

5.04 Special Education Specialist: Deaf/Hard-of-Hearing (Ages Birth-21)

To be endorsed as a special education specialist: deaf/hard-of-hearing, an applicant shall hold an earned master's or higher degree in special education: deaf/hard-of-hearing or its equivalent – as determined by the Department of Education – from an accepted institution of higher education; have completed an approved program for the preparation of special education specialists: deaf/hard of hearing including prescribed field experience requirements; and have demonstrated the competencies specified below:

- 5.04(1) The special education specialist: deaf/hard-of-hearing is knowledgeable about the philosophical, historical and legal foundations of special education and is able to articulate and incorporate into planning for students:
- 5.04(1)(a) current definitions of students with hearing loss including terminology, identification criteria, labeling issues and current incidence and prevalence figures.
 - 5.04(1)(b) models, theories and appropriate philosophies that provide the basis for educational practice relevant to students who are deaf or hard-of-hearing.
 - 5.04(1)(c) variations in beliefs, traditions and values across cultures and within society, and the effect of the relationships between children who are deaf or hard-of-hearing, their families, schools and communities, and can:
 - 5.04(1)(c)(i) identify resources, model programs, organizations, agencies, research centers and technology that can be of assistance in working with students who are deaf or hard-of-hearing;
 - 5.04(1)(c)(ii) apply understanding of proven theory, of philosophy and of models of effective practice to the education of students who are deaf or hard-of-hearing; and
 - 5.04(1)(c)(iii) articulate the pros and cons of current issues and trends in special education and in educating students who are deaf or hard-of-hearing.
- 5.04(2) The special education specialist: deaf/hard-of-hearing is knowledgeable about factors that impact the learning of students who are deaf or hard-of-hearing and is able to articulate and incorporate into planning for these students:
- 5.04(2)(a) relevant elements of learning necessary for enhancement of cognitive, emotional and social development.
 - 5.04(2)(b) proven and effective research on communication, socialization and cognition.
 - 5.04(2)(c) cultural dimensions of being deaf or hard-of-hearing.
 - 5.04(2)(d) the specific impact of various etiologies of hearing loss on the sensory, motor and/or learning capability.
 - 5.04(2)(e) knowledge of the effect of family involvement, onset of hearing loss, age of identification, amplification and provision of services.
 - 5.04(2)(f) knowledge of the impact of early and ongoing comprehensible communication.
 - 5.04(2)(g) the effect of sensory input, including both incidental communication and experiences, on the development of language and cognition.

- 5.04(3) The special education specialist: deaf/hard-of-hearing is knowledgeable about and is able to:
- 5.04(3)(a) demonstrate effective communication strategies to students who are deaf or hard-of-hearing.
 - 5.04(3)(b) describe how to make incidental learning opportunities accessible.
 - 5.04(3)(c) articulate the interrelationship between communication, socialization and cognition.
- 5.04(4) The special education specialist: deaf/hard-of-hearing is knowledgeable about the assessment, effective teaching, service and special services provision and the evaluation of students who are deaf or hard-of-hearing, and is able to:
- 5.04(4)(a) implement formal and informal assessment procedures for eligibility, placement and program planning.
 - 5.04(4)(b) articulate legal provisions, regulations and guidelines regarding unbiased diagnostic assessment(s) and the use of instructional assessment measures.
 - 5.04(4)(c) incorporate into planning the specifics of policies regarding referral and placement procedures.
 - 5.04(4)(d) demonstrate amplification system's parts and articulate function, benefits and limitations of options in group and personal amplification.
 - 5.04(4)(e) administer assessment procedures and instruments for students who are deaf or hard-of-hearing and those with additional disabilities, and utilize appropriate assessment tools and informal assessment and evaluation procedures, utilizing natural/heritage/preferred language.
 - 5.04(4)(f) use assessment data in making informed instructional decisions and for planning individual programs that result in appropriate service delivery and intervention for students who are deaf or hard-of-hearing.
 - 5.04(4)(g) troubleshoot amplification problems and explain the parts and functions of group and personal amplification.
 - 5.04(4)(h) develop and implement effective communication plans.
 - 5.04(4)(i) plan an educational program to address the needs of students who are deaf or hard-of-hearing and who may have additional disabilities or conditions that impact learning.
- 5.04(5) The special education specialist: deaf/hard-of-hearing is knowledgeable about content standards and practice and is able to:
- 5.04(5)(a) identify and utilize specialized instructional materials relevant to specific student need and content standards.
 - 5.04(5)(b) incorporate into planning information related but not limited to the syntactic, semantic use of American Sign Language (ASL) and English.
 - 5.04(5)(c) incorporate into planning information related to languages and systems used to communicate with individuals who are deaf or hard-of-hearing.

