



**DUPAGE/WEST COOK BOARD
BOARD BRIEFS
2nd QUARTERLY MEETING FY20
NOVEMBER 14, 2019**

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DHH Pathways to Success – Deaf/Hard of Hearing Early Childhood-8th Grade & Deaf/Hard of Hearing High School-Transition

Four different student scenarios were presented. The 1st being a “traditional” student who is profoundly deaf with Autism and an Intellectual Disability. He progressed through both the SASSED & LADSE DHH programs. He received credits for his high school diploma & continued to the LADSE DHH Transition Center. He was a DRS (Division of Rehabilitation Services) client & participated in WIOA (Workforce Innovation & Opportunity Act). He is currently employed full time, with benefits, at Walmart.

The 2nd student has mild to moderate hearing loss, a speech/language impairment & is an ELL student. She has high absenteeism, decreased socialization & low academic skills. She is not progressing with home district resources, so she was moved to the DHH program during her 6th grade year. She increased her participation & academics; 13-point increase in her IQ. She has total communication with speaking & sign language, & her parents have reported seeing major improvements.

Student #3 has mild to moderate hearing loss, which progressed to severe to profound as well as SLD & OHI. She received a cochlear implant & was placed in the SASSED DHH program for her 6th grade year to support cochlear implant adjustment. The intended outcome was to return to her home district for 7th grade. She receives Aural Rehabilitation 5 days a week & teaching technique specific for students with a hearing loss. She is participating in cheerleading, American Sign Language (ASL) club & Jr. Illinois Association of the Deaf (IAD), which is a state & national organization which starts in middle school & goes through high school.

Student #4 has mild to moderate hearing loss whose parents are deaf. He is a high risk for drop-out as he has no interest in school. He entered the DHH LADSE Transition Center as a 5th year high school student & was provided with credit recovery assistance, vocational training & self-advocacy/social-emotional support. Attendance improved 50-80%; received his high school diploma & is currently employed with Jewel.

The primary goal for students is to get them back to their resident district. The programs have amazing outcomes. For the EC-8th grade students over the past 2 years, 13% went back to district. EC alone had 33% return to district & 44% of Auditory students returned to district. For the past 20 years, 49% of the high school students went on to college; 24% had jobs; & 5% received adult services.

Enrollment for Low-Incidence Programs – 3-year comparison chart

Deaf/Hard of Hearing Program

School	# of Students November 1, 2017	# of Students November 1, 2018	# of Students November 1, 2019
North School	37	33	26
Westmont JH	17	21	23
LADSE - HS	60	41.5	44
Total DHH Enrollment	114	95.5	93



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Other Discussion

Dr. Gunnell said he was looking into online therapy services & if there would be any interest in this webinar. eLuma, <https://www.elumatherapy.com/> is a provider of live, online therapy services & software solutions for K-12 special education. They help blend online therapy with your onsite services to support “the team” & create better student outcomes. There is no Medicaid reimbursement currently. Depending upon the interest, SASSED will host the collaborative webinar.

If you have any questions or concerns, please contact Nan Diamond, DWC Coordinator at 630-955-8102 or ndiamond@sased.org, and/or Dr. Jimmy Gunnell, DWC Board Chairperson at 708-496-3300 or jgunnell@aerosped.org.