

Students with Multiple Needs

Students who are Deaf/Hard of Hearing and have other exceptionalities may attend a specialized program other than one designated for students who are Deaf and Hard of Hearing. Support is available for these students through the Special Education Hearing-Itinerant Department (i.e. Monitoring, Program Support, or Direct Instruction).

Early Education Services

Upon turning 3, young children who are Deaf/Hard of Hearing and their families are eligible to receive support from our Early Education Services department.

Our Resource Team

In addition to our Specialist teachers, our team includes an **Educational Audiologist, a Speech/Language Pathologist, a Social Worker** and a **Psychologist**. Members of the Resource Team may provide assessments, consultations and/or support to students and school teams.



Accessing Services

Schools, parents/guardians, audiologists and relevant community agencies can contact us for information on how to access our services.

Please provide a copy of a hearing test done within the **last 24 months**.



Toronto District School Board Special Education-Hearing

Phone: 416-393-0640

Fax: 416-393-1046

SpecEdHearing@tdsb.on.ca

[http://www.tdsb.on.ca/
EarlyYears/SpecialEducation/
Program.aspx](http://www.tdsb.on.ca/EarlyYears/SpecialEducation/Program.aspx)



Special Education



Support for Students who are Deaf/Hard of Hearing



March 2016

Eligibility

Any student with an identified hearing loss or auditory disorder is eligible to receive support from the Special Education-Hearing department. Support is available from school entry through to high school graduation.

Educational Support

The Special Education-Hearing department provides a variety of services delivered to students with a hearing loss by Specialist Teachers of the Deaf /Hard of Hearing. There are several levels of support for students in TDSB schools. These levels of service delivery are dependent upon individual needs and are listed from the least intensive to most intensive level of support.

All of our teachers have specialized training in the unique needs of students who are Deaf, Hard of Hearing or have Auditory Neuropathy.

All levels of support require that an Individual Education Plan (IEP) be created.



Regular Classroom Options

Some students attend a regular class in their local school and receive support from a Hearing Itinerant Teacher. The Itinerant Teacher may provide one of these three levels of support:

Monitoring Support

- Itinerant Teachers monitor students' needs related to hearing and provide information and in-service to classroom teachers
- Usually 2 to 3 visits per school year and consultation as necessary

Program Support

- Itinerant Teachers monitor students' needs related to hearing, provide information and in-service to classroom teachers and support the use of FM amplification systems in regular classrooms
- Monthly contact with the classroom teacher

Direct Instruction

- Itinerant Teachers provide individual withdrawal support to focus on the specific learning needs related to the implications of a significant bilateral hearing loss
- Teachers provide all the indirect program supports listed above
- Usually 2 to 3 sessions per week
- This level of support is accessed through a Central IPRC

Special Classroom Options

Some students attend a special education program at a designated program site. The students are transported to and from the program by the TDSB.

This model provides support to students with an educationally significant bilateral hearing loss who require intensive support for communication and language development. This level of service is accessed through a SEPRC or a Central IPRC.

Co-enrollment Kindergarten

- Students attend a full-day program at a designated program site
- Students spend half the day in a mainstream kindergarten class and the other half receiving intensive language support in a small group setting

Intensive Support Programs

- Students attend a full day program at a designated site
- Students receive intensive language support using one or more modalities
- Includes some level of integration with typically hearing peers

