



SECTION 7

LANGUAGE DEVELOPMENT AND EDUCATION OPTIONS

DEVELOPING LANGUAGE

There are several approaches to developing language in children with hearing loss.

Auditory-Verbal Therapy (AVT)

Auditory-verbal therapy is a method for teaching deaf children to listen and speak using their residual hearing in addition to the constant use of amplification devices such as hearing aids, Frequency Modulation (FM) devices, and cochlear implants. Auditory-verbal therapy emphasises speech and listening.

Auditory-Oral

This speaking-listening approach, also known as Oral-Aural, combines lip reading with listening skills to develop speech and language.

Bi-lingual/Bi-cultural

This focuses on education through two languages, New Zealand Sign Language (NZSL) and English and two cultures, hearing culture and Deaf culture.

English is taught as a second language via reading or writing, or through sign language systems representing English.

Total Communication (TC)

Programmes supporting a total communication philosophy focus on a wide range of methods including speech, lip reading, listening, NZSL and fingerspelling. These may be used alone or in combination. Overseas books frequently refer to Total Communication, but it's not often called this in New Zealand because it is associated with Signed English. However, the principles of TC are often in place in our education system.

There is very little research that any one approach is more effective than another for every single child. Some research suggests that having more than one approach can be very effective, and is strongly recommended. Further research is ongoing, however and there is as yet no conclusive evidence for or against using one or more than one approach. Talk to your Advisor on Deaf Children (AODC) about which approach or combination of approaches may best suit your family, and be guided by your child.

GOING TO EARLY CHILDHOOD EDUCATION AND SCHOOL

In New Zealand, there are several different education options for children with a hearing loss. Each has particular strengths and students often move as their educational needs change, or as they grow older. The options available will vary in different parts of the country. Ask your AODC about what is available where you live.

Early Childhood Education

Mainstream

Your child can go to their local kindergarten or early childhood education centre (ECE). They may receive professional services from an AODC, and/or a Resource Teacher: Deaf, or an Educational Support Worker. These professionals will work with your child and their mainstream teacher to meet your child's individual needs. Assessments of your child's development are made so effective learning programmes can be planned for them.

Specialist programmes

There are a small number of specialist early intervention programmes available.

- The Kelston Deaf Education Centre ECE in Auckland (see below). KDEC ECE uses NZSL and spoken language.
- The Hearing House, in Auckland. This is an independent ECE run by a charitable trust providing Auditory-Verbal Therapy. Programmes are based on the early childhood curriculum, Te Whāriki. The priority is to develop a child's communication skills and this is achieved through educational programmes that are language-rich. The Hearing House uses only spoken language.
- van Asch Deaf Education Early Intervention Centre in Christchurch.

FAQ: What are the education options for my child?

Most children with a hearing loss go to their local early childhood centre or school and receive extra support where and when it's needed.

Primary and secondary school

Your child may go to their local state or independent school and be taught in a regular classroom. They may be supported by an AODC, Resource Teacher: Deaf, a Teacher Aide/Communicator or other professional.

Resource Class/Deaf Unit

Some regular (mainstream) schools have a Deaf Unit, sometimes referred to as a satellite or resource class. Students are in small classes with a Resource Teacher: Deaf. They may spend part of the day in a mainstream class. Students may mix socially with hearing children and be exposed to the social norms and values of both Deaf and hearing communities. There are Deaf Units in schools in Auckland, Palmerston North, Wellington and Christchurch.

Deaf Education Centres

There are two government-funded Deaf Education Centres in New Zealand. The van Asch Deaf Education Centre in Christchurch opened in 1880 and was the first state school for the deaf in the world. In Auckland, Kelston Deaf Education Centre opened in 1956.

These are schools for deaf students only. They follow the same National Curriculum as all schools and programmes are taught by Resource Teachers: Deaf.

The Deaf Education Centres also have other specialist staff, such as Audiologists, Speech-Language Therapists and NZSL tutors. Children living too far away to attend daily can board at the centres once they reach intermediate school age.

