

**Services for Students Who Are Deaf or Hard of Hearing  
In Missouri**

**A Study Commissioned by the Department of Elementary and Secondary Education  
Division of Special Education**

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## ***INTRODUCTION***

The Department of Elementary and Secondary Education (DESE), Division of Special Education commissioned a study regarding services for children who are Deaf or Hard of Hearing in Missouri. The study was designed to elicit information from key stakeholder groups throughout the state regarding the following major research questions:

1. What are the most critical skills needed by students who are Deaf or Hard of Hearing (D/HOH) to achieve successful educational and adult outcomes?
2. What would be the best way to support students to learn these skills? Or, how can Missouri School of the Deaf (MSD) assist local agencies to ensure that all D/HOH students learn these skills?
3. Which of the critical services and supports is not being adequately provided by local education agencies (LEAs) or MSD at the current time? Should MSD provide summer sessions or short term specialized training courses that focus on skills for students enrolled in local school districts? Specialized training for teachers?
4. What changes need to be made (e.g., training, policies, roles, funding streams, etc.) for MSD and LEAs to more effectively meet the needs of students who are D/HOH?
5. What would be the most effective way to utilize current (and possibly future) Outreach Staff from MSD? Is there a need for new services from MSD?

The DESE Request for Proposal specified that data should be collected from a variety of sources to respond to these queries. Specifically, DESE anticipated that a series of Focus Groups and surveys be conducted with students, parents, general education and special education teachers, local school district administrators of special education services, and recent graduates of school programs.

## ***DESIGN OF THE STUDY***

This study was designed to obtain data from multiple sources to address the research questions posed by DESE. The initial source of data was elicited from focus groups conducted with students who were Deaf or Hard of Hearing, their parents, general education and special education teaching staff, administrative staff in local school districts, and other interested parties in the Blue Springs R-IV School District, Fulton - Missouri School for the Deaf, Springfield R-12 School District, and the Francis Howell R-III School District.

The second source of data came from school districts that identified five or more students as deaf or hard of hearing on their December 1 Child Count. Data from the focus groups were used by the Investigator to design questionnaires to be used with students, educators and parents. The proposed questionnaires were provided to DESE for review, comment and approval. Surveys were mailed to school districts that identified five or more students as Deaf or Hard of Hearing on the December 1 Child Count. School administrators were asked to disseminate and collect surveys and return them. Responses were received from 176 high school and middle school students, 92 educators, and 105 parents of students who are Deaf or Hard of Hearing.

A third set of data came from a review of contemporary research and policy statements regarding the education of the Deaf or Hard of Hearing. Publications included Meeting the Needs of Students who Are Deaf or Hard of Hearing: Educational Service Guidelines (2006) prepared by the National Association of State Directors of Special Education, and, The National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students (2005), a national study conducted by a coalition of national organizations dedicated to the improvement of educational services and results for students who are Deaf or Hard of Hearing. Coalition members included Gallaudet School for the Deaf, National Deaf Education Project, the Texas and New Jersey Schools for the Deaf working in partnership with an Advisory Committee composed of representatives from the Alexander Graham Bell Association for the Deaf, Association of College Educators-Deaf and Hard of Hearing, Conference of Educational Administrators of Schools and Programs for the Deaf, Council of Exceptional Children, State Departments of Education and Local School Districts, and the National Association for the Deaf.

Information from the National Agenda informed the development of questions for the written questionnaires submitted to school districts throughout the state.

A fourth source of data was a review of the current service delivery models for the education of children who are Deaf or Hard of Hearing available in states recognized for leadership in the field of deaf education - - Texas School for the Deaf and the Texas Education Office for Deafness, New Jersey State School for the Deaf, Florida School for the Deaf, Colorado School for the Deaf and Blind, and the California School for the Deaf-Riverside and Fremont. Data from these schools focused on contemporary outreach services provided by state schools for the deaf for students being educated in the local school districts.

### ***Results of the Study***

The initial goals of the study were to identify critical skills needed by students who are Deaf or Hard of Hearing to succeed academically and in adult outcomes. A review of the National Agenda and data from focus groups conducted with students who are Deaf or Hard of Hearing, their parents, educators of the deaf, related service providers, and administrators of programs and services for the deaf identified several critical skills. Critical skills included:

- |   |                                      |
|---|--------------------------------------|
| 1. Attending or Listening Skills            | 2. “Speech Reading” Skills           |
| 3. Use of Residual Hearing                  | 4. Sign Language Skills              |
| 5. Oral Speech Skills                       | 6. Reading Ability                   |
| 7. Mathematics Ability                      | 8. Written Language Ability          |
| 9. Self Advocacy                            | 10. Self Determination               |
| 11. Socialization Skills with Hearing Peers | 13. Problem Solving Skills/Conflicts |
| 14. Understanding Careers and Occupations   | 15. Career / Technical Skills        |
| 16. Leadership Skills                       |                                      |

These results were used to develop written surveys completed by middle and high school students, parents of students who are D/HOH, and educators of students who are D/HOH. Respondents were asked to rank the skills as Very Important, Important, Somewhat Important or Not Important. The surveys provided all respondents the opportunity to provide ratings with

respect to the importance of the identified critical skills and rate how well students are doing in developing those critical skills. The reader may review each of the Questionnaires in the Appendix of this report.

