IL 62701
800/852-5110
www.itech.org
iatp@fgi.net

Assistive technology, information, resources, legislative and state issued updates.

Illinois Association of the Deaf

John Miller, President
CICIL
614 W. Glenn
Peoria, IL 61614
309/682-3567 (TTY)

Illinois School For the Deaf
I25 Webster
Jacksonville, IL 62650
217/479-4204 (Voice or TTY)

Founded in 1894 to promote the educational, social, and economic welfare of the hearing impaired, both locally and in connection with the National Association of the Deaf. Among the many services of the IAD are advocating fair employment, combating legislation interfering with the rights of hearing impaired people, supporting legislation benefiting the hearing impaired, donating sign language books to schools and libraries, and conducting an annual community leadership training program. Dues apply.

Publication: Statewide Bulletin

Illinois Registry of Interpreters for the Deaf

Cheryl Moose
656 Michigan
South Elgin, IL 60177
312/944-0110

Organized in 1965 to upgrade the quality of interpreters, maintain a list of qualified interpreters and teach new person's to be interpreters. In addition, the IRID provides two major workshops each year on issues concerning interpreter services, conducts two National RID interpreter evaluation tests per year, and provides interpreters upon request. Dues apply.

Illinois School for the Deaf
125 Webster
Jacksonville, IL 62650
217/479-4200 (Voice and TTY)
217/479-4209 (FAX)
[Http://morgan.k12.il.us/isd](http://morgan.k12.il.us/isd)

Founded in 1839, the Illinois School for the Deaf is a comprehensive school for children (age 3-21) who are deaf or hard of hearing. The school offers both day and residential services. A parent infant program is available for families of children from 0-3.

The Evaluation Center offers adult vocational evaluations to customers of the Office of Rehabilitation Services, as well as psychological, audiological, and educational evaluations for school-age children who are deaf or hard of hearing.

Illinois Service Resource Center

3444 Dundee Road
Northbrook, IL 60062
847/559-8195 (Voice/TTY)
847/559-8199 (FAX)
800/550-4772 (24 Hour HELPLINE)

Coordinates services for children birth to age 21 in Illinois who are deaf or hard of hearing and have emotional or behavioral challenges. Services include technical assistance, training, lending library, resource directory, evaluation and case coordination.

Illinois Teachers of Deaf/Hard of Hearing Individuals
29846 Woodfield Dr.
Mackinaw, IL 61755

The ITHI was established to share and exchange ideas, news, and information of interest and importance to teachers and other professionals serving the hearing impaired in Illinois. ITHI has an annual convention. Dues apply.

Publications: Newsletters—triannually
Directory of Educational Services for the Hearing Impaired in Illinois

Illinois Telecommunications Access Corporation (ITAC)

3001 Montvale Suite D
Springfield, IL 01704
800/841-6167 (Voice/TTY)

Provides TTYs for people who are deaf, hard or hearing and voice impaired.

International Center on Deafness and the Arts (ICODA)

3444 Dundee Rd.
Northbrook, IL 60062
847/559-0110 (Voice)
847/559-9493 (TTY)
847/559-8195 (FAX)

Services include a bookstore, Centerlight Theatre for the Deaf, and International Creative Arts Festival.

Mental Health and Deafness, Inc.

3444 Dundee Rd.
Northbrook, IL 60062
847/559-0110 (Voice)
847/559-9493 (TTY)
847/559-8195 (FAX)

Includes inpatient psychiatric services for the deaf and a residential therapeutic educational program for individuals who are deaf or hard of hearing and face additional challenges.

National Association of the Deaf

814 Thayer Avenue
Silver Spring, MD 20910
301/587-1788 (Voice and TTY)

The NAD was founded in 1880 to bring deaf people from different sections of the United States in close contact and to deliberate on their needs; to promote legislation, education, communication, health, research, taxes, and rehabilitation; and to fight discrimination in insurance and employment. The Association is also a clearinghouse of books and information relating to deafness. Membership is open to anyone interested in its program. Dues apply.
Publication: The Deaf American

National Fraternal Society of the Deaf

1118 South 6th Street
Springfield, IL 62703
217/789-7429 {Voice}
217/789-7438 (I'TYI
217/789-7439 (FAX)

Founded in 1901 by a group of young deaf adults to provide low-cost insurance protection being denied deaf persons at that time. A fraternal insurance company managed exclusively by deaf people, the NFSD is licensed in 36 states and Canada, with a membership in excess of 12,000 and assets close to \$7,000,000. The Society is also active in efforts to protect the rights of the deaf to drive and obtain auto insurance, eliminate discrimination in employment, assure that deaf children receive a good education, and guarantee the deaf their full legal rights as citizens. Membership is open to deaf adults with hearing impairments, hearing persons involved with the deaf and children with a hearing impairment, as well as the hearing children and grandchildren of members.

There are divisions in Springfield, Jacksonville, Peoria, Rockford, and Chicago.

