

**COORDINATING COUNCIL FOR HEARING SERVICES
JUNE 2009**

TOP FIVE STRENGTHS

- ◇ Early Hearing Detection and Intervention (EHDI) Program (legislation enacted in 2004 mandated screening and reporting thus 99% screen rate). (#1)
- ◇ AEAs designed as regional system-infrastructure is there for an equitable program. (#5)
- ◇ Cochlear implant team at UIHC (internationally known). Iowa kids also have access to another implant team at Boys Town. (#4)
- ◇ Coordinating Council for Hearing Services in Iowa was assembled. (#11)
- ◇ Current push for expanded curriculum and support of Deaf Child Bill of Rights. (#12)

TOP FIVE WEAKNESSES

- ◇ Need a continuum of service options for children who are deaf or hard of hearing (commitment to a continuum and resources to support the continuum). (#7)
- ◇ No teacher training program in Iowa for teachers working with deaf or hard of hearing. (Board of Regents made commitment to add a vision (at UNI) and hearing teacher trainer program (at UI). Vision was added, but no teacher trainer program for teachers working with deaf or hard of hearing). (#6)
- ◇ Lack of interpreters and the number currently seeking licensure is of concern if they do not pass the test to become licenses. (#4)
- ◇ Inequitable services provided at AEAS across the state. AEA model – coordination is poor and so need central strategic planning system or coordinating council. (#9)
- ◇ Evaluation/oversight of service provision for programs with children who are deaf or hard of hearing. Attempt to share best practice and correct or improve areas that fall short. (#13)

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TOP FIVE POSSIBILITIES

- ◇ Provide/need for resources to parents – what, where, when, connections, role models, impact, experiences. (#6)
- ◇ Need for parent's ability to communicate (whatever model) – resources are vital. (#7) Impact of parental involvement for general education and deaf/hard of hearing kids; intervention and services for their child; (identification to intervention with parents). (#5)
- ◇ Issue of highly qualified teachers; ability to communicate with adults and children in varied communication modes. (#17)
- ◇ Use option of school for the deaf to be included in continuum. (#11)
- ◇ June 2009 – services for students who presently are using educational interpreters to ensure qualified interpreting skills to meet needs and to ensure access. (#19) Educational interpreter proficiency skill in Educational Interpreter Performance Assessment; need to know number of individuals who have skills upon graduation; (nurse – school accreditation process which is required to maintain with passing number). (#21)

TOP FIVE HEARING SERVICES (FUTURE)

- ◇ Have full access to the Iowa Core Curriculum; relationships – socialization; advance uses of technology. (#2)
- ◇ Identify early outcomes – ensure early intervention is key for success. (#4)
- ◇ Seamless service delivery. (#23) No competition between agencies for kids – putting the child's needs first. (#26)
- ◇ Support the services needed with a state to support economy/costs – polycom services; high speed connection (wide band width); fiber optic cable; E-rate services. (#12)
- ◇ Outcomes should allow all students to succeed after graduation in post-secondary or work world; need to look both at deaf and hard of hearing. (#32)