

Arizona Commission for the Deaf and Hard of Hearing

Task Force on Education Parent Information Resource Availability

Meeting #1
May 15, 2012

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Overview

On Tuesday, May 15, 2012, the first meeting of the Deaf and Hard of Hearing Task Force met from 1:00 p.m. until 3:40 p.m., to confer about deaf and hard of hearing education as well as parent information and the availability of resources in Arizona.

This report summarizes key points of information specified from members of the task force in response to questions provided in advance. Each segment of the report provides points shared by task force members within categories that emerged during facilitated discussion.

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Executive Summary of Needs Articulated

Comments shared during the session indicated multiple areas of opportunity for the Task Force on Education, Parent Information, and Resource Availability. Members of the Task Force articulated a broad range of needs, including the following:

- **Increasing awareness** among parents, educators, other stakeholders, and the general public, regarding the needs and services associated with children who are deaf or hard of hearing, notably the level of fair access to services
- Furnishing and maintaining a **clearinghouse** for a broad base of information that includes current research pertinent to learning and support resources and best practices for the use of families, educators, and lawmakers
- Delivering **legislative advocacy** services to promote awareness of and satisfy the educational needs of deaf and hard of hearing students and their families
- Providing a **centralized database** for children throughout Arizona, identifying where they go to school and their particular needs
- Offering one or more **state coordinator** positions to represent the needs of students who are deaf or hard of hearing, and to ensure the opportunities for information access and decision making
- Ensuring that gaps in **early detection and diagnostic services** are brought to the attention of professionals who can act upon them
- Providing **decision support** for parents and families involved in **transition** at all levels of the spectrum
- Delivering **professional development** for specialized teachers of deaf and hard of hearing students, and for teachers in the regular classrooms who serve deaf and hard of hearing students
- Stimulating and developing **support networks** including but not limited to families who have deaf or hard of hearing children
- Coordinating endeavors to ensure **compliance** in regulatory areas pertinent to interpreter services, on behalf of deaf and hard of hearing children and their families
- Maintaining a **collaborative relationship** with key staff in the **Arizona Department of Education**, for purposes of jointly supporting strategic issues that support children's learning

**Question 1: What role do you believe that the Task Force should have in expanding the levels and types of educational services to the Deaf, Hard of Hearing, and Deaf-Blind communities in Arizona?
[What gaps in services prevail statewide?]**

Provide Centralized Information Resource for Families

- At present, we have no place where anyone can find all pertinent information.
- Who is responsible for providing that centralized resource?
- Develop and maintain a school selection information base. Parents need accurate information. Currently, many families go to charter or other schools, without obtaining sufficient knowledge about the state of the curriculum, the level of assistive technology, and general educational approach.
- Provide more readings, more lectures, and methods of determining needed and available tools. All should be made aware of the range of needs and services.
- If hearing loss is determined, parents do not know what to do next.
- As the 24/7 responsible parties, parents need a strong educational component to satisfying their expectations and to help them plan.
- Presentations need to emphasize the range of communication modes and methods for adoption by learners.

Address Transitions across the Spectrum

- At both ends of the spectrum: provide education on educational resources and identify gaps.
- Find out how to streamline from 0-3 into school and from transition out of high school into adult services world and make those connections
- I think you need to give parents the option of going 0 - 3 and then 3 – 5. These experiences could take place at a charter school or another school.
- Look at transition at the other end including post-secondary to further schooling and/or to the workplace. What How might these transitions work?

Facilitate Established Groups and Strengthen Potential for Networks

- Peer access is important
- Need to meet and socialize with others
- Even sub-communities like the Latino community within the deaf community
- Currently, everyone goes to their own different places
- At the secondary level, there is a definite need for connecting.

Enhance Parent Awareness of Services for Youth

- Do parents know what youth services are available?
- Transition from secondary to life beyond, and possibly additional disabilities
- Where can families go from there?
- Programs are needed to prepare youth for independence in the workplace and an acquaintance with other services in schools to facilitate that independent lifestyle.

Role Models and Expectations for Children

- Parents don't see role models for their children in our community
- Parents don't know what expectations to have for their deaf children

Assistive Technology

- What assistive technology is available for students at varying stages of their educational journey?
- What approaches are needed to obtain and utilize such assistive technology?

