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Adobe Judy Sexton

An Itinerant Teacher's Work is Never Done: Supporting  
Mainstream Educator

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>> Cathy: Hello and welcome to our event. We will begin in four minutes. Before we begin a few polls will be put on the screen. If you can take a moment please to answer the questions on the polls, I appreciate it. Excellent. I can see the answers coming in right now. We will begin the class in three and a half minutes now. Hello, everyone, this is Cathy Luckoski with the Cochlear HOPE program. We have a few polls on the screen. If you can take a moment to answer those polls before we begin I would appreciate it. I will close them out in about 30 seconds.

>> Cathy: Hello, everyone, and welcome to Cochlear's HOPE presentation. My name is Cathy Luckoski, and I'm a HOPE specialist as well as the moderator for today's event. Presentation is titled An Itinerant Teacher's Work is Never Done: Supporting Mainstream

Educators and in a few moments I will introduce our guest presenter, Judy Sexton, who is the directorate Clarke Schools Pennsylvania campus, but first there are a couple items to go over here in our classroom.

During the presentation your questions and comments are welcome at any time. You can type those very easily into the Q-and-A box in the upper portion of your screen. There are two handouts also available to download to save to your computer and print and refer back to those afterwards. Simply select one of the files in the file share box and then choose to save to my computer, and you will be prompted then to complete the saving process. Now, the topic today highlights a key component to the successful management of children with hearing loss during their school years.

We are recording this event and will post it to the Cochlear HOPE web page as resource for serving children in the schools. Along with today's course there are 20 additional related courses available and many offer continuing credit, and after today's presentation I encourage you to visit HOPE Online to check out the library and possibly sign up for the next HOPE event which is next week on January 31<sup>st</sup>. Now, it is my pleasure to introduce Judy Sexton. Judy is the director of Clarke Schools for Hearing and Speech at the Pennsylvania campus. She holds a master's degree in education from Bloomsburg State College and has 33

years of experience in the public and private school systems as an itinerant hearing therapist, resource room teacher and classroom teacher. She has worked with all levels of students from preschool to high school. In addition to her demanding responsibilities as the director of Clarke Schools, Judy is also appointed member to both the Department of Health Infant Hearing Screening Advisory Committee in the Pennsylvania DOE Committee, Education Resources for Children with Hearing Loss and finally Judy is the president of the Pennsylvania chapter of the AGBell Association. When we were prepping for this presentation Judy shared with me that her professional goal is to support families in obtaining the information and resources they need in an effort to achieve their desired outcomes for their children who are deaf or hard of hearing, and I'm pleased to support Judy in the school. This is a very important topic. So with that I'm going to turn the microphone over to Judy.

>> Judy: Cathy, thank you very much. I'm delighted to be presenting today on a topic whose interest has increased over the last 20 years in the field of deaf education. The changing trends that we know in deaf education as a result of the technological advances have placed more children who are deaf and hard of hearing in their neighborhood schools. And with this trend of placement in neighborhood schools comes the

challenge of defining the roles and responsibilities of the itinerant teacher of the deaf and hard of hearing, and as I sit here today and look at attendance and watch the numbers rise I'm excited about this because today he have a presentation that will offer attendees background information as well as resources to support those mainstream educators who are redefining the nature of the work that they do in the schools. So as we are looking at this slide with many circles on it. I like to use this as a visual and use this as I'm going into schools to do in services for regular educators. If we look at all of those different color circles that represent the different things that itinerant teacher of the deaf would do, it makes me think of my beginning career and my first position that I held was itinerant teacher of the deaf, that shift in the educational placement has required teachers of the deaf to redefine the nature of the work that they do. And the roles now vary depending on the needs of the students and the resources of the neighborhood schools. So if we look at this slide at any given time we can be doing one, three or all ten of these areas. We can identify ourselves as a consultant, collaborator, a communicator, diagnostician, a curriculum specialist, advocate, presenter, relationship builder, a time management specialist and liaison. And so today as we move through this slide presentation I would ask you at any given time to think about what your varied roles

might be. 2A and then two hours later move into school B, and identify when those changes in your -- in what you're doing in your role occurs, and to ask yourself am I doing the best that I can do within this role and what can I do better? The landscape has changed. K to 12 deaf education over the last 30 years, and it has changed dramatically, and what we are even seeing now -- I had -- even seeing a change in the landscape of students who are identified early, amplified early and in early education that we are seeing this change even at the preschool level. More children are attending mainstream schools. 30 years ago deaf and hard-of-hearing children were educated in separate schools or programs. We have seen over the last ten years a steady increase in the number of children with cochlear implants in these settings due to the technological advances as well as early identification amplification and education. And so in 2013 what we now are seeing, and it is rising, the numbers are rising, deaf and hard-of-hearing children are receiving the education in mainstream schools and large number of students are receiving the education in regular classes. So we want to determine why is this information important. Why is it important that we know all of this information that lead us into the future goals for these children. While the research suggests the children who receive cochlear implants and early

