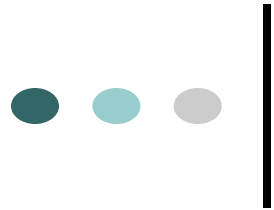


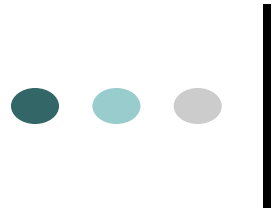
HILIA

Heart of Illinois Low Incidence Association
Serving Students with
Vision and Hearing Needs in
McLean, DeWitt, Livingston, Logan, and
DeWitt Counties



HILIA Board of Directors

- Dawn Conway- Livingston County Special Services Unit
- Scott Hogan- Tri-County Special Education
- Michelle Lamboley- McLean County Unit District #5
- Leslie Hanson- Bloomington School District 87



HILIA Program Description

- The Heart of Illinois Low Incidence Association (HILIA) was formed to promote, establish, and maintain a continuum of comprehensive services for children with the low incidence disabilities of hearing impairment and visual impairment. HILIA exists in collaboration between Bloomington School District #87, Livingston County Special Services Unit, Tri-County Special Education Association, McLean County Unit 5 School District, and Illinois State University Laboratory Schools. HILIA serves students with hearing and visual impairments in over thirty school districts within DeWitt, Livingston, Logan, and McLean counties. The unique needs of these students are met through the continuum of services offered in the district's programs or at the Laboratory Schools.



HILIA Continuum of Services

Services in the home school district --- Hearing, Vision, and Assistive Technology Facilitators, Itinerant Teacher of the Deaf and Hard of Hearing, Educational Audiologist, and Orientation Mobility Specialist --- Assist in providing programming in the home school district for students whose vision and hearing needs can be met with minimal intervention.

Services at the ISU Laboratory Schools --- Teachers of the Deaf and Hard of Hearing, Teachers of the Visually Impaired, Speech-Language Pathologist, Educational Audiologist, and Orientation Mobility Specialist --- Provide programming at ISU Laboratory Schools for students whose vision and hearing needs necessitate intensive services and accommodations.



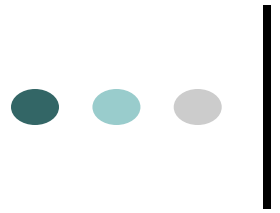
HILIA Personnel- District Programming

- Tami Scherer, Deaf and Hard of Hearing Facilitator
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- Jan Harrell, Vision Facilitator
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(309) 438-5883
- Jodi Nibbelin, Assistive Technology Facilitator
jnibbe@ilstu.edu
(309) 438- 2052



HILIA Personnel- District Programming

- Molly Turner, Itinerant Teacher of Deaf and Hard of Hearing
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(309)438-2569
- Dr. Ali Sherren, Audiologist
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(309)438-1140
- Lisa Kendall, HILIA Program Coordinator
lmkenda@ilstu.edu
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HILIA Programming in Home School Districts

- Facilitators provide additional guidance/resources for educators working with students with the low incidence disabilities of hearing and vision. Facilitators provide consultative services to district IEP teams and assist with areas including (but not limited to) problem solving, equipment troubleshooting, team meetings, and IEP meetings. HILIA facilitators provide expertise in the areas of assistive technology, deaf and hard of hearing, and vision.
- An itinerant Teacher of the Deaf and Hard of Hearing can provide direct services.



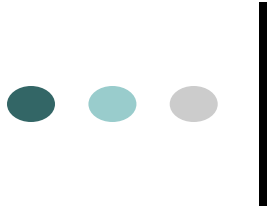
HILIA Programming in Home School Districts-Cont.

- Our Educational Audiologist can provide services in conjunction with the hearing facilitators or the Itinerant Teacher of the Deaf and Hard of Hearing
 - Audiological testing and Central Auditory Processing evaluations may also be conducted by the Audiologist, at district request
- Access to a certified orientation mobility specialist is also available



Continuum of Services for HILIA Facilitators


- Phone/email contact to answer basic questions
- Observation
- Attend team meeting, when possible, to problem solve
- Assessment
- Attend IEP or eligibility meeting, when possible.
- Provide consult services (Up to 10 times per year)
- Provide limited direct service (up to 10 times per year)



When and how do we request a consult and how should it be added on the IEP?

When there is a concern regarding a student's hearing, vision, or need for assistive tech:

- Discuss these concerns with your supervisor
- Contact the appropriate facilitator to discuss your concerns
- Facilitate the necessary paperwork required
- If the student is considered eligible for services, the facilitator will enter the necessary information on the IEP paperwork and will determine the number of consults required.
- HILIA facilitator services can be added to the IEP only after approval of that facilitator.



