

APPENDIX F **GLOSSARY**

504 plan A plan based on Section 504 of the Rehabilitation Act. Section 504 is a civil rights law that ensures individuals with disabilities are not excluded from participation in programs that receive federal financial assistance, such as public schools. A 504 plan ensures that a student will receive the necessary accommodations to guarantee access in the academic learning environment and other school activities.

Accommodation An alteration of the environment, curriculum format, or equipment to allow a child the opportunity to gain equal access to information and resources. An accommodation may be required as part of a 504 plan or an IFSP/IEP. This is different from a modification, which is a change in the content of the curriculum. See *Modification*.

Acoustics The qualities of a room or environment (such as its shape or size) which make it easier or more difficult for people to hear sounds clearly. Acoustic factors that impact a school setting (e.g., classroom, cafeteria, auditorium) might include the level of background noise in the room and the reverberation (echo) in the environment.

American Sign Language (ASL) A visual language used by members of the North American Deaf community. ASL has its own unique rules of grammar and syntax. The shape, placement, and movement of the hands, as well as facial expressions and body movement, all play an important role in conveying information. ASL is not a universal language; similar to spoken languages, signed languages develop naturally in their own regions or countries.

Americans with Disabilities Act (ADA) A federal law that prohibits discrimination and ensures equal opportunity for individuals with disabilities. As it relates to students who are deaf or hard of hearing, the ADA addresses the removal of barriers and the provision of effective communication and needed services within school programs and activities.

Amplification Any listening technology used to increase the loudness of sound (e.g., hearing aid, FM system).

Assistive Listening Devices (ALDs) Devices, other than personal hearing aids and cochlear implants, which improve listening in noise by reducing the auditory distance between the speaker and the student. ALDs include devices such as infrared and FM systems, audio loops, and telephone amplifiers. (Also referred to as hearing assistive technology systems, or HATS.)

Audiologist A credentialed professional trained in evaluating hearing, fitting hearing aids and other listening technologies, and facilitating development of auditory communication skills. Audiologists who focus their practice on children are referred to as *pediatric audiologists*. Audiologists who specialize in providing supports to enhance classroom learning are referred to as *educational audiologists*.

Auditory supports The availability of resources, services, or accommodations such as listening technologies and environmental modifications that provide students with auditory access to the classroom.

Bilateral hearing loss Hearing loss occurring in or affecting both ears.

Bilingual This term refers to the development of linguistic fluency in two languages (e.g., ASL and English, Spanish and English).

Bimodal technology In the context of auditory technology, this term refers to the use of both a hearing aid (acoustic hearing) and a cochlear implant (electric hearing).

Cochlear implant A technological device designed to provide access to sound for deaf individuals. It provides electrical stimulation to the cochlea instead of acoustical stimulation. Part of the device is surgically implanted and part of it is worn externally.

Communication The sending and receiving of thoughts and ideas between individuals with the goal of understanding what has been conveyed. Communication is usually achieved through language, but it can also occur through symbols, codes, drawings, body language, and facial expressions.

Communication Access Realtime Translation (CART) See *Realtime captioning*.

Communication/language facilitator A professional who provides communication support and language enhancement to facilitate communication between children who are deaf or hard of hearing and their peers, teachers, and other school personnel.

Communication repair strategies Strategies used when there has been a misunderstanding or breakdown in a communication interaction. These strategies may include asking a direct question, rephrasing, or repetition.

Cued Speech Cued Speech (sometimes referred to as *cued language*) is a visual communication system. There are eight handshapes with four different placements near the face which, when combined with movements of the mouth, make the sounds of spoken language look different from each other. Cued Speech can be used with any spoken consonant-vowel language (e.g., English, French, Spanish); however, it is not a language itself.

Cued Speech transliterator A Cued Speech transliterator (sometimes referred to as a *cued language transliterator*) is a professional, often certified, who uses a cueing system to facilitate communication between individuals who use spoken language and those who use Cued Speech. A *transliterator* conveys everything said by teachers and classmates, as well as sounds in the environment, through the use of cues.

Deaf (audiologic) A term typically used to describe the inability to hear at a level sufficient to process linguistic information through listening. (Note: An individual's hearing levels are determined through audiologic evaluation. See *Hearing levels*.)