**Question 2: How can this task force help enhance:
Legislative advocacy? Increasing public awareness of accessibility issues for individuals who are deaf, hard of hearing, deaf-blind, or have speech difficulties? Licensing educational interpreters? Programming for deaf children ages 0 – 3, including educational interpreters?**

Legislative Advocacy

- Two statewide positions can exist: One, clearinghouse director, more of a community position, situated in ACCHH. The other, a Department of Education position.
- Provide a voice together for serving children. Together, we can be much louder, much stronger.
- The ACDHH position would help transcend the “wall” we hit with such a small group of children. Having clout by virtue of grouping together is a welcome prospect.
- As a nonprofit, we would benefit. We do not have the money to pay for legislative support.
- We need help placing the kids first.

Increasing public awareness of accessibility issues for individuals who are deaf, hard of hearing, deaf-blind, or have speech difficulties

- We need to change the culture. Put the child first. Start with the child (not the program first). Create that environment somewhere.
- Utilize the State of Colorado Communication plan. Emphasize those supports needed to help each child. Apply this tool for parents and schools to use, to help for the child. (Note: See Appendix B of this report.)
- Perspective: teachers for deaf and hard of hearing are wonderful; there is a disconnect with the teachers. Make sure the physical systems are working.
- Enhance the connection between teachers for the deaf and regular education teachers.
- Incorporate that teachers of the hearing impaired are **not** the police. They want to help and support. Still general education teachers are not getting a good education in working with the special education children. Exposure, practice, learning for teachers to gain and integrate, is key.
- 83% of our kids are in public schools. The majority of their day is spent in the regular classroom, where else would you be?

- During a speaking engagement, I worked with a group of students in northern Arizona, education students to be graduating with degrees in Special Education. My 30 minutes with them was the sole presentation that represented the deaf and hard of hearing community.
- We are an under-represented part of education right now. This appears to be a typical pattern nation-wide.

Licensing Educational Interpreters

- Establishing a communication plan is a federal law. It is included in the IEP. This must be done properly, following the law already in place.
- Programming for deaf children ages 0 to 3, including educational interpreters
- Collaborate fully with the Arizona Department of Education, to ensure mutual support.
- Deaf children should be seen as viable bi-cultural children.
- People struggle with placement.
- We feel a weight of responsibility Directors of Special Education at districts meet approximately once a month.
- As administrators, it is often challenging to get district office attention.

Question 3: To what extent does a need exist for a clearinghouse and information/referral center for parents of children who are deaf or hard of hearing? What type of service model might be considered for such a service?

Independent and Comprehensive

- A question needing attention is: what service model should be adopted for the clearinghouse and information referral center for parents of children who are deaf or hard of hearing?
- A huge need exists for an independent, unbiased clearinghouse that has extensive information for parents and professionals
- Most information that parents receive is second-hand and can be inaccurate and in conflict with research findings.
- Parents hear strong opinions, not the full picture.
- When we got into this situation, we had to go to many different places
- Find out best practices, place them into circulations, and do the work the right way.
- Well-educated decisions by parents for the child represent the goal. We must support this. There is strong social and emotional impact. Not all of the options are properly presented
- Many parents over the years make it clear that this is still true. Need unbiased information
- Arizona Hands and Voices is a nonprofit organization serving as a family resource guide and center for parents.
- Decision process begins when child is young and parents have had little time to research and confer.
- Anxiety for families after middle school when it is time to switch to another environment

Availability of Electronic Versions of Information

- It would be a good idea to have a clearinghouse function online, to ensure currency and a proper reflection of the range of services.
- One approach is to prepare a wiki (resembling Wikipedia) that can be continually updated. This would necessitate the involvement of editors in an ongoing way, to maintain proper tone and reach.

ACDHH as Appropriate Organization

- Neutral: does not show favoritism.
- Commission looks out for everyone's interest. Under Sherri Collins' direction, it is truly what it should be.
- Clearinghouse and information/referral center should be housed at ACDHH This would be a good thing for commission to work on.
- It is do-able. All different organizations can come to ACDHH.
- There is no better place than ACDHH for locating the clearinghouse under discussion.
- Neutrality that exists in this commission makes this desirable.
- Commission is the appropriate point of contact.
- This being the site for information referral: the right place.
- ACDHH is the first place where this should originate.

Information Areas for Inclusion

- Information from clearinghouse can become the educational core of the Commission.
- In conjunction with the Department of Education and the universities, provide most current research and knowledge base.
- Legal accuracy: the clearinghouse can help us do what the law requires us to do.
- Doctors and professionals who know about language development
- Language development and particular children's needs and progress
- Decision making information related to school choice: over the past two years parents feel they need to make a decision about middle school. Information seems to be one-sided, rather than offering a balanced view of alternatives.
- Use an implementation point of view, reflecting multiple special education directors on a nation-wide basis.