### Critical Skills

The results of the written survey are summarized below as percentages of the respondents who rated the skill in the reported categories. Data are reported for each skill and for each of the populations surveyed. The data are organized as: #1 = Very Important/Important, #2 = Somewhat Important and #3 Not Important

Skill	Percent of Students			Percent of Educators			Percent of Parents		
	#1	#2	#3	#1	#2	#3	#1	#2	#3
Attending	91%	8%	<1%	98%	2%	0%	98%	2%	0%
Speech Reading	89	10	<1	93	6	<1	92	7	<1
Use of Residual Hearing	86	12	2	96	4	0	91	8	<1
Sign Language Skills	79	15	6	91	8	<1	83	14	3
Oral Speech Skills	77	13	10	92	7	<1	82	13	5
Reading Ability	96	3	<1	98	2	0	97	3	0
Mathematics Ability	95	4	<1	98	2	0	96	4	0
Written Language Ability	93	6	1	98	2	0	96	4	0
Self Advocacy	92	7	1	99	1	0	95	4	1
Self Determination	93	6	1	99	1	0	92	7	1
Socialization	89	10	1	98	2	0	91	8	1
Problem Solving/Conflict	72	26	2	89	10	1	81	27	2
Understanding Careers/Jobs	91	8	1	94	6	0	91	9	0
Career Technical Skills	89	10	1	91	9	0	90	9	1
Leadership Skills	92	7	1	95	5	0	91	8	1

The data from the surveys indicated high levels of agreement regarding the importance of the critical skills identified through the focus group processes. The lower level of importance attached to some areas such as Speech Reading, Residual Hearing, Sign Language and Oral Speech Skills may be attributable to differences in the ASL verses Oral/Aural philosophies. However, even the lowest of these areas still commanded high levels of importance by over seventy five percent of the population surveyed.

The second task of the respondents was to make judgments regarding how students are doing learning the critical skills. Respondents were asked to make their ratings on a four point scale - - #1 Poorly, #2 Fairly Well, #3 Good and # 4 Very Well. The average ratings are summarized as follows:

<b>Skill</b>	<b>Students</b>	<b>Educators</b>	<b>Parents</b>
Attending	3.2	3.5	3.4
Speech Reading	3.1	3.2	3.2
Use of Residual Hearing	2.9	3.0	3.1
Sign Language Skills	3.1	2.8	2.9
Oral Speech Skills	2.9	2.8	2.9
Reading Ability	3.1	2.6	2.8
Mathematics Ability	3.0	2.7	2.8
Written Language Ability	2.9	2.3	2.7
Self Advocacy	2.7	2.9	2.8
Self Determination	2.6	3.0	3.0
Socialization	3.1	3.2	3.1
Problem Solving / Conflict	3.2	3.3	3.2
Understanding Careers / Jobs	2.8	3.1	2.9
Career Technical Education	2.7	2.9	2.8
Leadership	3.2	3.4	3.2

These data suggest that there is a relatively high level of overall satisfaction regarding the opportunities to develop the critical skills. The data indicate that very few respondents in the student, educator or parent categories rated opportunities to develop or learn critical skills as “Poor.” However, there are variances within the data and other concerns that are illustrated. For instance, oral speech or sign language skills are the two means by which Deaf or Hard of Hearing students will communicate. While both areas received relatively high ratings at approximately 2.8, neither commanded higher ratings indicating that students, educators or parents rated the areas as “Very Well.” Given that communication is vitally important to both educational achievement and positive adult outcomes, communication skills could be rated higher than they were.

Another area of concern was that of academic achievement. While student responses indicated a generally favorable rating with respect to the degree to which they are learning critical skills

such as reading, mathematics and written language, note the relatively low ratings given by educators, and, to a somewhat lesser extent, by parents. Clearly, educators' and parents' perception regarding the academic achievement of students who are deaf or hard of hearing reflect the national data regarding academic achievement among this population. The National Agenda ranks academic achievement as a primary area of concern and offers significant recommendations for improving academic achievement among this population.

The data also suggest that areas associated with Transition (Self Determination, Self Advocacy, Career and Technical Education Skills) contain relatively high numbers of ratings indicating that respondents believe that the education programs are providing opportunities to learn these skills at a level that commanded ratings of only "Fairly Well." The National Agenda reports higher than average rates of unemployment and under employment by individuals who are D/HOH, and earning power that is lower than the average for workers in this country. Given the national data regarding adults who are D/HOH and the findings in this study, transition skills are an area of needed for improvement.

#### Student Responses Regarding Learning Supports and Social Activities

Students were asked to respond to two additional questions. Students were asked to respond to "Please tell us if you feel you are receiving the right amount of help with **the** following things that help you learn." They were given the following response options - - Not Enough Help - OK, but I'd Like More - Good - Excellent.

The types of learning supports included: Teachers who Understand my Needs, Teachers who have High Expectations of Me, Use of Computers, Amplification Systems, Learning to Communicate with Oral Language, Sign Language, Learning to Read and Learning Mathematics.

Student responses were highly positive (Good and Excellent) with respect to "Teachers who Understand My Needs," "Teachers who have High Expectations of Me" and "Use of Computers". Generally positive ratings were also given to the areas of "Amplification Systems" and "Learning to Read and Learning Mathematics". The lowest ratings were given to the area of "Communication". Students often rated both sign language and oral language as "OK, But I'd Like More".

Students were also asked to indicate their interest in several social activities. On a four point scale - #1 “Not Interested” to #4 “Very Interested,” students were asked to rate opportunities to participate in:

1. Social and Sports Gatherings with other Students who are D/HOH
2. Attend Summer Camps with other Students who are D/HOH
3. Participate in Leadership Programs for the D/HOH
4. Participate in Programs to Learn More About Deaf Culture

Student responses varied considerably in this section. While not equally split, there were significant numbers of students who expressed no interest or limited interest. Similarly, there were also significant numbers who responded more positively. There were somewhat higher levels of interest expressed by high school age students in all categories queried than for middle school students.

#### Parent Responses Regarding Educational Services

Data from the focus groups and from the National Agenda were also used in the development of questions regarding the type of educational services parents viewed as important; the relative accessibility of the educational services; and, parents views regarding whether those services should be available in their local school district, on a regional basis or on a state level from the Missouri School for the Deaf.