Deaf (cultural) An individual who is either deaf or hard of hearing and who self-identifies as a member of the Deaf cultural community.

Direct audio input (DAI) A feature of a hearing aid, cochlear implant, or other personal amplification device that allows the device to directly connect to an external audio source (e.g., CD player, computer, cell phone).

Direct instruction Instruction that occurs without the involvement of a third party (e.g., interpreter, transliterator, realtime captioning).

Early Hearing Detection and Intervention (EHDI) The collaborative effort of national stakeholder groups and agencies to increase the number of babies who:

- complete the newborn hearing screening by 1 month of age;
- if referred, receive an audiologic evaluation by 3 months of age; and
- if identified as deaf or hard of hearing, are enrolled in appropriate early intervention services by 6 months of age.

Early Interventionist A professional (e.g., educator or support service specialist, such as a speech-language pathologist) who is part of a team of professionals who collaborate with families to assess, plan, and implement programs and services for infants and toddlers with disabilities (including children who are deaf or hard of hearing).

Educational supports The availability of resources, services, or accommodations which optimize classroom access. Examples may include classroom seating, providing materials in print, or controlling classroom discussions through turn taking.

Frequency Modulated (FM) system An assistive listening device (see definition above for ALD) that improves listening in noise or in large group environments by transmitting sound via FM radio signals from a microphone used by the person speaking (or the sound source, such as a television) to a student. A student may receive the signal through strategically placed speakers (i.e., sound field system) or through a direct connection to his or her personal listening device (i.e., DAI).

Hard of hearing (audiologic) A term typically used to describe individuals with a hearing loss at levels sufficient to process linguistic information through listening. (Note: An individual's hearing levels are determined through audiologic evaluation. See *Hearing levels*.)

Hearing Assistive Technology Systems (HATS) A term used to identify types of assistive listening technologies beyond the use of a personal hearing aid or a cochlear implant. These technologies typically improve listening by reducing the auditory distance between a listener and a sound source, competing noise in the environment, and poor room acoustics. Some of these devices include FM systems, infrared systems, loop systems, and other listening accessories. (See also *ALDs*.)

Hearing impaired A term commonly used to refer to people who are deaf or hard of hearing. While this term is used in federal laws and definitions, organizations and institutions representing deaf and hard of hearing people have rejected it as it is pathology-centered. The recommended terms are *deaf* and *hard of hearing*.

Hearing levels The average decibel level used to describe varying degrees of hearing loss based on audiologic evaluation.¹

<i>Degree of hearing loss:</i>	<i>Hearing loss range:</i>
Hearing within normal limits/No hearing loss	-10 to 15 dB
Slight	16 to 25 dB
Mild	26 to 40 dB
Moderate	41 to 55 dB
Moderately severe	56 to 70 dB
Severe	71 to 90 dB
Profound	91 dB+

Hearing loss A medical term used to describe an individual's inability to hear. This can range from mild to profound. See *Hearing levels*.

Incidental learning Learning that is not directly taught but which occurs through natural, spontaneous, or daily experiences. Most often this occurs via interactions or when communicating with peers or adults (whether through auditory or visual input).

¹ Table retrieved from the American Speech-Language-Hearing Association website, www.asha.org

Individualized Education Program (IEP) A written plan or program developed to ensure that a child (age 3-21) who has a disability and is identified as eligible under the law receives specialized instruction and related services. An IEP is developed by a team of professionals (e.g., teachers, therapists) and the child's parents. This document describes the child's present levels of academic achievement and functional performance, learning needs, and necessary services/supports required for academic progress. The IEP is reviewed and updated yearly, at a minimum.

Individualized Family Service Plan (IFSP) A written plan that is developed to ensure that a child (from birth through age 2) who has a disability and is identified as eligible under the law receives specialized instruction and related services. An IFSP outlines all of the early intervention services and equipment that a family and child will need as well as how the family will get those services and that equipment. There are specific procedures outlined in the IDEA as to who is to be involved and what to include in the plan.