For more details about the Deaf Education Centres and The Hearing House see section 8.

SUMMARY OF APPROACHES TO LANGUAGE DEVELOPMENT

<i>Approaches</i>	<i>Receptive Language (How a child understands)</i>	<i>Expressive Language (How a child expresses themselves)</i>
<p>AUDITORY-ORAL</p> <p>Child uses hearing aids or cochlear implants. Natural lip reading and gestures are used.</p>	Child listens and looks.	Child talks.
<p>AUDITORY-VERBAL</p> <p>Child uses hearing aids and/or a cochlear implant to develop natural spoken language through listening. Parents are taught to integrate auditory-verbal targets into daily routines and experiences.</p>	Child listens and looks. Emphasis is on listening.	Child talks.
<p>BI-LINGUAL / BI-CULTURAL</p> <p>Child may or may not use hearing aids or a cochlear implant. The child is immersed in NZSL as their first language at home and school. This is a complete language, where sentence structures are different to written and spoken English. Spoken and written English is taught as a second language.</p>	Child watches signs, fingerspelling, facial expression and body language. Often the child will lip-read also. Child listens and looks.	Child uses NZSL. May also talk.
<p>SIGN-SUPPORTED ENGLISH</p> <p>Child may use hearing aids or a cochlear implant. Signs and fingerspelling are used to match the same words in written or spoken English.</p>	Child listens, watches and lip-reads signs and fingerspelling presented in English word order.	Child uses the signs and fingerspelling presented in English word order. Usually uses spoken English at the same time.

This combination of approaches may also be referred to as total communication.

PLANNING AND MONITORING YOUR CHILD'S EDUCATION

The professionals supporting your child will work with you to develop a plan for your child's early childhood or school education. The plan is designed to help your child achieve their learning goals. It's really important to understand the plan and how it will support your child's education. There are a number of plans that may be used to identify your child's needs for specialists, teachers, strategies and/or extra resources in education.

Plans usually used for children

- Individual Development Plan (IDP)
- Family Service Plan (FSP)
- Individual Education Plan (IEP)

When your child is around three, it is time to start thinking about the most suitable kindergarten, ECE or school. Around six months before starting, your AODC will usually set up a meeting between you and the pre-school, kindergarten or school's special needs co-ordinator or supervising teacher. This is to talk about and record the areas where your child is most likely to need support to learn. This meeting usually takes about an hour.

It's not only children with a hearing loss who have these plans. They're used for any students in schools and early childhood centres with special education needs. Your child is unlikely to be the only one at their ECE or school with an IDP or IEP.

Teaching and learning for all children takes place within the New Zealand Curriculum /Te Marautanga o Aotearoa.



THE INDIVIDUAL EDUCATION PLAN

An IEP is a plan that shows how the school and class programme will be adapted to fit the needs of your child. It uses a process that brings together the people who know your child and their needs, to plan for their learning goals and how they can be achieved. The IEP is developed through meetings of these people and the decisions made are recorded in a document called the IEP. The IEP is monitored, reviewed and updated regularly to make sure the plan's goals, strategies, and supports are working well.

Through guidelines called *Collaboration for Success: Individual Education Plans*, special education staff from the Ministry of Education supports schools, families, and anyone involved in supporting children with special needs to plan and monitor their education.

Before and during the IEP planning meetings, school staff usually record information about your child that will help with developing their learning programme. In an IEP meeting, the planning group (this includes you) shares information and agrees on goals for your child. The planning group identifies the resources, assistance, monitoring and evaluation needed for your child to meet those goals. This is all recorded in the written IEP, and everyone in the group receives a copy. The plan is usually reviewed at least twice a year.

Planning meetings focus on what your child can do. However, it's also necessary for teachers to focus on the areas where your child needs help so they can provide the best support.