Question 4: To what extent are there gaps in the Early Hearing Detection and Intervention area for children in Arizona? How should those gaps be addressed?

Diagnostic Evaluation

- Improvements could be made in the return of diagnostic evaluation
- Screening is not mandated; reporting is mandated. Results must go to Arizona Department of Health Services.
- Follow-up for diagnostic evaluation is needed.

Behavioral or Emotional Issues

- Districts cannot handle students with behavioral or emotional issues. There is no place for these children to attend school.
- Emerging gaps exist in the latter stages of early detection.
- Almost all kids get into early interventions.
- Once we figure out whether hearing loss exists, what happens then?
- Parents somehow get to the place where they know they are the place who run the show.

Awareness for Families and Educators

- With mild to moderate hearing loss, learning is affected.
- Not many people who coordinate education realize that kids on the low end of the spectrum need assistance and support.

Access to Standard Information

- It is critically important that we all have access to the same information: family cost information, for instance.
- Some families cannot afford this.
- Mild hearing loss may not be something that can wait.
- Kids who have unilateral hearing loss do not qualify.

Question 5: What decision support is needed for parents and families as they determine whether mainstream schools or deaf schools would better serve their child?

Provide the Full Spectrum of Choices Early in the Child's Life

- Decision support must identify the letter and spirit of the law.
- Offer decision support for parents at this point in road.
- It is critical that families see all programs out there and learn what is available to them: become fully aware of the scope of decision to be made.
- See the program. See the schools. Go, observe, be part of the classroom for at least an hour.
- Many parents have missed seeing the classroom.
- Mainstream is an issue. It means fully mainstreamed into a classroom with an interpreter.
- Some children are in self-contained classrooms in public schools.
- Variation exists among certified teachers of the deaf.
- All depends upon the working definition of mainstream.
- Ensure qualified interpreters at School
- The certification of interpreters is not satisfactory in any state.
- Many educational interpreters are frustrated. Children need to gain 100%, not 70-80% of what is presented.
- Testing procedures must be consistent.
- We must develop accurate expectations: The learning process for deaf and hard of hearing children is different from the projected "little red schoolhouse" image in some people's minds.

Assessment

- Assessment represents a huge issue.
- Some assessments miss the essence of what a child can do.
- In TUSD, there are three school psychologists and they all sign.
- Mis-evaluation of students can and does occur from the beginning.
- Language needs are not being met in those rooms.
- Understanding students' needs (hearing loss) must be conveyed to parents.

Opportunities for Dialogue with Other Parents

- Support from other parents: parents can give needed support.
- People who have a child with hearing loss need to talk to different families who have made different choices/
- Awesome that parents can talk to other parents.
- Seek out other opinions. How do they find those parents.
- Online potential: different from several years ago.
- Well-informed parent can make placement decisions.
- Previously, I had never heard of Arizona Hands and Voices. Now everything we're discussing can be accessed.
- Educated decisions require having all information.

Focus on the Individual Child

- What are the supports for that child?
- Placement should be driven by the child's needs.
- What supports and services are needed for that child to be successful?
- Parents need to be educated about their child, know and understand their child, know what assessments that have been done, and the results of those assessments.

Placement Support

- You run up against the requirement of the teacher in the IEP. Same for the interpreter: "This is all that we could find," statement by the school district.
- Appropriate placement support is needed.
- Parents should go to the school and have an understanding that all districts must have a bill of rights for children. Sign language with other deaf children.
- The best placement to meet IEP is required.
- The child may have no peers to learn from.

Oversight of Interpreters

- No one oversees or evaluates the work of educational interpreters. Free to do anything they perceive to be right at the school level.
- Often parents don't realize that the interpreter provides a language model for the child.
- Qualifications must be known, to ensure equal access.
- Most interpreters in education are not qualified.
- Making a decision without a qualified interpreter is not right.
- As parents potentially visit mainstream schools in particular, they must know what they are looking for.
- If their child is going to need interpreting services, asking question of what requirements they have of their educational interpreters to help the child is necessary.
- Go to a school and see an interpreter at work in the classroom, before the child is dumped into a classroom.
- If the mode of communication is not matched, it won't make a difference.
- Students must have the right match with interpreters. Must be stated, and the appropriate level of education discerned. Many schools allow interpreters to take the test they want to take. Some interpreters may not help the child, based upon inappropriate match.