Individuals with Disabilities Education Act (IDEA) A federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. Part C of the IDEA addresses services and outcomes for infants and toddlers with disabilities up through age 2 and their families. Part B of the IDEA addresses services and outcomes for children ages 3-21.

Infrared sound system An ALD (refer to glossary) that improves listening in noise or large group environments by transmitting sound via infrared light waves from a microphone used by a speaker (or a sound source such as a television). A student may receive the signal through strategically placed speakers (i.e., sound field system) or through a direct connection to his or her personal listening device (i.e., DAI).

Intelligible speech An individual's production of spoken words understood by others in everyday situations.

Interpreter A skilled professional who renders the messages of speakers who need to communicate with each other but are separated by a language barrier.²

Federal definition of sign language interpreter: *Qualified interpreter* means an interpreter who, via a video remote interpreting (VRI) service or an on-site appearance, is able to interpret effectively, accurately, and impartially, both receptively and expressively, using any necessary specialized vocabulary. Qualified interpreters include, for example, sign language interpreters, oral transliterators, and Cued Language transliterators.³

Oral interpreter: A skilled professional who facilitates communication between individuals who are deaf or hard of hearing and those who are hearing. Oral interpreters work within a continuum of service provision from solely using mouth movements to the inclusion of natural gestures, fingerspelling, or writing key terms.

Sign language interpreter: A skilled professional who works to ensure clear and effective communication between individuals who use sign language and those who use spoken language. Sign language interpreters deliver the signed and voiced messages of speakers.

Language A rule-governed set of arbitrary symbols that is socially shared among people within a culture or community. Language can be encoded through spoken words, symbolic and meaningful visual/manual signs, and written form.

Expressive language: This term refers to how an individual expresses thoughts, wants, or needs. They can be spoken or signed. Expressive language does not mean the person's ability to speak or produce

2 Napier, J., McKee, R., & Goswell, D. (2010). Sign language interpreting. Theory & practice in Australia & New Zealand. Sydney Federation Press.

3 Definition retrieved from the Electronic Code of Federal Regulations website, www.ecfr.gov

speech; instead, it is the ability to communicate, share ideas, request information, and express thoughts or feelings.

Receptive language: This term refers to how an individual understands and comprehends what is heard, signed, or read (e.g., comprehends questions, statements, and stories).

Language and communication approaches Practices which may be used within the field of deaf education to facilitate language and communication competence for children who are deaf or hard of hearing.

ASL/English bilingual approach: An approach that facilitates the acquisition and use of both ASL and English while stressing the importance of developing each as a separate language. This approach may be implemented to support the acquisition and use of ASL and English through reading and writing, or the acquisition and use of ASL, spoken English (according to an individual child's abilities and needs), and reading and writing.

Auditory-oral approach: An approach that focuses on training children to use their hearing abilities (with or without the benefit of speechreading). The ultimate goal is for children to communicate via a spoken language. Signs are not used in an auditory-oral approach; however, natural gestures that are used in typical conversation may be included.

Auditory-verbal approach: This approach is currently referred to as *listening and spoken language* (LSL). See *Listening and spoken language*.

Bilingual-bicultural (BiBi) approach: An approach that reflects the cultural and identity needs of deaf learners. It focuses on facilitating ASL as a child's first language and primary means of communication, with English addressed primarily through reading and writing.

Cued Speech approach: An approach that utilizes a visual communication system to clarify the phonemes of spoken language. See *Cued Speech*.

English-based signing approaches: Approaches that utilize signs to represent the English language in a manual/visual form. English-based signing supports the vocabulary and syntax of English and is not a signed language. These approaches may incorporate either formalized English-based sign systems or various non-standardized uses of sign to support and clarify English.

Listening and spoken language (LSL): Previously referred to as the *auditory-verbal approach*. LSL focuses on facilitating spoken language through listening. LSL practices are guided by specific principles and practices that focus on enhancing the auditory feedback system. These practices do not encourage reliance on speechreading or other visual supports.

Ling 6-Sound Test A quick and easy test used to check a student's access to sound. It can be used with or without amplification. The test uses various speech sounds, ranging from low to high frequencies, which are representative of the full spectrum of speech frequencies.

Linguistic competence The ability to use language to facilitate communication, critical thinking, problem solving, reading, and writing.