Publication: The FRAT (Free to members and \$2.00 to non-members who wish to subscribe.)

Philip J. Rock Center and School

818 DuPage Boulevard
Glen Ellyn, IL 60137
630/790-2474

Founded in 1975 for the purpose of serving individuals who have both auditory and visual disabilities. The Center is a residential educational facility which serves students three through twenty-one years of age. The Center provides diagnostic services, parent-infant consultation, and technical assistance to individuals with dual hearing and vision disabilities in Illinois.

Registry of Interpreters for the Deaf, Inc. .

8630 Fenton Street Suite 324
Silver Spring, MD 20910
301/608-0050 (Voice and TTY)
301/608-0508 (FAX)

Founded in 1964 to professionalize interpreting and educate the public regarding the interpreting process and associated services. The RID has biennial conventions, disseminates information to state chapters and has a certification program to evaluate and certify interpreters. Membership is open to professional interpreters and all persons interested in supporting the activities. Dues apply.

Publication: Interpreters

Seguin Services

3100 S. Central
Cicero, IL 60804
708/863 -3803

Seguin Services provides an array of services to developmentally disabled deaf adults. Provides residential services to developmentally disabled adults who are deaf and blind.

Self-Help for Hard-of-Hearing People

7800 Wisconsin Avenue
Bethesda, MD 20814
301 /657-2248 (Voice)
301/657-2249 (TTY)

Founded in November 1979, this national educational organization directs area groups and local chapters through the United States in health-related issues for the hard-of-hearing. The membership fee of \$15.00 per year includes six issues of their news publication. Annual conference.

Supervisors of Deaf and Hard of Hearing Programs in Illinois

Becki Streit, Chairperson '99-'00
1301 West Cossitt Ave.
LaGrange, IL 60525
708/354-5730 (Voice)
708/352-5994 (TTY)

The Illinois Supervisors of the Hearing Impaired is made up of individuals representing infants and children preparing for, or enrolled in educational programs. This statewide organization meets three times a year.

Telecommunications for the Deaf, Inc.

8630 Fenton Suite 604
Silver Spring, MD 20910
301/589-3786 (Voice)
301/539-3006 (TTY)

TDI was founded 1968 to coordinate the distribution of surplus teletypewriters to deaf persons, work with sources of acquisition, and develop telephone communication among the deaf. Annual publication. Dues apply.

Publications: International TTY Directory and Supplement
GA-SK Newsletter

APPENDIX H

MENTAL HEALTH SERVICES

Students who are deaf or hard of hearing who are in need of services from mental health or other social services agencies should be referred to the appropriate agency. These agencies can provide support services for the student and family as well as assistance in obtaining financial resources and linkage to other agencies. These agencies can also assist in the transition between school-age and adult services.

Mental Health Programs for Students who are Deaf or Hard of Hearing in Illinois

Alexian Brothers
Behavioral Health Hospital
1650 Moon Lake Blvd
Hoffman Estates, IL 60194
847/559-0110 x 253
847/559-9493 (TTY)

Chicago-Read Mental Health Center
4200 North Oak Park
Chicago, IL 60634
312/794-4000

Centerview Therapeutic School
3444 Dundee Road
Northbrook, IL 60062
847/559-0110

Michael Reese Hospital and Medical Center
David T. Siegel Institute for
Communicative Disorders
3033 South Cottage Grove Avenue
Chicago, IL 60616
312/791-2000

Illinois Department of Human Services/Office
of Mental Health and
Developmental Disabilities
William U. Stratton Building
Room 401
Springfield IL 62705
217/782-2753

The Bridge
4814 North California
Chicago, IL 60625
312/281-3927-Voice
312/281-8289 TTY

Illinois Service Resource Center (Referral Service)
3444 W. Dundee Rd.
Northbrook, IL 60062
847/559-8195 V/TTY
847/559-8199 Fax

APPENDIX I

ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WHO ARE DEAF OR HARD OF HEARING

Everyday living and educational opportunities for individuals who are deaf or hard of hearing can be enhanced with the use of assistive devices. Technological innovations that can be very helpful to students who are deaf or hard of hearing include: assistive listening devices that assist the person to listen to television, hear over the telephone, and in lectures, museums, theaters, and meetings; visual-receptive communication devices which convey language in printed or written form and signaling systems which alert individuals, through flashing lights or vibration, to sounds occurring in the environment. Augmentative and alternative means of communication such as communication boards, can be used by persons who have unique communication needs, perhaps due to physical disabilities, developmental delays or multi-language issues.

Assistive Listening Devices

Making the maximum use of residual hearing is a desirable goal by many individuals who are deaf or hard of hearing. This can be achieved in a variety of ways, depending upon the listening situation, individual's age, severity of hearing loss and personal preferences.

Hearing Aids

Personal hearing aids are the most commonly recommended assistive device for individuals with sensorineural hearing loss. Occasionally hearing aids will also be recommended for an individual with a conductive loss if the loss cannot be eliminated through medical intervention.