intervention services at early age can achieve milestones commensurate with the peers, the children -- the child typically continues to require support services in the mainstream setting either directly or indirectly. I want to repeat that is so important that is key. The research does suggest that children that receive cochlear implants and early intervention services at an early age can and do achieve milestones commensurate with their peers but we don't want to lose sight of the fact that these children typically continue to receive support services at different levels in the mainstream setting either directly or indirectly. So I go back to my diagram of the itinerant teacher of the deaf and hard of hearing. If we look at the three circles 20 years ago we were a curriculum specialist and then we were a consultant, we were a relationship builder and this is how I viewed myself. Today in 2013 the teacher of the deaf's role has increased from three to four roles to ten and counting, and I'm sure if you sat down and took the ten roles that I have identified, I possibly could add five to ten more roles. What we need to do is to determine how and where teachers can obtain the training and the skills to work in the mainstream setting. This is a great start. For every one of you commend you making time in your day to be here and participate in this HOPE Online class. You're going to go back to your schools and

make a difference. In order to make that difference, we need to look how you can move up that trajectory of professional development for yourself so you can obtain and continue to obtain the training and skills to work with the students with varying needs in neighborhood schools who have different resources and with general educators may have never had a child with a hearing loss in their class in their school. So going to talk a little bit -- I'm going to talk a little bit about responsibilities of the teacher of the deaf and there was a study that was done in 2008 and 2009 and it was in the American Annals of the Deaf. The two professionals that conducted the research were Susan Foster and Katie Cue, and if you have the opportunity, and if you have an opportunity to read it, it is excellent. Susan Foster was educator and Katie Cue was graduate of Master of Science and Secondary of Hearing at NTID. They were to identify roles and responsibilities of itinerant specialist teachers of the deaf and hard of hearing, so they examined those roles and responsibilities and at a time was collected through surveys of practicing teachers, teachers who were already working in the field, working in mainstream settings, and data was collected mainly through surveys but they also did interviews and did school observations and questions that were asked in the surveys and also in the interviews and school observations were

threefold. First question asked what task teachers perform most often in their jobs? The second question asked where the teachers learn their tasks, and this was my most favorite section. I found this amazing when we look at what the results were. And the third question that was asked was would they, meaning the teachers of the deaf, itinerant teachers, would they be interested in continuing education for particular task. The results of the surveys indicated and what we learned from the information, other than the fact that more research needed to be done in this area, most importantly it showed that continuing education was essentially for educators in the field of deaf education. If you look at this circle, only 15% of teachers of the deaf who were working in the field learned about the resources and the skills and knowledge they needed in their formal college classrooms. 65% of those teachers of the deaf in mainstream settings learned what they knew on the job. And that spoke volumes to me. And justifies the fact for this 1 hour you're spending today and your plan for increasing your skill set and knowledge in the field so you're the best teacher of the deaf in the mainstream that you can be. Your 1 hour of time today will provide you with resources that will help move you toward increased development of you're skill set and background knowledge. There's a shift in the educational planning. Teachers of the deaf and hard of



hearing need to redefine the work that we do. We need to redefine the nature of our work in the general education arena. This is what we are seeing. This is what the research is showing us now. The teachers of the deaf are doing less direct instruction whereas in the past we were in classrooms, we were in resource rooms, self-contained rooms, and we were responsible for doing all the direct instruction. What we are doing today is more consultation and collaboration. Secondly today teachers of the deaf have caseloads that can span several schools within one or more school districts and look at what we were doing even ten years ago, we may have had one teacher in a school having a resource room and come in different parts of their day. Maybe teacher would move to the high school setting to the elementary school setting where now the service the children are receiving may be more consultation and itinerant teacher of the deaf is providing those services anywhere to two to five or six school districts, and lastly the knowledge and skill base for new technology and array of support services needs to be extensive. And I can't impress enough. We have a responsibility when we are going into those general education classrooms. We are the specialist. We are the curriculum specialist and have a responsibility if we don't have the knowledge and skill base for the new technology that we quickly identify those resources that will lead us to

that and hopefully today this will give you a great start in that direction. You have come to right place today, access. It is every child's right to have access to the curriculum, and you will hear me repeat that over and over again today because I firmly believe that as teachers of the deaf if we do everything that we possibly can within that general ed curriculum, within that school setting, with all the team members that child will be assured access and access then promotes involvement in the school setting with peers, and academic progress unfolds. And it is a circle that access provides involvement and progress and we are looking at this from either the preschool level, kindergarten level, all through high school. The goal is not to place children with cochlear implants in regular classrooms at all costs but to choose an environment where a child has adequate -- adequate support system in place to ensure that they are developing cognitively, academically, socially, emotionally and communicatively. We will look at the ten roles in my first or second slide I identified and we are going to go through each one of these roles, and as I said earlier, I'm sure you could add through this to my research these ten roles seemed to come up over and over again to be that major roles that a teacher of the deaf is assuming as they are moving into school mainstream settings. However, you maybe in a district that you're doing something else according