Modification A change in the content of the curriculum for those students who are unable to comprehend the content in the educational setting. For example, assignments might be reduced in number and changed for a student to understand the curriculum content.

Neckloop A miniature audio induction loop worn around a user's neck. It transmits sound electromagnetically from a sound source (i.e., iPod) directly into a personal amplification device equipped

with a telephone coil. An individual's cochlear implant or hearing aid can be set to "t" (telecoil) to receive this signal.

Novel topic New information that the student has not come into contact with in the past.

One-voice rule A rule allowing only one individual to talk at a time during group activities; other individuals in the room may not talk amongst themselves as the teacher is instructing.

Pragmatic language This term refers to the way language is used and understood within social communication interactions (e.g., initiating a conversation, using appropriate eye contact, knowing when to change a topic, knowing how to politely interrupt or join a conversation).

Realtime captioning A technology used to provide an immediate translation of spoken English into written English text. The text can be displayed on an individual's computer monitor, projected onto a screen, combined with a video presentation to appear as captions, or be made available using other transmission and display systems. Realtime captioning services may be delivered on location or remotely. There is a variety of realtime captioning programs commonly used, including:

Communication Access Realtime Translation (CART): A service which provides a verbatim (word-for-word) translation.

C-Print™: A service which provides a meaning-for-meaning (not verbatim) translation of the spoken English content.

Typewell: A service which provides a meaning-for-meaning (not verbatim) translation of the spoken English content.

Self-advocacy An individual's ability to effectively communicate, convey, negotiate, or assert his or her own interests, desires, needs, goals, and rights. Self-advocating involves making informed decisions and taking responsibility for those decisions (e.g., the student knows what accommodations are needed and how to ask for them).⁴

Service coordinator A service coordinator (also known as a *case manager*) is a professional who communicates with the family to learn about their concerns, resources, and priorities. He or she oversees a student's programming to ensure that services are coordinated and implemented according to the plan devised by the service delivery team.

Service delivery team (case management team, IEP team) An interdisciplinary team of professionals and family members who collaborate with one another to make decisions about educational services and programming. This is individualized based on each student's needs.

Special education administrator An administrator who supervises a district's or county's special education programs and who is responsible for students with special needs and determining how the school system can support their learning.

Special educator A teacher who has specialized training to work with students who have a wide range of learning, behavioral, cognitive, emotional, and/or physical disabilities. He or she ensures that lessons and teaching strategies are modified to meet the students' needs.

⁴ Van Reusen, A. K., Bos, C. S., Schumaker, J. B., & Deshler, D. D. (1994). *The self-advocacy strategy for education and transition planning*. Lawrence, KS: Edge Enterprises.

Speech-language pathologist A certified professional trained both in understanding how children learn language and in strategies to facilitate speech and language development. Some speech-language professionals have received additional training in working with individuals who are deaf or hard of hearing related to their communication needs.

Speechreading The process of determining the intended meaning of a speaker by utilizing all visual clues accompanying speech, such as lip movements, facial expressions, and bodily gestures.

Teacher of the deaf/deaf educator A teacher who has specialized training in the education of children who are deaf or hard of hearing. This professional has specific training in language acquisition and the unique learning and communication needs of students who are deaf or hard of hearing. Often this is an itinerant teacher who may travel to various schools providing educational resource support.

Transition services A coordinated set of activities and services for a student with a disability that focuses on facilitating the move from secondary to postsecondary education. Included are transitions to college, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living skills, and community participation. Transition can also apply to the time when a child moves from Part C of the IDEA (for students from birth through age 2) to Part B (for students ages 3–21).

Transliteration The process of taking a message and expressing it in a different form of the same language (e.g., a message that is expressed in spoken English which is transliterated into signed English).⁵

Unilateral hearing loss Hearing loss occurring in or affecting only one ear.

Visual supports The availability of resources, services, or accommodations (e.g., clear sight lines, proper lighting, sign language interpreters, speechreading cues) that provide access to the classroom.

⁵ Humphrey, J., & Alcorn, B. (2007). *So you want to be an interpreter? An introduction to sign language interpreting* (4th ed.). Seattle, WA: H & H Publishing Company, Inc.