

Introduction

The purpose of this book is to present an extensive collection of case studies that highlight the diversity within the d/Deaf and hard of hearing (d/Dhh) student population. Cumulatively, these case studies represent a snapshot of the overall population of school-age d/Dhh students as determined by the U.S. Department of Education (2015) and the Gallaudet Research Institute (2013). Within this population, between 5 and 10% are Deaf children of Deaf parents, 25% come from a home where the parents speak a language other than English, 50% have a disability, 50 to 60% are in inclusive settings, and 50% are using listening and spoken language (LSL) for instruction. Appendix A illustrates the expansive nature of the case studies presented in this text.

As a group of educators with multiple graduate degrees and over 80 years combined experience in the field of deaf education, we found a lack of comprehensive resources available that represent the unique and diverse learners with whom professionals will work in their careers. We realized that blending our individual teaching experiences with our varying areas of expertise (early intervention, listening and spoken language, ASL discourse analysis, reading, learners with disabilities, multilingual learners, etc.) offered an opportunity to present a rich and broad perspective of the diversity within our field. In addition, we incorporated the expertise of two Deaf teachers of the d/Dhh who have over 37 years of experience within the field to ensure that each case study was vetted through a Deaf cultural lens. In short, this textbook was derived from the need to supplement instruction with authentic case studies so professionals can better understand the complex and unique learners they will encounter in our diverse field.

These case studies illustrate the variable challenges professionals working with students who are d/Dhh address on a daily basis. In order to prepare professionals for these challenges, the case studies are framed to promote inquiry-based learning by including a multitude of characteristics that influence communication, psychosocial, and educational services. The uniqueness of hearing status and its impact on learning is exemplified by these characteristics and their interaction, which include a student's background experiences, language and communication mode (sign and/

Note: All name and case study scenarios in this text are fictitious. No identification with actual persons (living or deceased) or places is intended or should be inferred.

or listening and spoken language), language and academic proficiency levels, use of assistive listening devices (hearing aids, cochlear implants, FM/DM systems, etc.), family dynamics, and diversity related to culture and disabilities that may accompany deafness. These case studies include authentic supplemental materials and documents, including an audiogram for each case, supporting documents (e.g., Individual Education Program and Individual Family Services Plans, assessment results, transition plans, behavior intervention plans, etc.) to support readers in making data-based decisions related to individual case studies. Each case study is followed by a sequence of discussion questions and activities to engage the reader and classmates in rigorous thought-provoking debate, application, and critical thinking activities. Sample answers to the discussion questions and PowerPoint slides outlining the characteristics of each case study are provided in the instructor's manual (available online).

Additional resources are also provided to guide the reader to further information about topics of interest and can be utilized to assist the reader in completing the activities provided. These resources can be found in the appendices. Appendix B provides a comprehensive list of assessments; whereas Appendix C lists a collection of theories with related evidence-based practices. Appendix D is a combination of the traditional speech banana with the newer speech string bean (Madell, 2015). Appendix B offers readers the option of choosing various assessments that could be used to measure specific skills of their students. The list of assessments is categorized by language, literacy, motivation, auditory development, and so forth. Appendix C guides the reader to better understand learning and developmental theories as they relate to evidence-based instructional strategies. By understanding the relationship between theory and practice, readers can better determine why and how children learn, thus matching the theory to the skills their student is likely to benefit from. Appendix D, the *bananabeangram* is provided to help readers better understand the speech sounds a child is able to hear when aided, or unable to hear when they are unaided. Students can make a transparency of the *bananabeangram*, and overlay it with the case study audiograms, thus clearly demonstrating the child's hearing level and access to sound.

Inquiry-based learning allows the reader to solve student-centered challenges that teachers, parents, service providers, and administrators face on a daily basis. The authors incorporated the following student variables throughout the 35 case studies:

- communication factors, including mode(s) and language(s) (e.g., American Sign Language, spoken and written English, spoken Spanish, etc.), age of identification of hearing loss, age of language acquisition, useable auditory and visual access to communication, and consistent use of listening strategies;
- learning experiences, including the effects of language and literacy issues on students' academic success and learning across the curriculum;
- educational services, including access to mode(s) and language(s) of instruction, instructional materials (e.g., language and reading levels), assessments,

accommodations, modifications, amplification management, use of technology to support learning, evidence-based instructional practices, and incorporation of both mandated learning standards and individual learning goals and objectives;

- learning environments, including early intervention, preschool, primary and secondary school, day and residential schools for the deaf, signing and listening and spoken language environments, and placement options, such as inclusion, small group, and one-on-one settings; and
- social, emotional, and intellectual development.

In the current realm of data-based instruction (e.g., Council for the Accreditation of Educator Preparation [CAEP], State/Provincial Standards, Institute of Education Sciences [IES], etc.), all teachers should be able to justify why they do what they do. These 35 case studies present multifaceted data and supporting materials from which readers can make educated decisions and discuss topics in-depth regarding individual learners. Why does Ms. Cortez use visual organizers in her math lesson? Why does Mr. Foster use repeated viewings of American Sign Language narratives in his language arts class? Why does the speech-language pathologist use explicit instruction in categories of language? Why does the early interventionist use active learning at bath time? These case studies provide real-world scenario-based learning experiences and related activities applicable to any educator who works with d/Dhh students. This text offers a current perspective of the diverse learning environments prevalent in the field of deaf education across a variety of ages, settings, and learner characteristics.

Readers using these case studies can directly incorporate these instructional strategies within their scenario-based learning activities, integrating theory and research with application to practice. This text can be used to enrich courses that discuss topics relative to audiology, speech and language, curriculum and instruction, early intervention, literacy, introduction to deaf education, language development, as well as others (see Appendix A for an expanded list of topics). These case studies also can be utilized with online courses to generate discussion and provide activities for students to participate in virtually; this was taken into account when developing the activities and discussion questions within the cases.

TERMINOLOGY

As professionals specializing in specific areas in deaf education, we chose to use collaborative terminology that respects one another's differences, including *hearing level* or *hearing status* in place of *hearing loss* (when applicable); *identification* in place of *diagnosis* (when applicable); *received a cochlear implant* in place of *implanted*; and DM where FM systems are noted to reflect the changes in this type of technology. This

perspective aligns with the mission of The Radical Middle (<http://radicalmiddledhh.org/>), and we invite readers to join our collaborative perspective. Keeping this perspective in mind, we have also provided a glossary of essential terms in our field.

SUMMARY

Case Studies in Deaf Education provides a practical and widely applicable resource for professionals in the field of deaf education, such as teachers of students who are d/Dhh, speech-language pathologists, educational interpreters, audiologists, and general and special educators. Professionals working with children who are d/Dhh can use these real-world scenarios and cases to prepare them for the diversity they may encounter when serving a range of learners. Thus, we present a series of cases developed by teachers and researchers from a broad spectrum of backgrounds, creating a comprehensive resource for practitioners in the field of deaf education.