to the need of the child's IEP, so I would encourage you if you feel strongly that there are some other roles that you're playing to e-mail me and I'm happy for later dates to add that to a slide, but we are looking at again just a quick review. A liaison, collaborator and think about what these mean. Communicator. Consultant. Diagnostician, curriculum specialist, advocate, presenter, relationship builder and time management specialist. Maybe able to put them in priority for what make the most time in your day, so interesting to see later on in later slides what teachers of the deaf and hard of hearing identified three top roles of the teacher of the deaf what is -- what takes up most of their time. So let's take a look at the first role, liaison. As teacher of the deaf working with support staff and parents and your work is key. When we were going into schools years ago you were the teacher, you managed what that child was doing that day and then you went on to the next student. Today you're a team, and it is key to view yourself as a team member. You may be driving the train of that team, but the parents, the general ed staff, the principal of the school, guidance counselor, the case manager, you're all working together and your responsibility, it is your role as teacher of the deaf to pull that together because you may be the only person on that child's team that has any background information or knowledge on hearing loss. In your really highly

encourage you to involve key professionals, making them aware of student's degree of hearing loss and its implication and effect on a child's language, speech and general academic abilities. We will talk about this again in the later slide and one of the first things in a school, do this every year, is we do an orientation, and when we do that orientation, we also ask the parent to be present because what we don't want is this child to be seen just as an ear. We view them as a child and so having that parent come in and be part of that orientation, which can be done as PowerPoint, if you want to have video, some of these general educators, professionals in the field if this is first grade may not have had a child with hearing loss before and this will be all new to them. For schools with children with hearing loss, information may not be new or some of the information may not be new. However, additional information that you're presenting is always helpful and having the degree of hearing loss identified and shared with the team is important. We also bring in some tapes of what it is like. They are called unfair spelling tests and we will have the general ed staff number, their papers, to give them an idea of the challenges, always discussing access to the curriculum as being key. Also as liaison you're monitoring the support services offering to the student, and may be only support service that they are getting and some may be getting service

from a speech and language pathologist, occupational therapist, physical therapist. May have an oral interpreter, may have captioning, tutoring, they may have a notetaker, and so as case manager of the IEP, your role as liaison is to assist in monitoring that, and sometimes you're not assisting, you are the person that's monitoring that. You're also clearly communicating to the entire staff decisions about services that are in the student's IEP, and that would include gym and music teachers, bus drivers and cafeteria workers. We have a resource at Clarke Schools that will be on a later slide that I absolutely think is great idea for schools to have on hand. In this booklet is sheet that you can print, there's a sheet for the gym teacher with guidelines, implications what they are doing in the class that could have impact on access. Sheet for music teacher, sheet for substitute teacher, one for the secretariat the main desk, and it depends on the school that you're in who would be coming to the orientation, we welcome everyone and depends on the school the child is moving into and at what level they're embracing the idea that they are having a child with the hearing loss in their program and they want to make sure that everything is in place for that child. I have been at orientations, we have done orientations where we have had just the general educator and speech-language pathologist and I have been invited to

in service where there have been 65 participants, and that's because the principal of the school, it was important to him and had cafeteria workers, office personnel, invited the bus drivers and even brought in lunch for everybody. So again depends on the school that you're in but always, always promote orientation at the beginning of the year, and again, every year following that orientation may not be as extensive, but children change, needs change, technology changes, what a child was doing in first grade, their needs may change as they are going into second and third grade and informing needs of the student even though you may interact on limited basis. It is vital the staff promotes an atmosphere of encouragement, acceptance and respect in which all students can thrive. Your next role is as collaborator or relationship builder. The teacher of the deaf should be viewed as member of the school time and sometimes this is a challenge because at any given time 1 day you could be in three different schools and you're coming -- you're coming into a program where you already have a team tease been established and a team who goes to staff meetings together, greet each other in the morning, they may have professional development days together, and you're coming in from a different organization unless you have been the -- the school district has enough with hearing loss to employ a teacher of the deaf or bring

teacher of the deaf in on staff, and so you're coming in from a different organization and depend on how you're going to build that relationship within that school is to whether you will be viewed as a member of that school team and say over the years that we have gone into general ed settings, I have gone into general ed settings, that if I'm going in with the attitude of being a collaborator, always been welcomed, included on e-mails, included on holiday gatherings, it can work and does work and we have seen it work. You want to Foster effective relationships with students, with parents, with teachers, administrators, experience success because trust has been established and I think that is key. When you establish a level of trust with a school setting, you have a much better chance at collaborating with the team. To start, promptly get started you want to get to know the principal and guidance counselor and say year-to-year from school to school those are the key people that we start with. They're welcoming us into their school, and that administrator leads the way. They set the pace for the rest of their team. Guidance counselor knows the children and their program, they know the resources, if they have been -- especially in the elementary school levels, they are invaluable resources. These professionals know the students and teachers and they can expedite the process of itinerant, getting to know