The following educational services were rated as “Important” or “Very Important” by 90% or more of the respondents:

1. Parent / Family information and referral services
2. Sign Language programs for families
3. Parent and family support groups
4. Social networking for students
5. Early identification of auditory loss and educational needs
6. Intensive early childhood services (birth to five)
7. Development of sign language skills
8. Understanding deaf culture

9. Comprehensive mental health services for deaf or hard of hearing students with serious mental health illnesses

The following educational services were listed as Important or Very Important by at least 75% of the respondents:

1. Development of oral/aural language skills
2. Oral and aural therapy following Cochlear Implants
3. Distance learning via computer or satellite technology using sign language
4. Transition services
5. Technical and career education.

Parents were also asked to rate the relative accessibility of the educational services previously rated relative to importance. Their response options included “Poor,” “Good,” or “Very Good”. The results were mixed.

Approximately 30% of the parent responses indicated the educational services listed above were available at a high level of accessibility. Approximately 40% rated accessibility as “Good.” And approximately 30% rated accessibility as poor. The services most often identified as not readily accessible included:

1. Sign language instruction programs for families
2. Social networking for students
3. Early identification of auditory loss and educational needs
4. Oral and aural therapy following Cochlear Implants
5. Education regarding deaf culture
6. Comprehensive mental health services for deaf students with serious mental health illnesses
7. Distance learning via computer / satellite utilizing sign language

Finally, parents were also asked to identify whether the educational services should be provided locally, regionally, or at the state level (MSD). In this category parents demonstrated a good deal of consistency - - over 90% requested that the educational services be provided at the local

district or at least on a regional level. Few were interested in services that would be available only in a single location in the state such as MSD.

### Parent Ratings of Overall Satisfaction Regarding Special Education Services for their Child

Finally, parents were offered the opportunity to express their level of satisfaction with respect to the educational services their deaf or hard of hearing child receives. Respondents rated services as #1 Unsatisfied, #2 Moderately Satisfied, #3 Satisfied, or #4 Very Satisfied. Their average ratings are summarized below:

<b>Description</b>	<b>Average Rating</b>
Early identification of hearing loss	2.8
Information regarding educational options for my child	3.1
Information regarding amplification and/or Cochlear Implants	2.7
Information regarding sign language systems	3.1
Services to Support Cochlear Implants (Speech Therapy, Language Therapy, Aural Habilitation)	3.4
Services for Infants and Toddlers via First Steps	2.9
Services for Infants and Toddlers via Parent Advisors from MSD	2.3
Early Childhood Special Education Services	2.4
Services to support my child's development of oral language skills	3.0
Services to support my child's development of sign language skills	3.1
Elementary school programs for communication arts	2.7
Elementary school programs for mathematics	2.8
Middle school programs for communication arts	2.6
Middle school programs for mathematics	2.7
High school academic programs	2.8
High school extracurricular programs	2.9

### Educators' Evaluation of Educational Supports and Services

Using the results of the focus groups and the review of the recommendations from the National Agenda, questions for educators were developed focusing on the importance of various educational services and supports, and the degree of satisfaction Missouri educators have relative to the manner in which the services and supports are provided. Educators were asked to indicate the relative importance of the services by responding as #1 Not Important, #2 Somewhat

Important, #3 Important, and #4 Very Important. In a similar manner, educators were asked to indicate how satisfied they were with the manner in which Missouri schools are providing the services by responding as #1 Unsatisfied, #2 Moderately Satisfied, #3 Satisfied, and #4 Very Satisfied. Listed below are the average ratings provided by Missouri educators relative to importance and level of satisfaction.

<b>Services</b>	<b>Importance</b>	<b>Satisfaction</b>
<b>Parent Services</b>		
Parent/family information resources for education decisions	3.4	2.8
Sign language instruction for families	3.3	2.3
Parent and family support groups	3.3	2.3
<b>Student Services</b>		
Social networking for students	3.3	2.6
Early identification of hearing loss and educational needs	3.8	2.7
Intensive early childhood services (birth – 5)	3.9	2.4
Development of oral/aural language skills	3.8	2.5
Development of sign language skills	3.7	2.4
Oral and aural therapy following Cochlear Implants	3.9	2.7
Understanding of Deaf Culture	3.3	2.9
Distance learning via computer/satellite technology with sign language	2.8	2.3
Comprehensive mental health services (psychiatric and psychological services, medication management, therapy)	3.1	2.3
Transition services for post school options	3.4	2.4
Career and Technical education	3.3	2.4
Short term intensive educational experiences at MSD to develop specific skills or for enrichment	2.8	2.1
Leadership development programs	3.3	2.6
<b>Educators</b>		
Outreach and consultative services for program planning	3.2	2.3
Regional or statewide professional development for educators	3.4	2.2
Professional development regarding educational implications for cochlear implants	3.3	2.2
Professional development regarding effective communication arts instruction for D/HOH	3.8	2.3
Professional development regarding effective mathematics instruction for D/HOH	3.7	2.4

## The National Agenda : Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students

The National Agenda was published in April 2005. Representing the research and interests of a wide span of professional organizations dedicated to the education of students who are deaf or hard of hearing, the report outlines a broad and aggressive set of recommendations for fundamental, systemic change. The reader of this report is referenced to the National Agenda; but, for the purpose of clarity, this report lists the major recommendations from the National Agenda. Regarding the broad needs of the system of services, the report recommends:

1. State Departments of Education should implement a communication and language driven educational delivery system whereby every deaf and hard of hearing child will be provided with a quality, literacy focused, communication and language rich education that is consistent with the specific goals of the report; and,
2. The development of a model federal law that will address the unique needs of deaf and hard of hearing students.