Following the identification of a sensorineural hearing loss, an individual needs to be evaluated medically, preferably by an otologist. Usually the hearing loss cannot be reversed, but the individual must be seen to make sure the hearing loss is not a symptom of an underlying disease process. After the physician has given medical clearance for a hearing aid, the individual will return to the audiologist for a hearing aid evaluation and fitting. The type of hearing aid the audiologist recommends will depend on the degree and type of hearing loss.

A hearing aid is a device that makes sounds louder for listener. The basic components are a microphone, an amplifier and a receiver. Hearing aids vary in style and power. Currently, the styles of hearing aids most commonly recommended are ear level aids, either behind-the-ear or in-the-ear. Less commonly used aids are bone conduction hearing aids.

Although there continue to be great improvements in the quality of sound provided through amplification, hearing aids are still far from perfect. One must also remember that the damage in the inner ear causing the hearing loss adds distortion to speech. Hearing aids pick up sounds from a distance of 3-5 feet most efficiently and amplify all sounds equally. Background noise creates problems for most individuals with sensorineural losses. Even though hearing aids cannot restore normal hearing, they may provide invaluable assistance to the listener.

Considering the imperfect nature of hearing aids, the need for training becomes obvious. Hearing aids are delicate devices, and individuals will need instruction in proper care and maintenance. Children will need practice and training in listening with the hearing aid to make optimum use of the auditory information available. This training is best provided by teachers of the deaf and hard of hearing, audiologists and speech/language pathologists.

Group Amplification Systems

Group amplification systems may be used in conjunction with a student's personal hearing aid, or as separate amplification system. In contrast to personal hearing aids, group training systems are usually owned by the special education cooperative or local education agency.

The distinguishing difference between amplification offered by a group system and use of a personal hearing aid is that the group system will greatly reduce the negative impact or background noise by reducing the distance between the speaker and the microphone receiving the signal. The speaker, typically the teacher, talks directly into a microphone worn on the upper body which transmits the signal to the receiver worn by the student. The microphone on a student's personal aid is located on the aid itself, which is worn by the student some distance from the teacher's voice.

While group amplification systems have traditionally been used in the classroom, they are now being used more commonly in other locations. Theaters, churches, concert halls, theme parks and other public facilities are making group systems available. The type of system (infrared, FM or loop) used and the characteristics of the receiver units vary significantly. It would be wise to check the type of system being used by a facility for accommodation before attending an event.

Pocket Amplifiers

Pocket amplifiers are used for amplification in one-to-one or small group settings. For example, an individual who is deaf or hard of hearing might use a pocket amplifier when participating in an IEP meeting or when involved in a discussion around a table. One may also be used to listen to television or radio. A pocket amplifier is approximately the size of a shirt pocket. An attached microphone and button-like receiver are connected to the amplifier with varying lengths of cord. This allows the individual to place the microphone near the speaker or television/radio for better reception and to sit comfortably in a chair or at a table. It reduces the effect of distance and resulting background noise when amplifying the signal.

Vibrotactile Devices

Vibrotactile devices may be appropriate for use with students who have severe to profound hearing losses and are receiving little to no benefit from traditional amplification. The underlying principle of these devices is to provide tactile information that carries elements of the speech signal. Vibrotactile aids may be single or multi-channel personal units (e.g., Tactaid) or larger, less portable training units (e.g., Phonator) that are used during individual lessons at school. The skin is not capable of responding to all the components of the spoken message. However, vibrotactile devices can be useful in some areas of speech and language instruction such as the detection or speech or detection or identification of certain suprasegmental cues, such as rhythm, rate, and intensity.

Cochlear Implants

The cochlear implant is a surgically implanted device that uses electrical current to stimulate the auditory system, producing a sensation of sound. The cochlear implant is an FDA-approved medical procedure for treatment of severe to profound hearing loss in adults and children. The implanting of these devices, particularly in children, is controversial. For a complete understanding of the positive and negative aspects of this procedure, please consult with the medical, educational and deaf communities.

Telephone Aids

Amplified telephones or other telephone aids are available for individuals having sufficient residual hearing for telephone use. Amplification can be added to most telephones with a variety of devices including portable and in-line amplifiers or handset receivers. The amount of amplification provided by these devices varies and an individual would be advised to try several models and makes before selecting one for personal use. Such training can take place in an educational setting with tele-training devices and simulated listening conditions or at home.

A more expensive, but perhaps aesthetically more pleasing option, would be to choose an amplified telephone to replace a current, non-amplified phone. These come with a variety of options and vary significantly in cost. Some options are amplified ringers, incoming call ring flashers, audio output for direct connection to assistive listening devices and voice carry over. In a VCO (voice carry over) call, the person with the hearing loss speaks directly to the other party. The response is typed back with the use of a TTY by a Relay Communication Assistant or an individual using their own TTY. The text is shown on the VCO phone screen or TTY display.