the school, getting to know the staff and getting to know the students. What you're doing is cultivating relationships with the secretary or office personnel. They are great. They are -- the secretary or office personnel are those staff members who call you when there's snow or school cancellation before you even get there to give you a heads up or to contact you to let you know that a student is absent because I'm sure many of you have gotten to a school to only find out that a student was absent and didn't show up for the day. So if you're cultivating those relationships with the secretary or office personnel, they will support you in a variety of ways. Also finding a location for space to work. Notifying the itinerant when student is absent, building relationships within a school setting is key. You're a communicator. Staying in touch with students, parents, teachers and administrators on a regular basis is very important. Having access to e-mail has been a wonderful thing. Each school system district that you go into will have different parameters that you're to work within regarding sending e-mails to parents. So it is always important to find out what their guidelines are in the schools and you can find that either from -- your principal is very busy, but sometimes it is the guidance counselor and some schools where you may not have a guidance counselor there everyday, it is a case manager, and it is the case



manager you're collaborating building that relationship with that will then give you guidelines is to how can you have as much communication with the parents and also with the teachers. And keep the team abreast of how you're supporting the general academic curriculum, how you're making recommendations and suggestions to improve accessibility for the students in the classroom and what the necessary follow-up is. Each of you may have own method for doing that. I have worked for three different organizations in an itinerant position. One thing we always had was the ability to do reports, and they weren't daily reports. Some school districts ask that we do it weekly, some districts ask that we do it monthly, that we would just do a form, and it was a great way as a diagnostician to have data on hand. We would do a form what the goal was of the children -- what the goal was of the child, what was occurring and what you were doing and to have something accessible for the teacher, the general education teacher. What are you -- what is a child working on this week? What are some of the things that you might like me to work on in the classroom. You want to keep the level of communication open. That should not be a mystery. What you're doing should not be a mystery to anyone on the team, not general educator, not the parent and especially not the child and as children get a little bit older, they can

participate. Our itinerants working with older children will often ask them, so what are you working on this week? What would you like me to focus on? As communicator and I touched on this a little bit, you may choose to work in communication journals, this year at Clark we developed a blog. Again, my recommendation is to be working through your districts to work within the parameters of their requirements. Monthly forms and for our monthly forms what we will do before we send them out to anyone is that we will -- go either to the case manager or guidance counselor. Again, you want to make sure in your relationship building that you're following the guidelines that the school is requiring. If e-mail and texting is allowed -- allow the ongoing communication with the staff and parents, that's another venue that you can choose. Meeting in person and talking via the phone to communicate to family and staff, sometimes e-mails can be limiting and from experience intent of e-mail can sometimes be misinterpreted, and with that being said, time management specialist, how do you find time to meet to stop in the hall and talk to parent and talk to teacher and mostly the general educator and a little bit later on I will identify some ways for you, but if there's any way that you can incorporate into your schedules, even if 15 minutes of consultation that you can meet in person with that general educator or pick up the phone

and call that again is less limiting. Communication fosters relationships. If you have a lot to do, you would love to just run in, get your work done and run back out. You're not going to develop a relationship, and we keep in mind that the child is key and at the certain of this and everything we do to promote access to the curriculum left-hand dependent on us and how we move the team forward. As consulter and presenter you will be planning an orientation and if at all possible include the parent and when we contact the school to say we are doing an orientation, right there we say to the school we would like to invite the parent, something that we do because they are part of the team. Attend all the IEP and 504 meetings. Do the best that you can do to be at these meetings. You are the specialist. You're knowledgeable and have the skill set of hearing loss and how hearing loss impacts access to the curriculum. You want to provide up-to-date information on hearing loss and potential impact on access to spoken and written language. You want to recommend and justify potential modifications to the curriculum and that is something that's learned, and I have to say when we do a first orientation and talk about modifications, we talk about quiet in the classroom, we talk about leaving a classroom door open, background noise, possibly a teacher teaching with their back toward a window so sunlight shining in on the children's eyes. Challenges

that a child with a cochlear implant might experience, use of FM system in the classroom, it all starts to make sense to general educators and what I often see is general educators strategies making at orientations actually support children and their classroom who don't have a hearing loss and justify the necessary support services. The bottom line is this is your area of expertise. You know why there has to be -- classroom has to be acoustically managed but a general educator may not have the understanding. Itinerant support teachers of students of hearing loss and able to maximize the learning potential right alongside their peers. You're a diagnostician. You're providing assistance in curricular and academic areas. Students struggling and developing language competency via data collection on authentic language samples. Maximizing auditory skills by evaluating the student's current level of functioning and their accessibility in the environment. You will see the word over and over again, accessibility. You're pre-teaching vocabulary and language of the curriculum. You may be gaining that information from a sheet that you have begin to the teacher, that you have developed with the general educator, providing follow-up processing for review of content. Promoting self-advocacy. You may be with the child once a week as itinerant teacher of the deaf, may be seeing twice a week on consultation, so it is