The specific goals of the National Agenda call for re-making the educational delivery system for deaf and hard of hearing children. The goals include:

1. Early identification and intervention for students to enhance their development.
2. Language and communication access in quality communication driven programs that provide association with a critical mass of peers, and instructional staff who are proficient in communicating in the child's language.
3. Collaborative partnerships that will influence education policy and practice to promote quality education.
4. Instruction for deaf and hard of hearing students must reflect the accountability and standards based reform efforts underway in education. Educational decisions regarding this education must be data driven and focus on multiple measures of student performance.
5. The continuum of placement options must be made available to students with the recognition that natural and least restrictive environments are intricately tied to communication and language

6. All forms of technology and accommodations must be maximized to improve learning.
7. The existing educator shortage in the field of deaf education must be addressed via new collaborations and initiatives.
8. Federal and state dollars should be allocated for effective, research based programs and practices.

### Meeting the Needs of Students who are Deaf or Hard of Hearing: Educational Services

#### Guidelines

The National Association of State Directors of Special Education published Meeting the Needs of Students who are Deaf or Hard of Hearing in July, 2006. The publication was compiled by a broad cross section of professionals and advocates associated with deaf education. While far too comprehensive to summarize in this report, the reader is encouraged to examine the specific recommendations relative to the development of quality programs and services for students who are Deaf or Hard of Hearing. The report is organized to address:

- The foundations for educating students who are Deaf or Hard of Hearing
- Administration and support structures necessary in effective programs
- Quality assessment of students
- Services and placement options
- Personnel development and recruitment

The report provides an excellent foundation for understanding the necessary elements for effective educational services for students who are Deaf or Hard of Hearing.

#### ***Conclusions***

The State Department of Elementary and Secondary Education commissioned this study to respond to five questions - -

1. What are the most critical skills needed by students who are Deaf or Hard of Hearing (D/HOH) to achieve successful educational and adult outcomes?
2. What would be the best way to support students to learn these skills? Or, how can Missouri School of the Deaf (MSD) assist local agencies to ensure that all D/HOH students learn these skills?

3. Which of the critical services and supports is not being adequately provided by local education agencies (LEAs) or MSD at the current time? Should MSD provide summer sessions or short term specialized training courses that focus on skills for students enrolled in local school districts? Specialized training for teachers?
4. What changes need to be made (e.g., training, policies, roles, funding streams, etc.) for MSD and LEAs to more effectively meet the needs of students who are D/HOH?
5. What would be the most effective way to utilize current (and possibly future) Outreach Staff from MSD? Is there a need for new services from MSD?

### Critical Skills

Information presented throughout this report has provided a foundation to answer these questions. Regarding the identification of critical skills, the data suggests there is a high degree of agreement between students, parents and educators regarding the critical skills needed by students who are deaf or hard of hearing. Those skills include:

- |   |                                      |
|---|--------------------------------------|
| 1. Attending or Listening Skills            | 2. "Speech Reading" Skills           |
| 3. Use of Residual Hearing                  | 4. Sign Language Skills              |
| 5. Oral Speech Skills                       | 6. Reading Ability                   |
| 7. Mathematics Ability                      | 8. Written Language Ability          |
| 9. Self Advocacy                            | 10. Self Determination               |
| 11. Socialization Skills with Hearing Peers | 13. Problem Solving Skills/Conflicts |
| 14. Understanding Careers and Occupations   | 15. Career / Technical Skills        |
| 16. Leadership Skills                       |                                      |

Educators, parents and students further rated how well students are doing in developing the critical skills that had been identified. For the most part, ratings indicated that the skills were being learned at an acceptable level. Student ratings, in particular, provided relatively high ratings. There were, however, certain skill areas that parents and educators perceived as being acquired at a level less than what would be considered acceptable. These skill areas included sign language skills, oral language skills, reading ability, mathematics ability, self advocacy, transition skills and career/technical education. Data from the National Agenda and Meeting the Needs of Students who are Deaf and Hard of Hearing support the observations of the Missouri respondents. Both national reports emphasize improved results for deaf and hard of hearing

students in the areas of language development, academics and career/technical education and transition.

### Educational Services to Support the Acquisition of Critical Skills

Responses from parents and educators were reported regarding the relative importance of various educational services as well as ratings regarding the accessibility and satisfaction regarding the services. There was a good deal of consistency between parents and educators with respect to educational services. Generally, both parents and educators concurred regarding the relative importance of the educational services listed. On a four point scale, both parents and educators provided average ratings of the educational services as 3+ on “Importance,” with the exception of Distance Learning via Computers and Satellite Services. While parents and educators rated these services as important, approximately 30% of the parent responses indicated that the services as having poor accessibility. Services most often rated as having poor accessibility included:

1. Sign language instruction programs for families
2. Social networking for students
3. Early identification of auditory loss and educational needs
4. Oral and aural therapy following Cochlear Implants
5. Education regarding deaf culture
6. Comprehensive mental health services for deaf students with serious mental health illnesses
7. Distance learning via computer / satellite utilizing sign language

Educators were asked to rate their level of satisfaction regarding the manner in which educational services were provided in the educational systems. Generally, educators rated their satisfaction as moderately satisfied (2+ range). Similarly, parents were asked to rate their level of satisfaction with the educational services provided their child in several categories and generally responded that they were “moderately satisfied” to “satisfied.”

In order to gauge how to improve educational services for students, parents and educators were asked to respond to certain questions. Parents, responding to questions regarding where the

identified educational services should be provided, overwhelmingly responded that they should be available in their local school district or at least on a regional level. Few if any parents responded that they would welcome access to such services at the Missouri School for the Deaf. Educators were asked questions regarding their perception of how to improve educational services. As a group, educators placed a high value on:

- Outreach and consultative services
- Regional and statewide professional development for educators
- Professional development regarding the educational implications for cochlear implants
- Professional development regarding effective instruction in communication arts and mathematics.

Educators also indicated a lower level of satisfaction with existing efforts aimed to address these factors. Clearly, educators desire high quality support in the delivery of educational services for their students.