The IEP meeting

Setting up the meeting

One person organises and facilitates the meeting. This is usually, but not always the AODC or Resource Teacher: Deaf (RTD). Usually your AODC or your child's school will contact you with a suggested date and time for a planning meeting. It may take place in your home or at the school. You should be comfortable with the time and place. You should be consulted about which educational professionals will attend.



You may bring a partner, whānau, other family members or friends to support you. Your child's AODC will usually be there to support you too. An interpreter should be available if NZSL is to be used. When your child is old enough, they will be invited to attend also.

At the start of the meeting

- Anyone you haven't met before should explain their role.
- The agenda and the closing time (they usually last 30 to 60 minutes) is agreed.
- The facilitator may ask you if there are particular things you'd like to discuss.

During the meeting

The meeting is likely to include time for a relaxed discussion about your child, family and school.

The agenda usually includes:

- an evaluation of the previous plan
- a review of the long term aims
- identification of key focus areas
- time to share information about present skills (what your child can do now)
- identification of current needs (what they need to learn next)
- setting of new goals.

This usually leads to an educational programme discussion about learning objectives based on the goals and how progress will be assessed (the results of the programme).

This includes:

- identifying who will provide the programme and who will evaluate progress
- identifying resources required, for example, what equipment is needed.

Before the meeting ends, a date should be set for the next meeting.

Later, a copy of the plan will be sent to everyone who attended the meeting. This will record the decisions that were made. If you have any concerns about this process, discuss these with your AODC or teacher.

This is your meeting – you are your child's manager and know your child best

- Before the meeting, make a list of what you want to talk about.
- During the meeting, make sure everything you've noted is covered.
- Never feel worried about asking questions if you don't fully understand something.
- Don't be afraid to ask to make sure you're clear about any new terms and acronyms.
- For important decisions, take your time. Don't be rushed.
- Make sure the goals everyone agrees on are goals that are important to you too.
- Before you leave, make sure you clearly understand what has been agreed, such as what you have to do, what others have to do, what equipment is needed, and who is involved. Confirm the date, time and place of the next meeting.

For more information about IEPs go to <http://seonline.tki.org.nz/IEP>

EXTRA FUNDING AND SUPPORT FOR MY CHILD'S EDUCATION

Funding and support is available through several government departments.

The Ministry of Education

The Ongoing Resourcing Scheme (ORS)

ORS provides funds for individual children with a range of special education needs (not just for those with a hearing loss) who require extra support at school to participate in the New Zealand Curriculum. The amount of funding is based on the criteria met by the children – they must be deemed to have high or very high needs. Not all deaf or hearing-impaired children qualify for ORS funding.

A child who receives ORS funding may have specialist intervention and/or other resources that may include:

- paraprofessionals such as a teachers' aide
- specialist professional and therapy time
- additional teaching time
- funding for small items that may include equipment the child needs for access to the school curriculum.

Applying for ORS

Usually your AODC will process your child's application for ORS funding. The AODC responds to questions relating to the learning needs of the students through an application process which is then sent to a Ministry of Education panel (known as "Verifiers") to consider. These are experienced special educators who decide which particular students meet the criteria for funding.

When the child's application has been processed, the funding either goes directly to the school or to a "fund holder" that distributes funding for children in several schools. In many cases, the Ministry of Education acts as the fund holder. The amount of support a child receives is based on the needs identified within their current Individual Education Plan.

Special Education Grant (SEG)

The SEG is what schools get to help students with special education needs who do not receive ORS support. It is intended to cover extra teachers' aide hours, to adapt programmes or the learning environment, or provide extra equipment or curriculum material. If required, this grant may be used to employ AODCs and Resource Teachers: Deaf. The school principal sets the priorities for student needs and decides how this fund will be used within their school.



OTHER GOVERNMENT FUNDING

The following table lists government funding sources you and/or you child may be eligible for. Use this as a guide and contact the appropriate departments for specific advice.