important that that child learn how to develop self-advocacy skills. If they have a dead battery, if teacher has classroom door open and having difficulty hearing because children are moving back and forth to class, as children get older, they have a little bit of a challenge with self-advocacy skills because they don't want to be pointed out as having anything different than themselves and suggest in fifth and sixth grade, moving into the middle schools is the student and teacher develop a Cueing system where they cue meaning they put finger up to let the teacher know I can't hear you, can you repeat that, raise the hand and teacher doesn't have to call on them and that's the teacher's cue I need to repeat that for clarification. Teaching pragmatic skills, turn-taking in a classroom. If you're having a child come from self-contained class in preschool into kindergarten, classroom of eight children to classroom of 15 to 18 children, so turn-taking may not be something, although work in smaller classroom when getting in larger classroom and what are the pragmatics. Another great thing that works in the lower grades is -- but if I challenge you and commend you if you would like to try an orientation in middle or high school, but to have children develop an understanding of hearing loss we are asked to do in services for first and second graders and we go in and explain hearing loss and we engage the child with the hearing loss to be part

of the orientation. I will backtrack and say I learned from one of the students that they decided she didn't want us to do her in service and many middle school and she decided to do her own in service and PowerPoint and I went to the IEP meeting feeling a little left-out but she is a great self-advocate and felt a little left out and we do wonderful in services and she did her own and principal at the IEP said it was one of the best in services they ever operated in, truly understood what her needs were because she told them firsthand.

Teacher of the deaf monitoring use of personal amplification and classroom FM systems. And these situations you may not have the skill set and expertise and may want to engage other professionals, for instance, audiologist or the child's audiologist to assist you with this. You're continually as teacher of the deaf assessing and evaluating the student's progress, and through diagnostic intervention you're modifying the program when needed. If we keep in mind that children change and that means their needs may change and difficult to go into IEP meeting and we need to increase service because Mary is just not progressing at rate she should without having the data to support what you're saying. So as a diagnostician, you want to continue to collect your data and bring that data to your IEP meetings. Your curriculum specialist, you're certified, preferably experienced teacher of the death

and expertise on hearing loss and effects on learning process, assuring any challenge the student is facing are noticed and addressed immediately. You're present -- the presence of a teacher in deaf in a student's program helps put the student, the parent, the classroom teacher and other children at ease so they can all focus on what is important and that's growing and learning together. Students for deaf and hard of hearing can be in classrooms and each student receives the personalized support they need to receive, and that's not going to happen if they don't have a specialist there is in hearing loss. You're an advocate. You're creating an atmosphere that's conducive to mainstreaming. You're creating an atmosphere that allows access to the curriculum and may be developing a lesson on hearing loss to educate and prepare students. You may be monitoring the use of technology and providing ongoing educational support to the staff. You may be reviewing situations that provide a challenge to a student who has a hearing loss. That is your area of expertise. You're educating staff about accommodations on IEP. Sometimes when IEP's are written and everybody walks away with that, we don't want a general ed staff team to believe that that's your job of the teacher of the deaf. It is a team effort to move this child with this IEP, but that's your area of expertise, so in the observation you may see

that maybe an FM system isn't being utilized or that clarification strategies aren't being utilized, and those are areas where you are meeting with the teacher and if you have already established that level of trust and collaboration, it is not going to be as much of a challenge as if you never see the teacher, never talk to the teacher, and now going in and making recommendations. You're a time management specialist. This I think is my favorite because it is a challenge. Recommendation to start with the student and highest level of service and give consideration of distance between schools. If possible schedule students that are in close proximity to each other and avoid backtracking. And those of you that are more seasoned but coming in the first five years it is a challenge to develop schedules, and added challenges that request are made by classroom teachers to see a student before or after school. This becomes a concern of mine because at times you may have a teacher saying the only time that's good is 2:00 in the afternoon. Well, in a situation like that, do we really feel it is beneficial for a child at the end of the day? It is really hard work to listen, and if they have been listening for seven hours and asking them for the 8-hour to work with the hearing therapist whose focusing on areas of need, that's not going to work so that's a concern and something that you want to think about. The other



thing you want to think about is how many times during the day is that child being pulled out of class? You want to be forthright with parents and teachers about request for specific times that may not be feasible. If a child is being pulled out of classroom, how much time do they have in the regular ed curriculum, they are missing time, and also you just may not be able to make it at a certain time of the day, but again, if you have established those relationships, you have a better opportunity for collaboration. Challenges are going to occur and you want to be prepared. If you're approached by teacher -- administrator on way to the next student, you can address questions as quickly as possible. If you're running late, it is best to be up front and say, I really -- your questions are really important to me, I -- going to my next school, let me put those questions down, cochlear implant get back to you tomorrow. Policy at Clark that we get back to phone call or e-mail within 24 hours, and even if you can't find time in your schedule for a call within the 24 hours, you can always acknowledge someone's request by sending an e-mail and just saying can you give me some times that work for you in the next week. A well designed schedule goes a long way toward helping itinerant teacher use time effectively. So what we are looking at, there's a few challenges, we have gone through the roles, and I'm conscience of my time. One of the

challenges, how do you identify the need for additional support in the classroom? So what we talked about today is you're a diagnostician. You are keeping notes on things that you're doing during therapy and regular monitoring how child doing in the classroom and audiologist of the classroom is great way to identify additional support that may be needed in the classroom.