#### Requested Changes in Policies, Roles of LEAs / MSD and the Outreach Program, Funding Streams

Several points became clear as a result of the data acquired through this study. The following observations are supported by local data collected through the focus groups and surveys, and the review of national information available in the reports of the National Agenda and Meeting the Needs of Students who are Deaf or Hard of Hearing.

- Focus groups provided clear support for the continued residential educational services for deaf students at the Missouri School for the Deaf. National reports emphasize the need for a full continuum of placement options for students
- Early identification and intensive early childhood education are critically important. As children are identified, parents need clear and unbiased information regarding language and educational options for their child. Given the low incidence nature of this disability, information and referral services should be supported by state level expertise to ensure that parents have access to all the options that can be considered. As children enter early intervention services, issues of critical mass, competent language models, and intensity of

service must be addressed. MSD can assume an expanded role in supporting identification, information and referral, support for First Steps and ECSE services through consultative services provided they recognize an expanded mission and are prepared to provide parents and school district personnel with information regarding the full range of services and options. This report has identified several states including Texas, New Jersey, Florida, Colorado and California as having accepted such responsibilities. They have developed extensive resources to partner with parents and school districts to improve the educational resources for students.

- Early education and K-12 education services must support the earliest possible development of communication skills and high quality communication driven curriculum to foster the development of academic capabilities of students who are Deaf or Hard of Hearing.
- School districts were clear in their request for outreach and consultative services to support their education efforts and high quality professional development to improve educator skills and abilities. The responses from students, parents and educators and the information from the national reports previously identified in this report support consultative services and professional development in areas such as:
  1. Communication systems
  2. Technology and assistive technology
  3. Academic performance
  4. Transition and career/technical education

There is little statewide coordination or direction for such services at the present time. The DESE and/or the MSD can assume these roles provided there is an expanded set of resources for outreach and professional development.

- Students, parents and educators expressed a need for an organized effort to provide social networking and social support for students, particularly those in rural and small towns of Missouri. While such options are available in the major population centers, they are clearly not available in out state Missouri. Again, statewide support for such efforts through MSD is possible given the human and fiscal resources to do so.

### *Summary*

Education for students who are deaf or hard of hearing present challenges nationally as well as in Missouri. This report attempted to combine information from state and national sources to identify strengths and needs in Missouri's effort to provide high quality educational services for our students; and, present policy options for consideration by DESE and the MSD as they consider ways to further improve educational options for students.

## Appendix

The Appendix to this report includes copies of the surveys used with students, parents and educators

### Questions for Deaf / Hard of Hearing Study

#### Students

The Missouri State Department of Elementary and Secondary Education is conducting a study to help to improve educational opportunities and instruction for students in our state who are deaf or hard of hearing. As a student who is deaf or hard of hearing, your answers to the following questions will be very helpful to us. So please, take a few minutes to respond to the questions below and let us know what you think. Thank you very much!

1. **We would like for you to tell us which of the following skills you think are critical or very important in order for you to do well in school and do well later after you have graduated from school. Please circle the response you feel is correct.**

Skill or Abilities	Not Important	Somewhat Important	Important	Very Important
Attending or Listening Skills	1	2	3	4
“Speech Reading” Skills	1	2	3	4
Ability to use Residual Hearing	1	2	3	4
Sign Language Skills	1	2	3	4
Oral Speech Skills	1	2	3	4
Reading Ability	1	2	3	4
Mathematics Ability	1	2	3	4
Written Language Ability	1	2	3	4
Ability to Advocate for Yourself	1	2	3	4
Self Determination	1	2	3	4
Socialize Well with Peers who Hear	1	2	3	4
Socialize well with Peers Who Do Not Hear	1	2	3	4
Ability to Resolve Arguments or Conflicts with Peers or Adults	1	2	3	4
Understanding of Careers and Jobs	1	2	3	4
Career/Technical Education	1	2	3	4
Leadership Skills	1	2	3	4

Do you think there are other important skills or abilities not listed above? Please list them here:

**2. Now that you told us what you think is important, please tell us how well you think you are doing learning these skills**

<b>Skill or Abilities</b>	<b>Poorly</b>	<b>Fairly Well</b>	<b>Good</b>	<b>Very Well</b>
Attending or Listening Skills	1	2	3	4
“Speech Reading” Skills	1	2	3	4
Ability to use Residual Hearing	1	2	3	4
Sign Language Skills	1	2	3	4
Oral Speech Skills	1	2	3	4
Reading Ability	1	2	3	4
Mathematics Ability	1	2	3	4
Written Language Ability	1	2	3	4
Ability to Advocate for Yourself	1	2	3	4
Self Determination	1	2	3	4
Socialize Well with Peers who Hear	1	2	3	4
Socialize well with Peers Who Do Not Hear	1	2	3	4
Ability to Resolve Arguments or Conflicts with Peers or Adults	1	2	3	4
Learn About Careers and Jobs	1	2	3	4
Career/Technical Education	1	2	3	4
Leadership Skills	1	2	3	4

**3. Please tell us if you feel you are receiving the right amount of help with the following things that help you learn.**

<b>Learning Support</b>	<b>Not Enough Help</b>	<b>OK, But I'd Like More</b>	<b>Good</b>	<b>Excellent</b>
Teachers who Understand my Needs	1	2	3	4
Teachers who have High Expectations of Me	1	2	3	4
Use of Computers	1	2	3	4
Amplification Systems	1	2	3	4
Learning to Communicate				
Oral Language	1	2	3	4
Sign Language	1	2	3	4
Learning to Read	1	2	3	4
Learning Mathematics	1	2	3	4

**4. We would like to know whether you think any of the following things would interest you - - would you participate in them if they were available?**

<b>Opportunities</b>	<b>Not Interested</b>	<b>Somewhat Interested</b>	<b>Interested</b>	<b>Very Interested</b>
Have Social and Sports Gatherings with Others Who are Deaf / Hard or Hearing	1	2	3	4
Attend Camps or Summer Programs with other Deaf/ Hard of Hearing Students	1	2	3	4

Participate in Leadership Programs for the Deaf / Hard of Hearing	1	2	3	4
Learn More About Deaf Culture	1	2	3	4

5. Please tell us what changes Missouri schools should make to improve educational opportunities and instruction for students who are deaf or hard of hearing.