- 5.04(5)(d) articulate normal speech development and characteristics of speech development for deaf or hard-of-hearing students.
- 5.04(5)(e) implement assessment procedures and curricula designed for:
 - 5.04(5)(e)(i) the speech development of students who are deaf or hard-of-hearing and those who may have additional disabilities;
 - 5.04(5)(e)(ii) ASL and English language development;
 - 5.04(5)(e)(iii) stimulating the utilization of residual hearing;
 - 5.04(5)(e)(iv) strategies/techniques related to the promotion of reading development; and
 - 5.04(5)(e)(v) written language development.
- 5.04(5)(f) design and implement strategies and techniques for positively affecting the speech development of students who are deaf or hard-of-hearing.
- 5.04(5)(g) design and implement strategies/techniques to effectively instruct students about ASL and English language development.
- 5.04(5)(h) design and implement strategies/techniques for the stimulation and utilization of residual hearing.
- 5.04(5)(i) address in planning ways to facilitate cultural identity, linguistic, academic, cognitive, physical and social-emotional development.
- 5.04(5)(j) plan effective multi-level lessons.
- 5.04(5)(k) incorporate proven and effective research-supported instructional strategies and practices.
- 5.04(5)(l) implement strategies and procedures that effectively facilitate the deaf or hard-of-hearing student's transition to new settings and to meeting life challenges.
- 5.04(5)(m) communicate with advanced proficiency in relevant language(s) (English, ASL) and/or sign systems.
- 5.04(5)(n) select, modify, design, produce and utilize specialized and appropriate media, instructional materials, resources and technology.
- 5.04(5)(o) infuse communication skills into academic areas.
- 5.04(5)(p) apply appropriate and effective first- and second-language teaching strategies to meet student need.
- 5.04(5)(q) promote and encourage speech development; ASL and English language development; the utilization of residual hearing; reading and written language development to students who are deaf or hard-of-hearing.
- 5.04(5)(r) implement multi-level lessons for students who are deaf or hard-of-hearing.
- 5.04(5)(s) develop effective transition plan for students who are deaf or hard-of-hearing.

