



Mainstream Success

Renee Polanco Lucero, PhD, LSLC Cert AVEd
Utah State University
July 25, 2017

Objectives

Today we will learn:

- The difference between mainstreaming vs. full-inclusion
- Tips for preparing your child for the mainstream setting
- Ideas for supporting your child while s/he is mainstreamed

Mainstreaming vs. Full-inclusion

What's the difference?



Mainstreaming vs. Full-inclusion

Mainstreaming

- Primary placement is special education/DHH class
- **Partial** inclusion in a general education classroom
- Usually start with non-academic times of the day
- Facilitated by a special education teacher

Full-inclusion

- Full-time placement in a general education classroom
- Support by a DHH itinerant teacher



Who is the Deaf and Hard of Hearing Itinerant Teacher?

- "Traveling" DHH teacher
- Caseload of DHH kids attending general education classroom
- Provides in-class and/or pull-out individual support
- Consults with classroom teacher and school staff
- Responsible for auditory-based and advocacy goals on IEP
- Helps troubleshoot hearing technology/equipment
- Service time depends on needs of child

Signs that your child may be ready...

For Mainstreaming:

- Functioning within a year or two in all areas (listening and spoken language, social, academic)
- Follows directions/routine with prompts
- Sometimes comment
- Follows chain of communication and understands at least 50%

For Full-inclusion:

- At/above age/grade level in all areas
- Independently follows directions/routine
- Participates in class discussion
- Asks for help
- Follows chain of communication and understands at least 90%

From PARC: Placement and Readiness Checklist: <http://successforkidswithhearingloss.com>

"...we should keep in mind that the child's progress, or lack thereof, should help guide the decision between the different placement and/or service options. Without the basic prerequisite skills and ongoing support, the inclusion model fails too many children."

Cheryl Johnson, "Making Progress: The One for One Rule"
http://www.handsandvoices.org/articles/education/ed/v8-4_oneforonerule.htm

Preparing your child for mainstream placement



Provide opportunities to develop listening and spoken language

- Encourage your child to wear hearing technology at all times
- Talk, talk, talk!
- Read daily
- Include your extended family and friends



Provide opportunities to socialize with typically developing children



- Interact with children in general education classroom
- Enroll your child in activities outside of the school

Develop Advocacy Skills

For your child

- Provide language for anticipated social interactions
- Teach your child how to manage hearing technology
- Teach your child to advocate for his listening needs

For yourself

- You are your child's best advocate!
- Know your rights
- Become familiar with local resources/agencies



Collaborate with the Education Team



- How is your child functioning in all developmental areas (language, listening, social, academic, etc.)?
- Participate in classroom/therapy sessions
- Ask: What are goals that you are working on that I can work on at home?

Supporting your child when s/he is being mainstreamed



Enforce Hearing Technology at all times



- Is your child wearing hearing technology at home AND school?
- Encourage use of FM/classroom hearing technology systems all day
- Educate all professionals: enforcement **and** troubleshooting

Collaborate with the Educational Team



- Important to communicate frequently* with the whole team
- Schedule audiology appointments at least once a year
- Attend parent-teacher conferences and IEPs
- Advocate for your child

Interact with Other Families and Children with Hearing Loss

Support for your child

- Facilitate opportunities to socialize with other children who are deaf or hard of hearing
- Read books about people with hearing loss

Support for yourself

- Maintain relationships with other families
- Start up your own support group in your area!



Check in with your kid!

- How are they feeling?
- How are handling social interactions and friendships?
- How are they managing their hearing technology?
- How do they feel about their services outside of classroom?



- <http://heartolearn.org>
- <http://www.agbell.org>
- <http://www.handsandvoices.org>
- <http://successforkidswithhearingloss.com>

Thank you for listening!

Contact us at heartolearn.org