6. Please indicate your grade level:  Middle School  High School

Questions  
Study of Services for Deaf Hard of Hearing

Parent Questions

The Missouri State Department of Elementary and Secondary Education is conducting a study to help to improve educational opportunities and instruction for students in our state who are deaf or hard of hearing. As parents of students, your views are very important as the State considers improvements that need to be made. Please take a few minutes to complete the questions below.

6. Which of the following skills do you think are critical or very important in order for students who are deaf or hard of hearing to do well in school and do well later after they have graduated from school. Please circle the response you feel is correct.

Skill or Abilities	Not Important	Somewhat Important	Important	Very Important
a. Attending or Listening Skills	1	2	3	4
b. "Speech Reading" Skills	1	2	3	4
c. Ability to use Residual Hearing	1	2	3	4
d. Sign Language Skills	1	2	3	4
e. Oral Speech Skills	1	2	3	4
f. Reading Ability	1	2	3	4
g. Mathematics Ability	1	2	3	4
h. Written Language Ability	1	2	3	4
i. Ability to Advocate for	1	2	3	4

Themselves				
j. Self Determination	1	2	3	4
k. Socialize Well with Peers who Hear	1	2	3	4
l. Socialize well with Peers Who Do Not Hear	1	2	3	4
m. Ability to Resolve Arguments or Conflicts with Peers or Adults	1	2	3	4
n. Understanding of Careers and Jobs	1	2	3	4
o. Career/Technical Education	1	2	3	4
p. Leadership Skills	1	2	3	4

Do you think there are other important skills or abilities not listed above? Please list them here:

**7. Now that you told us what you think is important, please tell us how well you think your child's education program is doing to help him/her learn these skills.**

Skill or Abilities	Poorly	Pretty Well	Good	Very Well
a. Attending or Listening Skills	1	2	3	4
b. "Speech Reading" Skills	1	2	3	4
c. Ability to use Residual Hearing	1	2	3	4
d. Sign Language Skills	1	2	3	4
e. Oral Speech Skills	1	2	3	4
f. Reading Ability	1	2	3	4
g. Mathematics Ability	1	2	3	4
h. Written Language Ability	1	2	3	4
i. Ability to Advocate for Themselves	1	2	3	4
j. Self Determination	1	2	3	4
k. Socialize Well with Peers who Hear	1	2	3	4
l. Socialize well with Peers Who Do Not Hear	1	2	3	4
m. Ability to Resolve Arguments or Conflicts with Peers or Adults	1	2	3	4
n. Learn About Careers and Jobs	1	2	3	4
o. Career/Technical Education	1	2	3	4
p. Leadership Skills	1	2	3	4

**8. Listed below are a variety of educational services. Please review the list and indicate how important you believe each is in the education of students who are deaf/hard of hearing.**

Services	Not Important	Somewhat Important	Important	Very Important
a. Parent / family information resources to assist with educational decision making	1	2	3	4
b. Sign language instruction programs for families.	1	2	3	4
c. Parent and family support groups	1	2	3	4
d. Social networking for students	1	2	3	4
e. Early identification of auditory loss and educational needs	1	2	3	4
f. Intensive early childhood services	1	2	3	4

	(Birth to five)				
g.	Development of oral /aural language skills	1	2	3	4
h.	Development of sign language skills	1	2	3	4
i.	Oral and aural therapy following Cochlear Implants	1	2	3	4
j.	Understanding deaf culture	1	2	3	4
k.	Distance Learning via computer/satellite utilizing sign language	1	2	3	4
l.	Comprehensive mental health services for Deaf students with serious mental health illnesses	1	2	3	4
m.	Transition services to better prepare students for post-high school experiences	1	2	3	4
n.	Technical education focusing on career Preparation	1	2	3	4

**9. For each of the educational services identified above, please indicate:**

- a. How accessible you feel the services are at the present time
- b. Whether these services should be available at the locally, regionally or statewide

Services Level (MSD)	Accessibility			Should Be Available			
	Poor	Good	Very Good	Local	Regional	State	
				District	Cooperative		
a. Parent / family information resources to assist with educational decision making	1	2	3	1	2	3	
b. Sign language instruction programs for families – via satellite or in typical classrooms	1	2	3	1	2	3	
c. Parent and family support groups	1	2	3	1	2	3	
d. Social networking for students	1	2	3	1	2	3	
e. Early identification of auditory loss and educational needs	1	2	3	1	2	3	
f. Intensive early childhood services (Birth to Five)	1	2	3	1	2	3	
g. Development of oral /aural language skills							
h. Development of sign language skills	1	2	3	1	2	3	
i. Oral and aural therapy following Cochlear Implants	1	2	3	1	2	3	
j. Education regarding deaf culture	1	2	3	1	2	3	
k. Distance learning via computer/satellite utilizing sign language (for students)	1	2	3	1	2	3	
l. Comprehensive mental health services for Deaf students with serious mental health illnesses	1	2	3	1	2	3	
m. Transition services to better prepare students for post-high school experiences	1	2	3	1	2	3	
n. Technical education focusing on career Preparation		1	2	3	1	2	3