In all cases, a consumer would be wise to look for the words “hearing aid compatible” when purchasing a telephone amplifier. On public phones, a blue grommet at the base of the handset signifies a phone as hearing aid compatible. When using a hearing aid with an amplified phone, the individual moves the T-switch lever to “T” on the hearing aid. Listening may be further enhanced by the use of foam pads, which would encircle the receiver on a handset and assist in reducing the effects of environmental noise in the area of the telephone.

The use of an appropriately amplified telephone can enhance significantly the independence and day to day life of an individual. It also has impact on functioning in the work place. For these reasons, training in the use of telephone aids is an important part of the education for a student with usable residual hearing.

TV/Radio Amplifiers

Television or radio amplifiers can be used at home, classrooms or conference rooms. These units connect to the audio outputs of VCRs, stereo equipment, caption decoders and most newer TVs. Some can be used with hearing aids and are T-coil compatible. These systems provide clear, enhanced listening to the audio of the various entertainment devices mentioned. While the individual who is deaf or hard of hearing can amplify sound to a loudness level appropriate for them through these devices, the audio output for the hearing audience in the same room remains at a comfortable level. The systems consist of a transmitter and headset. Headsets vary in style.

Because many of these systems are infrared in nature, a direct path between the headset and transmitter is necessary and inhibits freedom of movement around the room for the individual.

Visual-Receptive Communication Devices

Visual-receptive communication devices provide reception of written or printed language. This can be achieved with a variety of technologies, and aids significantly in receiving information often presented in spoken form in the hearing community.

Television Decoders

Television decoders provide on-screen captions. Since 1993, televisions were required by law to be built with decoders directly installed. TVs purchased before 1993 need a separately purchased decoder. Television programs that are introduced with “CC” are closed captioned and dialogue and sound effects are seen in printed form on the screen. Many educational videos are available from Captioned Film/Videos for the deaf which are open captioned. These videos do not require a decoder. Captions will always appear when they are shown and cannot be turned off.

Rear Window Captioning System

A type of captioning system used in public places, such as theaters, has the advantage of allowing those who desire captions to view them, but does not require that all members of the audience view the captions. This rear window captioning system displays reverse captions on a light emitting diode (LED), which is mounted in the rear of a theater. Patrons desiring captions use transparent acrylic panels attached to their seats to reflect the captions so that they appear superimposed on or beneath the screen. The reflective panels are portable and adjust, enabling the caption user to sit anywhere in the room.

Computer Aided Real Time Caption (CART)

Real time captioning is used in a live situation for which no prepared scripts are available. This is different than text captioning which is presented in synchronization with a prewritten script. A highly skilled court reporter enters data on a stenographic machine. Real time captioning software used in a high speed computer then translates each key stroke into English and sends that data to an encoder. The caption encoder inserts the caption data onto the viewing screen. The amount of time between the initial key stroke to presentation of the screen is approximately 2 seconds.

Real time captioning has numerous uses. It can be used for large or small group settings or for meetings between individuals. Some situations conducive to real time captioning would be reporting of news and live broadcasts on television, business meetings, a graduation ceremony or a meeting between an individual and his personal physician. The printed readout can be viewed on a large screen, television screen or computer monitor. The stenographer can be present where the event is happening, or can communicate via telephone lines to the event being captioned.

TTYs

A teletypewriter (TTY) is a machine that enables two people to visually communicate over the phone by typing back and forth to each other. Each person needs to have a TTY or access to a TTY through a ReLay Communication Assistant. Messages are sent using a typewriter-like keyboard and received

by reading the conversation on an electronic screen, a paper printout, or both. Most computers may be adapted for TTY use. In Illinois, TTYs are loaned free of charge to deaf or hard of hearing individuals meeting state guidelines. Illinois also provides a free relay service to facilitate telephone communication between individuals with TTYs and without.

TTYs come in a variety of styles, sizes and with a variety of options available. It is possible to use portable, battery operated TTYs with cellular phones to provide on the go communication. It is also possible to buy TTYs that connect directly into a telephone line in the wall, and others with their own answering machine capabilities. Some TTYs have built-in telephones and VCO (voice carryover) capability. Pay telephones with built-in TTYs are also available in some public areas.

Caller Identification

Caller identification devices are common among the hearing community, but provide unique benefits to the deaf community as well. The Caller ID display will show the caller's number, name, time and date of call. Sometimes parts of this information are missing if the caller has blocked it out. However, the information displayed is often enough for a recipient to take action. For example, a deaf adult's hearing child may call home from the YMCA. Mother checks the caller ID and sees YMCA and drives over to pick her child up. Or, in reverse, a deaf youngster could call home. While unable to either understand speech or perhaps to be understood on the phone, the child knows that the parents can identify the location and will come to pick the child up. There are many uses which will emerge as people become acquainted with this device. In addition to the initial expense of the device, the user must pay a monthly fee to the phone company.