Funding sources and access

Allowance	Who pays for this? Where can I get more information?	Details
Carer Support Subsidy	<p>Ministry of Health</p> <p>To find out more about claiming Carer Support, download a copy of the pamphlet <i>How to Claim Carer Support</i> or see a copy of the Care Support Claim form. Your local Needs Assessment and Service Coordinator (NASC) can tell you more.</p> <p>www.health.govt.nz/yourhealth-topics/disability-services/respice-and-carer-support/carers-support</p>	<p>If you are a full-time, unpaid carer for a disabled person, you can apply for Carer Support. Carer Support provides reimbursement of some of the costs of using a support person to care and support the disabled person. This means you can have a break and take some time out for yourself. The number of hours or days that Carer Support is funded for depends on your needs and those of the person you care for.</p>
Child Disability Allowance	<p>Work and Income NZ (WINZ)</p> <p>Freephone: 0800 559 009</p> <p>Deaf Link freefax 0800 621 621</p> <p>www.workandincome.govt.nz Search: Child Disability Allowance</p>	<p>This is a weekly non-taxable payment made directly to you if you are the parent or guardian of a child who lives at home and requires constant care and attention, beyond the care that would be required for any child. This is not means tested.</p>
Childcare and OSCAR subsidies	<p>Work and Income NZ (WINZ)</p> <p>Freephone: 0800 559 009</p> <p>Deaf Link freefax 0800 621 621</p> <p>www.workandincome.govt.nz Search: Childcare and OSCAR subsidies</p>	<p>The Childcare Subsidy gives financial help to low-income families with dependent children under the age of five to receive child care services. For example, you may decide it is beneficial for your deaf child to attend a childcare centre.</p> <p>Once your child is at school, the OSCAR Subsidy helps pay for before and after school programmes and school holiday programmes for children aged five to 13.</p>
Disability Allowance	<p>Work and Income NZ (WINZ)</p> <p>Freephone: 0800 559 009</p> <p>Deaf Link freefax 0800 621 621</p> <p>www.workandincome.govt.nz Search: Disability Allowance</p>	<p>The weekly Disability Allowance is available to hearing impaired or deaf adults over 16 years of age to help pay for ongoing expenses such as hearing aid batteries. The actual amount depends on the costs in relation to the disability. This allowance is means tested.</p>

<i>Allowance</i>	<i>Who pays for this? Where can I get more information?</i>	<i>Details</i>
Invalids Benefit	Work and Income NZ (WINZ) Freephone: 0800 559 009 Deaf Link freefax 0800 621 621 www.workandincome.govt.nz	If a person aged 16 and over has difficulty finding work due to hearing loss, they may be able to claim an Invalids Benefit. Young people can qualify for an Invalids Benefit even if they attend school.
Training Incentive Allowance	Work and Income NZ (WINZ) Freephone: 0800 559 009 Deaf Link freefax 0800 621 621 www.workandincome.govt.nz Search: Training Incentive Allowance	A deaf person on an Invalid's Benefit may be able to claim a Training Incentive Allowance in order to help them get a job. The allowance can be used to buy equipment, such as a computer, or to pay an NZSL interpreter or a note taker, or for tutoring to enable them to complete a course.
Travel Assistance	Ministry of Health Freephone: 0800 281 222 (then press '2') Fax 03 474 8580 www.moh.govt.nz Search: Travel Assistance	If you need to travel long distances – or frequently – to see a specialist, then you may be eligible for help with expenses under the National Travel Assistance Scheme. These expenses may include travel, accommodation and support person costs. Ask your hospital specialist about becoming registered for travel assistance support. Your child also needs to have a Community Services Card.
Hearing aids and cochlear implants	Ministry of Health www.health.govt.nz/yourhealth-topics/disability-services/hearing-and-vision-services	See section 5, page 47: 'Paying for hearing aids'
FM systems	Ministry of Education See your AODC for information.	See section 5, page 49: 'Funding for personal FM systems'

Some funding may also be available from non-government sources – talk to Deaf Aorearoa or the New Zealand Federation for Deaf Children.