- 5.04(6) The special education specialist: deaf/hard-of-hearing is knowledgeable about the learning environment and is able to:
- 5.04(6)(a) demonstrate the adaptations needed within a variety of learning environments and within the community for students who are deaf or hard-of-hearing.
 - 5.04(6)(b) manage assistive devices appropriate for students who are deaf or hard-of-hearing.
 - 5.04(6)(c) select, implement and evaluate effective classroom management strategies.
 - 5.04(6)(d) adapt learning environments to effectively meet needs of students who are deaf or hard-of-hearing and those who may have additional disabilities or special needs.
 - 5.04(6)(e) plan and effectively implement instruction for students who are deaf or hard-of-hearing and those with additional disabilities or special needs.
- 5.04(7) The special education specialist: deaf/hard-of-hearing is knowledgeable about promoting student social interaction and independence and is able to:
- 5.04(7)(a) demonstrate processes for establishing ongoing interactions of students who are deaf or hard-of-hearing with peers and role models who are deaf, hard-of-hearing or hearing.
 - 5.04(7)(b) provide opportunities for interaction with communities of individuals who are deaf, hard-of-hearing or hearing on the local, state and national levels.
 - 5.04(7)(c) provide students with a wide variety of communication strategies which allow effective interaction with people and in places, situations and organizations within the community.
 - 5.04(7)(d) implement strategies for teaching appropriate social skills and behavior in a variety of situations to students who are deaf or hard-of-hearing.
 - 5.04(7)(e) provide appropriate methods of effective self-advocacy to students who are deaf or hard-of-hearing.
 - 5.04(7)(f) articulate social/emotional/psychological developmental and social/emotional issues related to students who are deaf or hard-of-hearing.
 - 5.04(7)(g) promote independence and responsibility to students who are deaf or hard-of-hearing.
 - 5.04(7)(h) effectively teach students who are deaf or hard-of-hearing:
 - 5.04(7)(h)(i) how to use support personnel and contact resources appropriately and effectively;
 - 5.04(7)(h)(ii) how to be self-advocates;
 - 5.04(7)(h)(iii) how to be independent and take responsibility for their own actions;
 - 5.04(7)(h)(iv) about legal procedures, their rights and how to take appropriate action;
 - 5.04(7)(h)(v) to express emotions appropriately; and
 - 5.04(7)(h)(vi) how to use a wide variety of assistive devices.

- 5.04(8) The special education specialist: deaf/hard-of-hearing is knowledgeable about communication and collaborative partnerships and is able to:
- 5.04(8)(a) provide a wide variety of resources to family members and professionals who are deaf or hard-of-hearing; to assist them in dealing with educational concerns and options, utilizing relevant available services and determining appropriate communication modes; and to identify cultural and community opportunities for students who are deaf or hard-of-hearing.
 - 5.04(8)(b) identify and articulate appropriate roles and responsibilities of educators and support personnel including, but not limited to, interpreters, note-takers and paraprofessionals in the delivery of education and education-related activities and programs to students who are deaf or hard-of-hearing.
 - 5.04(8)(c) articulate the effects of communication on the development of family relationships and strategies to facilitate communication in families with children who are deaf or hard-of-hearing.
 - 5.04(8)(d) articulate appropriate strategies to promote partnerships and to overcome barriers between families and professionals to effectively meet the needs of students who are deaf or hard-of-hearing.
 - 5.04(8)(e) articulate to families and professionals the educational options, communication modes/philosophies, services, cultural issues and community resources available for children who are deaf or hard-of-hearing.
 - 5.04(8)(f) facilitate communication between the child who is deaf and his or her family and/or other caregivers when, and as, appropriate.
 - 5.04(8)(g) facilitate/oversee coordination of and supervise support personnel including but not limited to interpreters, note-takers and paraprofessionals, to meet the needs of students who are deaf or hard-of-hearing.
 - 5.04(8)(h) use collaborative strategies and effective communication skills with individuals who are deaf or hard-of-hearing, parents, school and community personnel in various learning environments.
 - 5.04(8)(i) advocate for meeting the social-emotional, educational and communication needs of students who are deaf or hard-of-hearing in a wide variety of settings.
- 5.04(9) The special education specialist: deaf/hard-of-hearing is knowledgeable about professionalism and ethical practice and is able to:
- 5.04(9)(a) acquire the additional knowledge and skills necessary to effectively educate students who are deaf or hard-of-hearing and to work successfully with their families, other professionals and interested stakeholders.
 - 5.04(9)(b) participate in relevant professional and other organizations and remain current regarding publications and journals relevant to the field of educating students who are deaf or hard-of-hearing.
 - 5.04(9)(c) self-assess, design and implement an ongoing professional development plan relevant to being an effective educator of students who are deaf and hard-of-hearing.