Facsimiles (FAX)

Facsimiles (FAX) provide electronic transmission of written messages via telephone lines. This technology commonly used in the business world, has provided an additional means of written communication transmission for the deaf.

Electronic Communication via Computer

Electronic communication via computers has resulted in a tremendous amount of information exchange for the hearing and deaf communities equally. Because the primary means of exchanging information is visual, the only restrictions in free communication would be due to an individual's difficulties in reading or writing skills. The Internet, E-mail, chat rooms and bulletin boards all provide sources of communication. Concerns regarding the need to monitor young students involved in searching for information on the Internet can be addressed through CyberPatrol which restricts access to certain titles.

Computer-Assisted Note taking

When persons who are deaf or hard of hearing attend classes, lectures or meetings where hearing people have the opportunity to take notes, it is impossible for the person who is deaf or hard of hearing to watch a speaker or interpreter while taking notes. Therefore, it is common to have note taking assistance. This can be done on a personal computer (PC), lap-top computer or other word processor. Note that this can also be done using carbonless copy paper, or notes can simply be duplicated on a copy machine.

Printed Programs or Scripts

Printed programs and scripts can be used by an individual who is deaf or hard of hearing who is planning to attend a play, performance, lecture or other large audience gatherings for which scripts would have been prepared. The script should be requested from the sponsoring organization two to four weeks before the program and read ahead of time. Arrangements should be made for the return of the script, if necessary. The script can be used for discussion purposes before or after the performance. An individual may choose to take a flashlight to use to follow the script during the performance as well.

Signaling/Alerting Systems

Individuals who are deaf and hard of hearing can monitor sounds and movement in their environment as well as have access to timing devices through a wide variety of electronic mechanisms. These signaling and alerting systems typically notify the individual through flashing lights, vibration or a combination of both.

Environmental Signaling Systems

Transmitter units are placed near sound sources or areas where movement is expected and send signals to receivers which activate vibrators or flashing lights to alert an individual. Sounds frequently monitored include doorbells, doorbells, door knocking, baby crying, oven or microwave timers and smoke detectors. Motion sensors could be placed in a child's room or near doors windows. Receivers range in size from those small enough to be worn, similar to a pager in size, to desk top models.

Environmental signaling devices can be sold as complete systems or as individual components. It is possible for a knowledgeable individual to construct his own units. A wide variety of styles and models are available across a broad price range. Consumers should assess their needs and match them to choices available.

Wake-up Devices

There are a wide variety of alarm clocks and timing devices designed for consumers who are deaf and hard of hearing. Many are table top units, but vibrating wrist watches or palm-size, clip-on vibrating timers are also available. It is important that the consumer become aware of all choices so that personal preferences and needs can be matched to available units.

Sonic alarm clocks have built-in lights or vibrating attachments. Others have plug-ins for detachable lights or vibrators. Some clocks have alarms which can be adjusted in volume and ring pattern so they can be made more audible for a person with sufficient residual hearing. Alarm clocks may have smaller or larger number (LED) displays, varying clock faces or one or two alarm settings.

Pagers

On-premise paging systems can be purchased for business or home use. As opposed to traditional pagers which require monthly fees, these systems involve only one initial investment. A vibrating pocket-size receiving unit alerts the wearer to a signal sent from a table-top transmitter, which has an approximate 2 mile radius. One example of the use of such a system is that youngster could wear the pager outside while playing in the neighborhood. Mother could press the transmitter to activate the vibrating pager, thus calling the child inside for dinner no matter where that child is in a two mile radius. Many other personal or business applications could be imagined for this device.

Telephone Signaling Devices

These devices attach to a telephone and allow the user to alter the loudness and/or ringing pattern of the telephone. Such alterations may place the signal in the audible range of an individual with usable residual hearing. These devices vary significantly in signal strength and should be tried by the consumer before purchase.

Augmentative and Alternative Communication

A wide variety of communication devices, switches, mounting mechanisms and computer programs can be purchased to assist individuals with unique communication needs, perhaps due to physical disabilities, developmental delays or multi-language issues. Devices may be as simple as pictures placed in a wallet or on a board, or as complicated as a computerized program with synthesized speech, printed visual read out and touch activated screen. It is imperative that an individual consult with a speech-language pathologist or communication skills specialist to identify possible alternatives for communication appropriate to that individual.