How do we determine the number of consults that are appropriate for each individual student?

Recommendation based on the following factors:

- Degree of loss
- Degree of adverse effect
- Age
- Intensity/areas of need
- Demands of the program
- Amount of accommodations
- Extenuating circumstances



What is a consult?

A consult consists of the following components for all three facilitators:

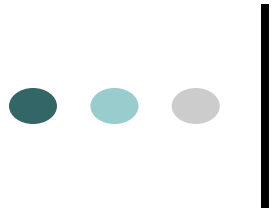
- Sharing disability specific info
- Assisting with the implementation of accommodations
- Ensuring proper equipment usage
- Providing educational recommendations
- Advocating for the student's needs
- Supporting IEP goals specific to the disability
- Assessing the environment for access
- Each facilitator then starts to differentiate according to disability specific issues.



Itinerant Services

In addition to all services defined as a consult, itinerant services also include-

- Direct services provided by a Teacher of the Deaf and Hard of Hearing
- Yearly inservice that provides information on services, equipment, and hearing loss
- Instruction in the areas of listening, language, and speech
- Varying degrees of direct instruction available based on student need
- Implementation of yearly assessments to demonstrate progress in the areas of listening and language



Vision Facilitator Services



Vision Eligibility

When there is a question on whether a student should be referred, please feel free to contact the HILIA Vision Facilitator with a description of what the concerns are for the student and the adverse effect that vision seems to be playing for the student in the classroom.

Vision Eligibility states

- *Visual Acuity Loss*
- *Visual Field Loss*
- *Changing or degenerating vision condition*
- *Neurological/Cortical Visual Impairment*
- *Other _____*

These conditions adversely affect educational performance



504 vs. IEP for Students with Visual Impairments

- Students with an IEP for a visual impairment can access free large print books, adapted equipment and instructional materials through Federal Quota Funds with the approval of the vision coordinator. These materials may not be accessible to students with a visual impairment who have a 504 Plan. Digital materials that come through NIMAC are only accessible with an IEP as well.
- Depending on the student's needs, it may be necessary that students with a visual impairment have an IEP instead of a 504 to provide them FAPE. There may be some situations where the impact of this lack of access has been thoroughly addressed and the 504 can meet the student's needs. The Vision Facilitator can guide you through this process.
- Please contact the vision facilitator prior to having these discussions.



Vision Referral

Referral: If you have a student who appears to be having vision problems in the classroom that you think may meet the criteria for vision services, these are the steps that will need to be taken.

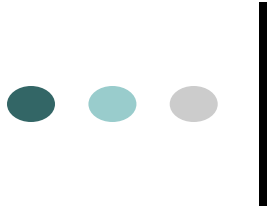
- It is preferred that the student has seen the eye care specialist within the last 12 months. If they have not been seen at all, it would be recommended that an appointment be made to help with the referral process.
- If you have an eye specialist's report, forward it to the vision facilitator along with a statement indicating areas of visual concern.
- If they have been to the eye care specialist, but you don't have a copy of the current report, have parents sign a release of information form requesting vision records. Indicate doctor's name, address, and phone. Fax to the vision facilitator along with the areas of educational concern. Fax to (309)439-4455 or scan to email.
- The Vision Facilitator will request the records.
 - A classroom observation/vision assessment will be scheduled.
 - Need for vision services will be based on information from the staff, visual information, and when necessary a functional vision assessment.



Vision Consults

Most consults would be combinations of the following:

- Accessibility recommendations
- Evaluation of materials for determination of appropriate access
- Technology assessment and consequent recommendations
- Monitoring/updating staff on equipment/technology
- In-service for teachers
- Recommending safety accommodations for recess/PE
- Parental involvement
- Updating ocular information and working as a liaison between family/school and eye specialist.
- Monitoring accommodations and follow-up if they are not being used
- Assisting in determining appropriate ways for formal/informal testing to occur using IEP recommendations
- Research/information gathering to be shared at next consult



Deaf and Hard of Hearing Facilitator



Deaf/HH Eligibility

When there is a question on whether a student should be referred the statement of eligibility should be reviewed to determine whether the student appears to meet the criteria.

Eligibility The student must have a documented hearing loss, whether permanent or fluctuating.