**10. How satisfied are you with the following elements of education for your child?**

Description	Unsatisfied	Moderately Satisfied	Satisfied	Very Satisfied
a. Early identification of hearing loss	1	2	3	4
b. Information regarding educational options				

for my child	1	2	3	4
c. Information regarding amplification and/or cochlear implants	1	2	3	4
d. Information regarding sign language systems for my child and family	1	2	3	4
e. Services to support cochlear implants (speech therapy, language therapy, aural habilitation, etc.)	1	2	3	4
f. Services for infants and toddlers via First Steps	1	2	3	4
g. Services for infants and toddlers Parent Advisors from MSD	1	2	3	4
h. Early childhood special education services	1	2	3	4
i. Services to support my child's development of oral language skills	1	2	3	4
j. Services to support my child's development of sign language skills	1	2	3	4
k. Elementary school programs for communication Arts	1	2	3	4
l. Elementary school programs for mathematics	1	2	3	4
m. Middle School programs for communication arts	1	2	3	4
n. Middle school programs for mathematics	1	2	3	4
o. High school academic programs	1	2	3	4
p. High School extracurricular programs	1	2	3	4

**11. Please list in priority order the most important improvements Missouri should make to improve educational services for students who are deaf or hard of hearing.**

**Demographic Information**

Please indicate your area of residence:    \_\_\_ urban    \_\_\_ suburban    \_\_\_ small town    \_\_\_ rural

Grade level of your child:    \_\_\_Elementary    \_\_\_Middle school/Jr. High    \_\_\_ High School

Questions for Deaf and Hard of Hearing Study

Educator Questions

The Missouri State Department of Elementary and Secondary Education is conducting a study to help to improve educational opportunities and instruction for students in our state who are deaf or hard of hearing. As a member of the professional staff working with students who are deaf or hard of hearing, your answers to the following questions will be very helpful to us. Please, take a few minutes to respond to the questions below. Thank you very much!

12. Which of the following skills do you think are critical or very important in order for students who are deaf or hard of hearing to do well in school and do well later after they have graduated from school. Please circle the response you feel is correct.

Skill or Abilities	Not Important	Somewhat Important	Important	Very Important
a. Attending or Listening Skills	1	2	3	4
b. "Speech Reading" Skills	1	2	3	4
c. Ability to use Residual Hearing	1	2	3	4
d. Sign Language Skills	1	2	3	4
e. Oral Speech Skills	1	2	3	4
f. Reading Ability	1	2	3	4
g. Mathematics Ability	1	2	3	4
h. Written Language Ability	1	2	3	4
i. Ability to Advocate for Themselves	1	2	3	4
j. Self Determination	1	2	3	4
k. Socialize Well with Peers who Hear	1	2	3	4
l. Socialize well with Peers Who Do Not Hear	1	2	3	4
m. Ability to Resolve Arguments or Conflicts with Peers or Adults	1	2	3	4
n. Understanding of Careers and Jobs	1	2	3	4
o. Career/Technical Education	1	2	3	4
p. Leadership Skills	1	2	3	4

Do you think there are other important skills or abilities not listed above? Please list them here:

13. Now that you told us what you think is important, please tell us how well you think students who are deaf or hard of hearing are doing learning these skills

Skill or Abilities	Poorly	Fairly Well	Good	Very Well
a. Attending or Listening Skills	1	2	3	4
b. "Speech Reading" Skills	1	2	3	4
c. Ability to use Residual Hearing	1	2	3	4
d. Sign Language Skills	1	2	3	4
e. Oral Speech Skills	1	2	3	4
f. Reading Ability	1	2	3	4
g. Mathematics Ability	1	2	3	4
h. Written Language Ability	1	2	3	4
i. Ability to Advocate for Themselves	1	2	3	4

j. Self Determination	1	2	3	4
k. Socialize Well with Peers who Hear	1	2	3	4
l. Socialize well with Peers Who Do Not Hear	1	2	3	4
m. Ability to Resolve Arguments or Conflicts with Peers or Adults	1	2	3	4
n. Understanding of Careers and Jobs	1	2	3	4
o. Career/Technical Education	1	2	3	4
p. Leadership Skills	1	2	3	4

**14. Listed below are a variety of educational and support services. Please review the list and indicate how important you believe each is in the education of students who are deaf/hard of hearing.**

Services	Not Important	Somewhat Important	Important	Very Important
<b>Parents</b>				
a. Parent / family information resources to assist with educational decision making	1	2	3	4
b. Sign language instruction programs for families.	1	2	3	4
c. Parent and family support groups	1	2	3	4
<b>Students</b>				
d. Social networking for students	1	2	3	4
e. Early identification of auditory loss and educational needs	1	2	3	4
f. Intensive early childhood services (Birth to five)	1	2	3	4
g. Development of oral /aural language Skills	1	2	3	4
h. Development of sign language skills	1	2	3	4
i. Oral and aural therapy following Cochlear Implants	1	2	3	4
j. Understanding deaf culture	1	2	3	4
k. Distance Learning via computer/satellite utilizing sign language	1	2	3	4
l. Comprehensive mental health services for Deaf students with serious mental health Illnesses (Psychiatric and Psychological Services, Medication Management, Therapy)	1	2	3	4
m. Transition services to better prepare students for post-high school life	1	2	3	4
n. Career/Technical education	1	2	3	4
o. Short term intensive educational experiences at MSD to develop specific skills or for enrichment	1	2	3	4
p. Leadership development programs for the Deaf	1	2	3	4
<b>Educators</b>				
q. Outreach and consultative services For program planning	1	2	3	4
r. Regional or statewide professional	1	2	3	4
s. Development programs for educators	1	2	3	4

t. Professional Development Regarding the Educational Implications of Cochlear Implants	1	2	3	4
u. Knowledge and use of effective				
v. Programs and services to develop communication arts abilities	1	2	3	4
w. Knowledge and use of effective Programs and services to develop Mathematics abilities	1	2	3	4
x. Skills of educators to support the Development of language systems for students	1	2	3	4

**4. For the listing of services in #3 above, please indicate how satisfied you are with the manner in which Missouri schools are providing these services.**