APPENDIX J

INTERPRETER TRAINING PROGRAMS IN ILLINOIS

William Rainey Harper Community College
Algonquin and Roselle Roads
Palatine, IL 60067
708/397-3000-Voice
708/397-7600-TTY

Waubonsee Hearing Impaired Program
Waubonsee Community College
Route 47, P.O. Box 508
Sugar Grove, IL 60554
708/892-3334, Ext. 145-V/TTY

Columbia College
600 S. Michigan Ave.
Chicago, IL 60605
312/663-1600 (ext. 5218)
312/360-9133 TTY
312/986-9614 Fax

Illinois Central College
One College Dr.
East Peoria, IL 61635
309/694-5700 V
309/694-5721 TTY

John A. Logan College
Carterville, IL 62918
618/985-2828 V
618/985-2752 TTY

APPENDIX K

ILLINOIS SERVICE RESOURCE CENTER

ISRC serves the needs of children who are deaf or hard of hearing and behaviorally challenged. ISRC is committed to assisting children to achieve access, acceptance and growth. Help is provided to parents, public school personnel, private providers and state agencies.

ISRC Specialized Services and Resources

Helpline (24 hours)	Resource Directory
Evaluations	Lending Library
Tracking	Case Coordination
Training	Psychological Testing
	Guidelines
Intervention Plans	Service Coordination
Phone Consultation for Psychologists	Crisis Intervention

ISRC Office Locations

3444 West Dundee Road
Northbrook, IL 60062
847/559-0110
847/559-8199 FAX

3 Delano Lane
Springfield, IL 62703
217/585-0322
217/585-0365 FAX

Helpline Voice/TTY 1-800-550-4772

Federally funded through the Illinois State Board of Education

School Code of Illinois 5/14-11.03

APPENDIX M
STATE OF ILLINOIS AGENCIES

Illinois State Board of Education

Department of Special Education
100 North First Street
Springfield, IL 62777-0001
217/782-4321 (Voice)
217/782-1900 (TTY)

Chicago Regional 01)1cc
James R. Thompson Center
100 W. Randolph - Suite 14-300
Chicago, IL 60601
312/814-2220 (Voice)
312/814-5821 (TTY)

Department of Human Services/Office of Rehabilitation Services

James R. Thompson Center
100 West Randolph
Suite 8-100
Chicago, IL 60601
312/814-2922 (Voice)
312/814-5000 (TTY)

623 East Adams
P.O. Box 19429
Springfield, IL 62794-9429
217/785-0218 (Voice)
217/524-1668 (TTY)

Division of Specialized Care of Children

Chicago Regional Office
1919 West Taylor, 7th Floor
Chicago, IL 60612
312/996-6380 (Voice)
312/413-3896 (TTY)

State Regional Office Building
2815 W. Washington, Suite 300
P.O. Box 19481
Springfield, IL 62794
217/793-2350 (Voice)
217-793-0773 (Fax)

Department of Public Health

James R. Thompson Center
Suite 6-600
100 West Randolph
Chicago, IL 60601
312/814-2608 (Voice)
800/814-1580 (TTY)