To determine eligibility, a student must have:

- Evidence of a hearing loss
- Evidence of speech and language delays and/or academic deficits
- OR
- Evidence that delays will occur without intervention
- **ISBE guidance-**
 - <http://www.isbe.net/spec-ed/pdfs/guidance-16-04-cogswell-macy-act.pdf>
 - http://www.isbe.state.il.us/spec-ed/pdfs/memo_vision_impaired.pdf



Deaf/HH Referrals

Referrals: If you have a student who might have a permanent or fluctuating hearing loss that is adversely affecting school performance (either in accessing information or educational delays) these are the steps that will need to be taken:

- ISU/OSF St. James evaluation
 - --McLean County Unit 5—the referral can come out of a specialized services meeting/educational team recommendation—can be called in directly to HILIA Hearing Facilitator or HILIA Audiologist.
 - --Tri-County—the Referral for Specialized Evaluations form is on Filemaker under supplemental forms. It needs to be signed by the principal, the Special Ed Coordinators and then sent to HILIA Hearing Facilitator or HILIA Audiologist.
 - --District 87—the referral paperwork designed by the District 87 Special Education Director is sent to HILIA Hearing Facilitator and HILIA Audiologist.
 - --LCSSU—after a special education evaluation, the paperwork is sent to HILIA Hearing Facilitator or HILIA Audiologist.



Deaf/HH Referrals - Continued

- Once we have documentation of hearing loss (could be based on past audiograms) then the intensity of need for hearing services would be based on type and degree of adverse effect, age of student, demands of the program, amount of accommodations, etc.



Deaf/HH Consults

- Inservice school team on amplification devices (hearing aids, FMs, CI, CI FMs)
 - --increase comfort level in handling of equipment
 - --ability to maintain and troubleshoot equipment
 - --structure team responsibilities for equipment
- Inservice school team on CI precautions
- Structure adult supervision of equipment to ensure equipment is ON and working properly
- Student familiarity with equipment—direct service to student or indirect (program and materials to slp) for maintaining and troubleshooting amplification devices
- Teacher/educational team inservice—specific information on hearing loss, what it means in the classroom, equipment cans and can'ts, educational recommendations
- Student training of advocacy skills



Deaf/HH Consults - Continued

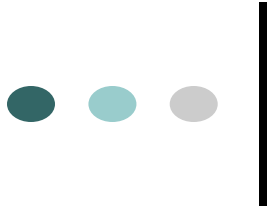
- Peer inservices—for hearing loss, equipment, support for the student
- Timed observations for classroom suggestions—looking at time on task, following teacher directives, amount of participation, self advocacy/self help skills, characteristics of the listening environment, auditory or visual learner, access to information issues
- Short teacher interviews to see if there are problem areas common to hard of hearing children—vocabulary weaknesses, pace of presentation, secure on concepts, homework completed, standing in class, etc.
- Short student interviews—problem areas and where to access help
- Assist with aural rehabilitation
 - --assist with goal writing
 - --provide resources/researching resource possibilities
- Incentive programs/contracts, etc. for use of amplification devices



Assistive Tech Facilitator Eligibility

When there is a question about eligibility or a need for referral, please contact the facilitator to discuss the areas of need. A SETT meeting might be utilized to determine whether there is a need for assessment for assistive technology devices and/or services. AT services are not necessarily limited to students with low incidence disabilities. (Typically, Unit 5 and District 87 utilize their own in-district AT Coordinator for services for their students).

- *Eligibility The student must have an IEP and a documented discrepancy between his/her performance with and without the support of AT, per definition of Assistive Technology.*



Assistive Tech (AT) Facilitator Consults

- Provide awareness of AT devices & services
- Determine the needs of the child, including assessment in the child's customary environment
- Assist the team with borrowing, acquiring, getting funding for, or purchasing assistive technology devices
- Guide the selection, design, customization, adapting, or repair of assistive technology devices used by students
- Provide training to IEP team members, students, and family members regarding how to use and customize the students devices
- Assist staff with understanding how to integrate the student's AT within their curriculum to demonstrate improved function
- In-service school staff about AT devices and how to implement them in classrooms
- Assist in determining procedurally correct procedures to include AT in the IEP
- Research/information gathering for follow-up consult



HILIA Programming in the Laboratory Schools

- Thomas Metcalf School (PreK- 8th grade) and University High School make up the Laboratory Schools at Illinois State University. Students (ages 3-21) with significant hearing and vision needs attend the Laboratory Schools where they are taught by our Deaf and Hard of Hearing Teachers and Teachers of the Visually Impaired. Programming is available in both inclusive and self-contained settings. Students enrolled in HILIA programs within the Laboratory Schools also have access to related services provided by an educational audiologist, interpreters, certified orientation mobility specialist, and speech-language pathologist.



How is placement at Lab Schools determined?

Lab School placement

The team should consider the following factors:

- Degree of loss
- Degree of adverse effect
- Difficulty in accessing curriculum in home-school
- Ability of home school to meet the intense level of services and accommodations

A decision must be made by the district IEP team to determine whether educational services will be provided by the HILIA facilitators or at the ISU Laboratory Schools.