Second challenge and enable students with hearing loss to maximize the learning potential alongside the peers and in order to do that, I have prioritized three areas or items. Number one. In order for the student for the hearing loss to maximize the learning potential alongside their peers, they need to be able to be in a good acoustical environment and have access. You want to maximize the auditory skills, monitor the use of their personal amplification and classroom FM systems, best practices, listening checks first thing in the morning when they come in and throughout the day to do another listening check and check the FM system.

Accessibility is key. And promotes self-advocacy. You're not with the child during the whole school day, so you want to -- may be necessary to put the development of self-advocacy as IEP goal because through your monitoring you observe the child is not comfortable of raising their hand or asking for assistance or clarification. Itinerant teacher of the deaf provides teaching to the staff in the scope of practice. We want

to be careful because many times we are in the school with the child with the hearing loss, sometimes we are asked other questions that are not within the cope of practice and need to recognize that and identify that and be able to say to that team, let me bring this back to my supervisor, let me bring this back to principal or guidance counselor and I will get back to you with an answer. It may not be within your scope or practice, might want to have a consultation with speech and language pathologist, comprehensive rehabilitation services for auditory and vestibular related impairments and consultation with the OT, how can services be determined on individual basis. Do pullout sessions on an individual work. If doing an hour, 1 hour doesn't have to be all individual work. You can do pullout, do in class support, you can do classroom observations and consultation where you're not doing any direct work with the child or observing. I love doing observations because you can identify something when sitting back. Many times I have been going into classrooms and I have asked can you come in and identify things as placement of the microphone, some teachers moving around a lot, talking to the blackboard and may have the FM microphone on mute. It is a number of things that are valuable just to do observation. You can be doing small work group within the classroom and might be doing some co-instructing with the classroom teaching

with the child with the small group. How do you promote the smooth start of a school year? What should be put into place? And I'm hoping you're all yelling out orientation. School orientation is key. Might have staff members who have a child with the hearing loss that might have suggestions. Did orientation this past summer and found out gym teacher has a child with hearing loss and taught to rest of the team about the use of FM system. Challenge number six. The greatest challenge for itinerant teacher of the deaf working in the mainstream is. If I had a little bit more time I would use wait time to see what you come up with but I will move ahead. Allotment of time. Time is one of the greatest challenges for you. Challenge number seven -- there's many challenges. Challenge number seven in order to use limited time with students most effectively, what do you think itinerants should focus on? Following in order of priority, and I'm going to give that to you. Relationship building. If you don't establish a relationship with the team that you're working with, you can't move forward. You may be able to move forward in September but things start to break down. Communication, scheduling, those areas -- those three areas are priorities. I want to be able to use the last maybe five minutes to go over some resources that I hope you will find helpful. Some are from the Clarke mainstream center and other resources,

other professionals, and one of the things that we always promote to schools that we are going into and going into the mainstream news and subscription comes through Clarke the main center in Northampton, and you will see there's the website, address on the bottom, and for instance this month great article on how to use the FM system in assemblies. Who would have thought. And I know we are often asked about that. It is much more feasible to think that we can share information about how to use FM system in a classroom but when you think about 500 children in an auditorium, how do you use an FM system, this month's issue is wonderful. So as these different issues come out and there's eight issues in a subscription for the classroom, it would be recommended for school or even if you want -- are interested just as itinerant teacher of the deaf. This is the tape I referred to earlier and it is the simulated hearing loss and what's nice in this is there are excerpts from reading materials at grade one level, great four, great eight and high school. If you're working with a team, first grade team, you can select a mild moderate severe profound loss of reading and first grade, and then there's also a section where it presents speech at 1 foot or 12 feet. Again at the orientation these different resources speak volumes.