533 West Jefferson – Floor 5
Springfield, IL 62761
217/782-4977 (Voice)
800/572-3270 (TTY)

Office of Public Aid

310 South Michigan Avenue
Floor 17
Chicago, IL 60605
312/793-4792 (Voice)
312/814-1580 (TTY)

100 South Grand
Springfield, IL 62762
217/782-1200 (Voice)
217/782-0931 (TTY)
800/526-5812

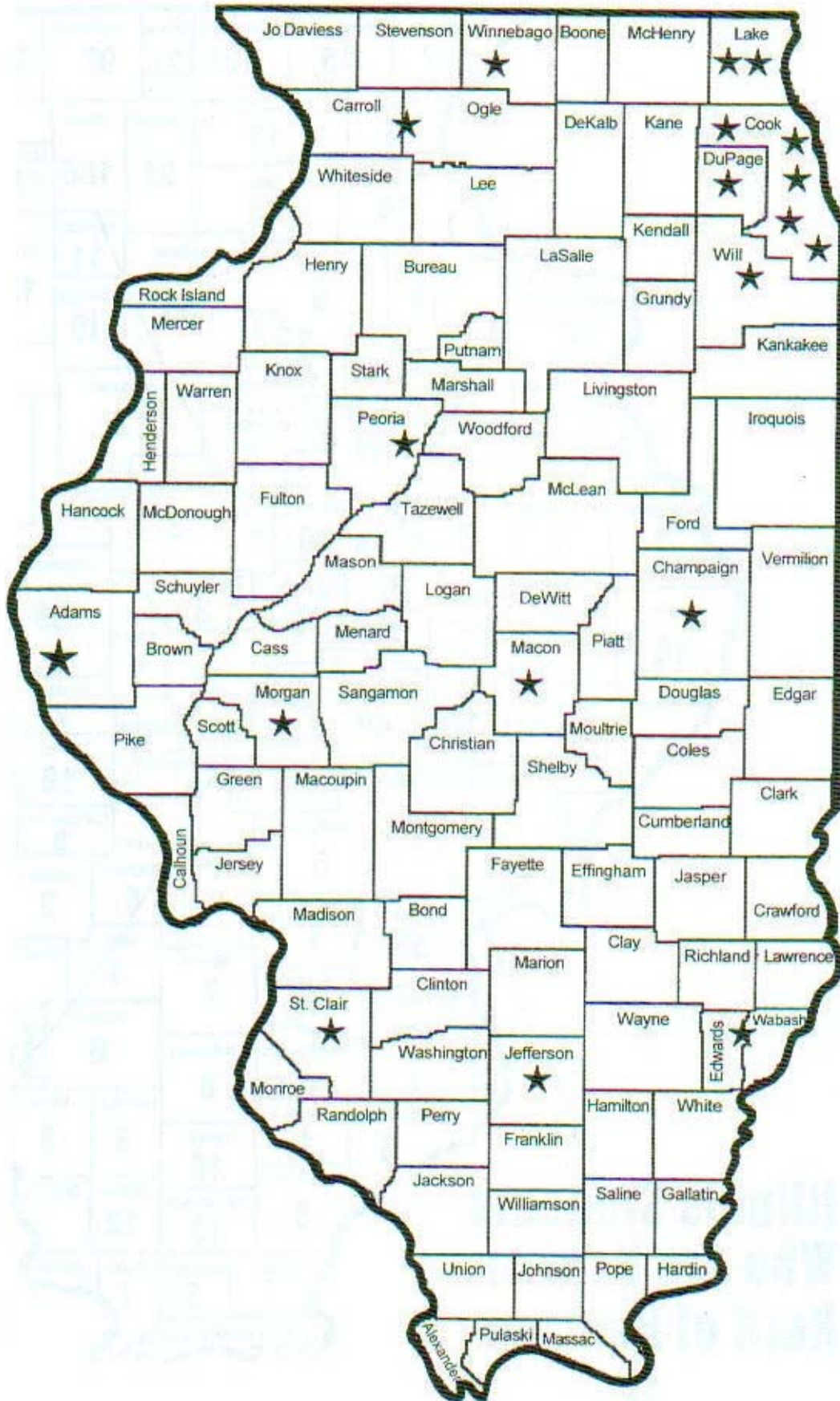
Department of Human Services/Office of Mental Health and Developmental Disabilities

William G. Stratton Building
Room 401
Springfield, IL 62765
217/782-7320 (Voice)
217/524-2504 (TTY)

James R. Thompson Center
Suite 6-400
100 West Randolph
Chicago, IL 60601
312/814-2730 (Voice)
312/814-2722 (TTY)

APPENDIX N

Northwestern Illinois Association – Rockford	343
Northwestern Illinois Association	280
SEDOL H.I. Program	408
Public School Dist. #60 Waukegan	39
Low Incidence Services Program	85
Kinzie Elementary	105
Bell School	124
Holy Trinity	42
South West Cook Co.	110
DuPage West Cook County	406
Joliet Public School #86	42
Mid Central Regional Program	48
Central Affiliation for Spec. Educ.	85
West Central Illinois Spec. Educ. Coop.	40
Illinois School for the Deaf	281
Macon- Piatt Spec. Educ. District	111
Belleville Area Special Services	40
Marion School for the Hearing Impaired	42
Wabash and Ohio Valley Spec. Educ.	49



* Educational Programs with 40 or more students who are deaf or hard of hearing

APPENDIX P

Contacts—Supervisors of Programs for Students who are Deaf or Hard of Hearing

Macon, Piatt, Champaign, Ford and Iroquois
Chris Locher
CASE Regional Hearing Impaired Programs
Audiology Office/Brookens Building
1776 E. Washington St.
Urbana, IL 61802
217/328-5171

Vermilion (except Danville Dist. #118)

Debbie Hall
12190 US Route 150
Oakwood, IL 61858
217/443-8273
217/443-0217-FAX

Vermilion

Ann Robinson, Director of Special Education
516 N. Jackson Street
Danville, IL 61832
217/431-5426

Shelby, Effingham, Moultrie, Douglas, Coles, Cumberland, Edgar, Clark

Eastern Illinois Area of Special Education
Mary Gherardini
112 N. 22nd Street
Mattoon, IL 61938
217/235-0551

Sangamon (Not #186), Menard, part of Cass

Carol Kulavic
Sangamon Area Special Education District
2500 Taylor Avenue
Springfield, IL 62703
217/786-3250
217/786-3652 – FAX

**Pike, Morgan. Greene, Calhoun. Brown, Scott, and parts of Sangamon,
Macoupin and Cass**

Jan Engle
936 W. Michigan Avenue
Jacksonville IL 62650
217/245-7174

Illinois School for the Deaf

Joan Fomey, Superintendent
125 Webster Street
Jacksonville IL 62650
217/479-4202

Kankakee and North Iroquois

Bernadette Henriott
Kankakee Area Special Education Coop.
1 Stuart Drive
Kankakee, IL 60901
815/939-3651

**JoDavies, Stephenson, Winnebago, Boone, Carroll, Ogle, Whiteside and
Lee (Coordinate); Winnebago and Boone (Supervise)**

