

## **R-Reflective Artifact 2**

### **Case Study:**

Name of Person: Alexandra, student; Sherri Orton, parent being interviewed

Exceptionality: Hearing Impaired & Auditory Processing Deficient

What has or did the schools do to accommodate the disability?

Alex received very little beneficial help K-4<sup>th</sup> grades; she received the basic speech pathology and hearing impaired services twice a week for twenty minutes. Her mother was advised to not have her learn sign language; otherwise Alex might not learn to speak. Sadly, this was later realized to be very poor advice. Alex developed the ability to read lips at an early age.

In school Alex's auditory processing problem had yet to be diagnosed; Alex continued to fall further and further behind. In the fifth grade Alex was placed with a gal from the hearing impaired services who had 30 years experience. She realized that Alex had yet to be diagnosed and 'labeled' properly; hearing impaired was not the only problem that Alex was dealing with. After much testing it was discovered that Alex also has an auditory processing problem; she only understands about one out of every four word she hears.

Since the fifth grade Alex has received the services she needs, which are: hearing impaired services, resource room for English and math, speech pathology, and adult help (aide) for general education classes in science, geography, and history. Alex has a study hall hour everyday to receive the services she needs. She also wears a special hearing aid with an extender, and gives a special microphone to her general education teachers to wear that will connect to her hearing aid. Alex is now in the eighth grade and doing well. The key to meeting her needs was the correct 'label'; then the correct services were able to be provided.

What advice would the person give a new teacher working with exceptional students in the regular classroom?

Sherri explained that it is imperative that general education teachers be trained by an expert of that particular disability. The teacher needs to be orientated to that child's way of learning, that child's was of avoiding looking stupid or foolish or in other words their coping skills to try and fit in. For example, a teacher may ask "do you understand?" the student will reply, "I get it." The teacher needs to say, "Tell me what you learned." The teacher needs to learn to speak that student's language. Since the fifth grade, Alex's teachers are trained by the school for the deaf before the beginning of each new school year, this has helped tremendously. Sherri also commented that best time of year to hold Alex's IEP is in the Spring. This helps to insure that the next school year services are in place; she also has requested that she receive a monthly report on Alex. The services have been very helpful once Alex began to receive what she needed.

**What services and supports must be available to ensure that an individual with a disability is able to live and learn successfully in a community setting?**

The American Disabilities Act (ADA) signed into law has five major provisions to ensure services and supports are provided. "It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications." The intent is to create "fair and level playing field" for the person with a disability.

Employment is critical for any individual to achieve independence and self reliance. Transportation accessibility is necessary for employment, shopping and socialization. Public

accommodations require removal of physical barriers in existing facilities such as restaurants, hotels, and retail stores. This supports a person's ability to be independent within a community. All government, state and local facilities, services and communications must be accessible to people with disabilities. Likewise, all companies offering telephone services to the general public must offer services that accommodate individuals with hearing loss.

These provisions give access and services which allow people the opportunity to be included in community life. Successful inclusion allows the individual with disabilities to have a more abundant and productive life and society the opportunity to embrace all of humanity. It is indeed a well balanced society that allows each man or woman to be the architect of his or her own fate.