Self-advocacy if you're at a loss when developing goals for the child in the general education program and you

need to develop some goals or to remote -- help the child promote their own self-advocacy, this is a great resource. This is the book I was referring to where each sheet identifies a different person in the curriculum. Tips. Another resource. Karen Anderson, I would highly recommend to everyone the website is at the bottom. Karen Anderson's website is called Supporting Success For Children With Hearing Loss. She has some great books. She has assessments that you can use. One of -- this gives a list of all of her different resources, but one of the books that's on her website that was written by her, it provides resources that assist students in optimizing their achievement through improved access and self-advocacy, highly recommend this. We have several copies at Clark that our itinerants use. Supporting success for children in the mainstream. Again, social inclusion. We can be the greatest curriculum specialist, but if we don't help -- again, if we don't support those children in the mainstream with development of the pragmatic skills, social skills, friendships are key. Friendships are important. This is a wonderful resource. We also have the Alexander Graham Bell Association website and you will see that at the bottom of the screen. Resources here for parents, professionals. There's also a great -- something that you can access called support

itinerant teachers on the website and there's a FaceBook page. This is a 1 hour parent advocacy training course, it is a free online course through AGBell and helps parents and educators build knowledge and confidence as it becomes advocates for the children and if you have an hour one evening, look into that. It is 3:57. I'm staying on track the best that I can. Good luck to all of you. I'm so excited for all of you that you're here. This is not a quote from me. This is from the AGBell Association, but if you make the classroom accessible to a student with hearing loss, you will not only provide this child with more enriching education but by fostering atmosphere of openness, acceptance and sensitivity to others, you will be creating a better place for all children to learn. You will have a winning school year what's remaining and moving into next year, good luck to all of you. Hopefully I will be invited back again, and there's a lot more work to do. Thank you, Cathy.

>> Cathy: Thank you, Judy. That was a fantastic presentation. There are a couple questions that are coming in.

>> Judy: Yes. Allison asked where the sheets you're mentioning. Allison, we have developed and designed our own sheets, and we use what works for us so you could sit down yourself if you have a team, if there's other teachers of the deaf that you're working with in the mainstream, you can develop these according to your

own needs, so they are just things that we have designed ourselves, and we use those sheets -- each year we revisit them to see how can we make changes? Well, Mary asked how do you get psychologists our counselors to understand the performance of checking with you prior to the schedule IEP meetings? We are spread very thinly and others are not told about meetings. Mary, that's a great question. Itinerant teacher of the deaf you want to make yourself visible. It takes extra time on your part. If it is just taking an e-mail, what we do -- what I do in my position as director and itinerant -- I will send things to our itinerants and say this is something great to share with your district, and don't do it once or twice a semester. Might send something out twice a month. Sometimes it is week-to-week, and administrators or counselor will get back to me and say, thanks for that handout. That was really interesting. You want to be as visible as possible, even if it is not in person, this is area of expertise, listening to challenges and go into a school to find out gee, this is having a lot of challenges with noise on the floor and with chairs and only know this because this happened last month. I have something come across my desk. Little inserts -- not inserts but bottoms for the chairs, and I took that and sent it right to the school counselor, and she said this is great, I never knew these existed. So again, if you can't be in the



building, make sure they know who you are, send things, send things of interest. Let's see. To you use a recommended checklist for classroom observations? Absolutely. Diagnostician collecting data. There's several out there. Karen Anderson on the website, you can access that, and also one that we use, it is called a mainstream readiness checklist, called mark-off, so you can -- I would say first start with Karen Anderson's website and number of checklist with resources, and put that in the Google tool bar and you have my e-mail, I can provide you with other ideas there. If you go on the Cochlear website there are educational resources there, and highly encourage you to access that. Cathy, I will wait for you to tell me when to stop talking. I'm conscience of everyone's time. Nina asked if there's a PowerPoint for her to print and I believe, Nina, early on, down on the left-hand side of the screen, Cathy, they can print the PowerPoint?

>> Cathy: Yes, in the file share box, select itinerant teacher -- I'm sorry. Starts with an itinerant. It is the handout to that file and save to the computer. If you have trouble with it, e-mail me at [HOPE@cochlear.com](mailto:HOPE@cochlear.com) and make sure I will get you the copy.

>> Judy: Sherry asks about being pulled out too many times and rollout and push in class support and service. Let me say again a great question, you're IEP is driving this train so as -- when you're at your IEP meeting and

developing that IEP, that team determines the level of service and the frequency of service. So once that's determined so if -- if it is determined that a child's IEP meeting that they should be receiving 30 minutes of push in and 15 minutes of pullout and 15 minutes of consult, it is during that time that you would meet -- follow-up with the classroom teacher and say I will be pulling this child out of your classroom for 30 minutes. Here are some of the things -- here are some of their goals I would like to be able to work with you on getting language and vocabulary of the curriculum, what they're working on -- what you're working on in class to support that and pre-teach that information.

Sometimes you will go in and the teacher will hand you a sheet to say Mary didn't do very good on this, so it can be preplanned or it can be something that you show up for the day and need to be going over that language and vocabulary. Thank you, Marcia, you're welcome.

This topic is critical along with supporting sufficient support services and specifically in the training of listening and spoken language. What we know, Marcia, more and more children, the increase -- I would say last five years of children in general education with cochlear implants is increasing and general education programs are at a challenge and we want to make sure that those professionals with the skill set in background knowledge of working with children are in those

classrooms. If a child is using listening and spoken language, we want to make sure the professional working with that child whose implanted has the skill set. Child whose implanted using sign, we want to make sure the teacher of the deaf has the skill set, so that's a great point, Nancy. Karen, IDEA, mandated paperwork and meeting schedule is challenging.