Kathy Bogan-White
N.I.A.
3615 Louisiana Road
Rockord, IL 61108
815/229-2161

**Jo Davies, Stephenson, Carroll, Ogle, Whiteside (Supervise); DeKalb. NW Special Ed.
Cooperative; Parent-Infant Services**

Carol Johnson
3615 Louisiana Road
Rockford IL 61108
815/229-2161

McHenry

Karla Jones
1200 Claussen
Woodstock, IL 60098
815/337-2953

Will, Grundy, and Kendall

Patricia Siska
420 N. Raynor Ave.
Joliet IL 60435
815/740-3196

Southern Will

P.J. Danner
707 W. Jefferson St., Suite K
Shorewood, IL 60436
815/741-7777

Livingston

Julie Cotter
920 Custer Avenue, Suite A
Pontiac, IL 61764
815/844-7115

**Lake, not including Waukegan School Dist #60 (Brenda Pates) and
Southeast Lake (Jackie Kimel)**

Randy Gunderson
Powers Center
201 Hawthorn Parkway
Vernon Hills, IL 60061
847/680-8320

North/Northwest Cook and Southeast Lake

Jackie Kimel
Low Incidence Cooperative Agreement (LICA)
1855 S. Mount Prospect Road
Des Plaines, IL 60018
708/803-9444-V
708/803-9472-ITY
708/803-8480-FAX
Laurie Hart - Teacher Consultant
Rena Lovell - Teacher Consultant

West Cook Elementary, Itinerants

Beckie Streit
LADSE
1301 West Cossitt Avenue
LaGrange, IL 60525
708/354-5730
708/352-5994 - TTY
708/354-0733 - FAX

DuPage, Westmont Junior High and Winfield Schools

Anne Bargoni
DuPage/West Cook
1500 Grace St.
Lombard, IL 60148
708/629-7272
708/654-0344

**DuPage/West Cook; Hinsdale South High School, Miller School, Manning School,
Dupage Itinerants**

Meredith Schainblatt
Hinsdale South High School
7401 Clarendon Hills Road
Darien IL 60561
708/887-1730 x 289

Lake (Waukegan Dist. #60 only)

Brenda Pates
1201 Sheridan Road
Waukegan, IL 00085
708/336-3100 x 456

Southern Cook and Northeast Will

Donna Carraher
ECEIO/SPEED
350 W. 154th St.
South Holland. IL 60473
708/339-3435
708/339-3655-FAX

Southwest Cook Co.

Peg Singleton
6020 W. 151st Street
Oak Forest, IL 60452
708-687-0900
708/687-5695-FAX

Cook (City of Chicago)

Eileen Andrews
Office of Specialized Services
125 S. Clark
Chicago, IL 60603
773/553-1919 V/TTY
Eileen Byrne – Consultant

**Marion School for the Deaf and Hard of Hearing
(Serves southern 22 counties of Illinois)**

Betsy Murphy
Williamson Co. Spec. Ed. Dist.
School for Hearing Impaired
801 E. Reeves
Marion IL 62959
618/997-2472
618/993-1615-FAX

Johnson, Alexander, Massac, Pulaski

JAMP Special Education Services
Linda Nelson
PO Box 127
200 Cedar Street
Olmstead, IL 62970
618/742-8281

DeKalb and Kane (Coordinate) Algonquin, Lake in the Hills, Central and North Kane (Supervise)

Linda Lenoff
Northwestern Illinois Association
Geneva Satellite Office
521 Hamilton
Geneva IL, 60134
630/208-1049 - V
630/208-9625 -TTY
630/208-1197

**Streamwood High School, Tefft Middle School and Parkwood Elementary
(Combined now with Aurora and residential placements)**

Karen Bogdan
Northwestern IL Assoc.
2150 Laurel Ave.
Hanover Park, IL 60103
630/830-3730
630/830-3759 - FAX

Kendall County Special Education Cooperative

Lynda Shanks
507 W. Kendall Drive
Yorkville, IL 60560
630-553-5833

Peoria, Woodford, Tazewell, Mason, Knox, Warren, Bureau, Marshall, and Putnam

(Excludes Tazewell-Mason Cooperative; SEAPCO; Knox-Warren Spec. Ed.)

Lois Mercer
3202 N. Wisconsin Avenue
Peoria, IL 61603
309/672-6715 – V/TTY
309/672-0717 - FAX

Knox-Warren Special Education

Michael Behren
243 S. Farnham
Galesburg, IL 61401
309/343-2143

McLean, DeWitt, and Logan

Debbie Trissel
Campus Box 7000
Illinois State University
Normal, IL 61790-7000
309/438-5886

Henry, Mercer and Rock Island

Colleen Kurtz
Moline Public School Special Services Office
3429 23rd Avenue
Moline, IL 61265
309/757 3475, x 112 or 193- V
309/757-3475-TTY (Wait 10 seconds, press 6; no ext. w/TTY)
309/757-3475, ext. 193-FAX

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