Services	Unsatisfied	Moderately Satisfied	Satisfied	Very Satisfied
<b>Parents</b>				
a. Parent / family information resources to assist with educational decision making	1	2	3	4
b. Sign language instruction programs for families.	1	2	3	4
c. Parent and family support groups	1	2	3	4
<b>Students</b>				
d. Social networking for students	1	2	3	4
e. Early identification of auditory loss and educational needs	1	2	3	4
f. Early intervention services for infants and Toddlers who are deaf	1	2	3	4
g. Intensive early childhood services (Birth to five)	1	2	3	4
h. Development of oral /aural language skills	1	2	3	4
i. Development of sign language skills	1	2	3	4
j. Oral and aural therapy following Cochlear Implants	1	2	3	4
k. Understanding deaf culture	1	2	3	4
l. Distance Learning via computer/satellite utilizing sign language	1	2	3	4
m. Comprehensive mental health services for Deaf students with serious mental health Illnesses (Psychiatric and Psychological Services, Medication Management, Therapy)	1	2	3	4
n. Transition services to better prepare students for post-high school experiences	1	2	3	4
o. Technical education focusing on career Preparation	1	2	3	4
p. Short term intensive educational Experiences at MSD to develop specific Skills or for enrichment	1	2	3	4
q. Leadership development programs for the	1	2	3	4

Deaf	1	2	3	4
<b>Educators</b>				
r. Outreach and consultative services to For program planning	1	2	3	4
s. Regional or statewide professional Development programs for educators	1	2	3	4
t. Professional Development Regarding the Educational Implications of Cochlear Implants	1	2	3	4
u. Knowledge and use of effective Programs and services to develop communication arts abilities	1	2	3	4
v. Knowledge and use of effective Programs and services to develop Mathematics abilities	1	2	3	4
w. Skills of educators to support the Development of language systems for students				

**5. Please list in priority order the most important improvements Missouri should make to improve educational services and instruction for students who are deaf or hard of hearing.**

Questions for Deaf / Hard of Hearing Study

Graduates

The Missouri State Department of Elementary and Secondary Education is conducting a study to help to improve educational opportunities and instruction for students in our state who are deaf or hard of hearing. As a recent graduate who is deaf or hard of hearing, your answers to the following questions will be very helpful to us. So please, take a few minutes to respond to the questions below and let us know what you think. Thank you very much!

**15. We would like for you to tell us which of the following skills you think are critical or very important in order for you to do well in school and do well later after you have graduated from school. Please circle the response you feel is correct.**

<b>Skill or Abilities</b>	<b>Not Important</b>	<b>Somewhat Important</b>	<b>Important</b>	<b>Very Important</b>
Attending or Listening Skills	1	2	3	4
“Speech Reading” Skills	1	2	3	4
Ability to use Residual Hearing	1	2	3	4
Sign Language Skills	1	2	3	4
Oral Speech Skills	1	2	3	4
Reading Ability	1	2	3	4
Mathematics Ability	1	2	3	4
Written Language Ability	1	2	3	4
Ability to Advocate for Yourself	1	2	3	4

Self Determination	1	2	3	4
Socialize Well with Peers who Hear	1	2	3	4
Socialize well with Peers Who Do Not Hear	1	2	3	4
Ability to Resolve Arguments or Conflicts with Peers or Adults	1	2	3	4
Understanding of Careers and Jobs	1	2	3	4
Career/Technical Education	1	2	3	4
Leadership Skills	1	2	3	4

Do you think there are other important skills or abilities not listed above? Please list them here:

**16. Now that you told us what you think is important, please tell us how well you think you were prepared regarding these skills**

Skill or Abilities	Poorly	Fairly Well	Good	Very Well
Attending or Listening Skills	1	2	3	4
“Speech Reading” Skills	1	2	3	4
Ability to use Residual Hearing	1	2	3	4
Sign Language Skills	1	2	3	4
Oral Speech Skills	1	2	3	4
Reading Ability	1	2	3	4
Mathematics Ability	1	2	3	4
Written Language Ability	1	2	3	4
Ability to Advocate for Yourself	1	2	3	4
Self Determination	1	2	3	4
Socialize Well with Peers who Hear	1	2	3	4
Socialize well with Peers Who Do Not Hear	1	2	3	4
Ability to Resolve Arguments or Conflicts with Peers or Adults	1	2	3	4
Learn About Careers and Jobs	1	2	3	4
Career/Technical Education	1	2	3	4
Leadership Skills	1	2	3	4

**17. Please tell us if you feel you received the right amount of help with the following things that help you learn while you were in school.**

Learning Support	Not Enough Help	OK, But I’d Like More	Good	Excellent
Teachers who Understand my Needs	1	2	3	4
Teachers who have High Expectations of Me	1	2	3	4
Use of Computers	1	2	3	4
Amplification Systems	1	2	3	4
Learning to Communicate				
Oral Language	1	2	3	4
Sign Language	1	2	3	4

Learning to Read	1	2	3	4
Learning Mathematics	1	2	3	4

18. Now that you have graduated from school, what types of educational experiences do you think your school should have provided you that would be helpful to you now?

19. Please tell us a little about yourself - -

I graduated from - - Missouri School for the Deaf \_\_\_\_\_  
 Other Residential School for the Deaf \_\_\_\_\_  
 Local School District \_\_\_\_\_

After graduation did you 1) Attend Technical Training \_\_\_\_\_  
 2) Attend Community College \_\_\_\_\_  
 3) Attend 4 Year College \_\_\_\_\_

Are you still attending one of the above? Yes \_\_\_ No \_\_\_

Did you Graduate from Technical Training or Community College? Yes \_\_\_\_\_ No \_\_\_\_\_

Are you currently employed - - part-time \_\_\_\_\_ full time \_\_\_\_\_  
 Not working by my choice \_\_\_\_\_  
 Unable to find work \_\_\_\_\_

Do you live -- independently \_\_\_\_\_ with family \_\_\_\_\_

**Please Return This Survey to:**

**John Heskett  
 316 Cheval Square Dr.  
 Chesterfield, Mo. 63005**