Trying to move down. Again, Karen, that is correct.

These are important -- these are the times when it is important to meet with your supervisor to sit down.

You want to try and have in your schedule some planning time, whether it is once a week or every other week, and those are the times where you're collecting your data but your -- whether you're doing it on an online system or you're making your phone calls that should really have some time incorporated into your weekly schedules to do this -- these mandated paperwork. I was just at a -- participated in a team meeting of key stakeholders in one of the states surrounding Pennsylvania, and that came up.

Teachers need to have time incorporated into their schedules. Let's see. Go to the next question. Kelly, what do you do as far as social aspect of student with friends when hearing impaired student is socially delayed and students do not want to be with the student? Kelly, this is where we would work with the -- start with the guidance counselor, and actually

what we to is going into this, if this is a new student, we want to collect data, so you want to start with observation consultation. I go back to where I'm saying, you don't want the show up IEP meeting this child needs this without the data supporting that request or suggestion of development of a goal. Once you have gone in and you have collected some at a time on what you're seeing, whether it is in the classroom, outside on the playground, then I would say bring that to the case manager and the guidance counselor. We don't want to assume that what we are seeing is always related to the hearing loss. Megan, can't find the e-mail in the PowerPoint. Cathy, I guess it is okay to say that you can go on the Clarke Schools for Hearing and Speech website and find me there. Michelle, do we have resources that can help decipher learning disabilities and hearing loss? Again, access Karen Anderson's website and e-mail me and we can talk a little bit more about that. I think I'm going backwards on these. Marcia. Okay. We answered Marcia's question. Anne always asked why the speech therapist can't do the job in the teacher of the deaf and tough economic times teachers are starting to use the SLP for teacher of the deaf. How do you answer that? Great question. I love this question. Teachers of the deaf and SLP's have different skill sets. At times the waters are a little muddied. However, their skill sets are

different. Your teacher of the deaf's expertise is in curriculum and instruction and, therefore, if a child who is deaf or hard of hearing with a cochlear implant is in that curriculum mainstream, then that teacher of the deaf whose area of expertise in specialty is in curriculum is the person that should be in that classroom. And Pam says create -- I'm not sure -- was it a question? Pam, do you create 1 day a month that you do not see students, usually do in the evening. No, Pam, what I'm saying is that it depends on what your organization -- what you can work out with your own organization who has -- whose contracting with the school district. The best case scenario would have an afternoon a week to be able to come back to an office or common area and to complete your paperwork, but again, I can't dictate that to you with recommendations. That is the best because if you wait once a month -- already forgotten what the impact of the lesson was three weeks ago. When I refer to the once a month, our therapists are documenting every time they are seeing that student, it is at the end of the month that they take that documentation and put it into a report, but all through that month they're actively working with the teacher. Sherry asks what's your e-mail? Jsexton@clarke schools.org. Clarke has E, schools has S. Would you share approximate case load? I will do one more question, Cathy. Caseloads for

teachers of the Deaf are dependent on location of your students. How spread out they are and also whether you're seeing them for consultation, direct instruction or indirect. So you could have 13 children on a case load but you could have somebody consultation once a month, or you could have eight. One year I had eight children but I was driving 100 miles a day, so that's a tough question. If you're a good time manager, I had say sit down with another therapist and we have these big -- one of the therapists came up with this strategy that she just has a big, big whiteboard sheet of paper, and she moves things around, and then we all sit with her and say why don't you try this, try that, sometimes it is helpful to be working with someone else. Okay, Cathy, I got it. Thank you so much, everyone, and I look forward to your e-mails.

>> Cathy: Excellent questions, I appreciate, Judy, you spent the extra time over our presentation hour for the questions. Now, up on the screen you have I have two -- I have information about two upcoming Hope Online sessions. You can find information about these at the Cochlear website or at [audiology.com](http://audiology.com) and hope that you all look at what we are offering and sign up so that I can see you again at the next online event. The session today is offered for continuing education credit

through Audiology Online and need to find that information and details for obtaining credit from the Audiology Online website. If you would like a certificate for today, then complete the HOPE feedback form in the file share box in the lower left-hand corner, and I did add Judy's e-mail so you have access to her e-mail as well as the hope e-mail to ask questions. You're welcome to copy your feedback form to Judy so she can continue to -- continue the dialogue on this very important topic. Now, I am going to close out the session here, and I appreciate that all of you have joined us today, and I look forward to seeing you at our next event.

We are going to launch a few policies. If you joined it late, you can answer the polls. If you are reviewing as recorded session, take the time to answer the polls so that we can learn more about you joining -- or accessing these on demand courses.. We are shutting down the course now.

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