Public Schools and Deaf and Hard of Hearing Students

- 83% of deaf kids nationwide are in our public schools.
- The percentage of students signing is miniscule: .01% - among all special education students.
- We are a low numbers group. If no one complains, we'll not be a top priority.
- We must make sure that the help is there for the child.
- Deaf and hard of hearing students may not be accounted for.
- A Language Rich Environment is the target, within the least restrictive environment.
- Oversight position
- Check background.
- Competency for interpreters is 3.5 on a 5.0 scale. Is this enforced?
- Evaluate and interpret – that is what is missing.
- Monitoring. I have tested every interpreter in this state. Not a mystery as to what level they are. If not 3.5 or above, the interpreter is not allowed to perform.

- Parents do not know that they can ask about their interpreter's qualification and level.
- Follow up with school districts.
- Who at the Arizona Department of Education is responsible for the proficiency of the interpreter, required by law.

Question 6: What support is needed for parents as they explore transitioning their deaf or hard of hearing child from one school district to another?

Rationale for Transition from One Public School District to Another

- Why would a family transition to another school district unless they are voluntarily moving, OR they are not getting the services they want or need in their own district? The family may feel trapped, as it cannot find the services their child needs.
- The law specifies that these needs are present, and that the school must serve. No school is permitted not to deliver the needed services.
- The core funding issue must be clarified. Using a voucher system, referring students with hearing loss to a particular placement. How does this work?
- Many stories are familiar to parents. ?I could write a book, and parents could contribute.?

Obstacles Parents Encounter

- Educators deliver the message, "We do not need to offer the best, just a free and appropriate public education." Parents need support, not confrontation.
- Parents need choices regarding communication modality: sign or oral.
- Parents need to be able to select. Not feel like they are going to be ostracized from their own school district because the district does not have something appropriate.
- As a new teacher, I felt the excitement of helping students. Hearing the limiting viewpoint, I felt stuck in a precarious position, having to keep my job. I wish that I had had courses in law before I began my teaching.
- There never was there a time when we were not in mediation. As a teacher out there I wanted to teach kids. That is the reality.

Question 7: What methods should be used to educate and prepare parents of children who are deaf or hard of hearing for their parent advocacy role?

Key Concepts

- Provide continuity of care for parents, illustrating an overview.
- Provide peer support for parents, even a buddy system.
- Parents of children birth to three years old almost need their own IEP and goals.
- Ideally, parents should be given goals and a follow-up session for review on progress.
- In approaching points of transition (1) Explain what happens, (2) Identify roles, rights, and laws.
- Bring in another family to elucidate legalities and rights from a practical perspective.

Optimal Practices

- I continually build my net all over the place. I find people. I put them in my database. I seek to find someone older than we are, call them, ask them, get direction. I encourage people to do the same. Build that network.
- We know this: Not everyone is lucky enough to have trusted friend who can provide such guidance. Not every child has such incredible representation all of their lives.
- For every parent who has this support, it might be throughout their lives.
- Let parents know all that is out there. Find roadblock. Know what other options are out there!
- Parent who came tour school. Taught orally. Struggled with the child in school getting further behind, came to our school. Should have listened to people from multiple backgrounds, to find out what is best for their child.
- I did do an initiative with 0 – 3 teachers are wonderful, in the classroom 3 days a week, working with parents to build relationship with parents and children. Parent program three days a week. With parents who live farther away. Theme. Parent and child. Arizona needs to provide options path and language mode that best supports them.
- It's not about the parent. It's about the child.

Practices to Avoid

- Do not confuse throwing information at parents with teaching them what they need to know.
- Parent education and support are segmented: we take them through a part of it, then we hand it off to someone else
- Many professionals feel they should hold information until a family is ready for it. Vehement disagreement with that.

Question 8: What approaches should be considered for monitoring educational services for deaf and hard of hearing students in Arizona?

Different Types of Compliance Needed

- For monitoring, two things: (1) Make sure that the school district is in compliance with the IEP, (2) Monitor teachers of deaf and hard of hearing children, with American Sign Language (ASL) as the primary language.
- Teach professional development by teachers ASDB for other teachers.

Determine Access to Language Models

- Provide access to same-language peers.
- Do students have an opportunity to know language models in question
- School to school not equal to their peers
- We are not talking about all the kids who are profoundly deaf ? and they are sitting in classrooms.
- We're not talking about those kids here. They look like they get it, they don't.
- Spectrum. Profoundly deaf. All one end, bilateral or unilateral loss. Need different types of monitoring.

Determine Functionality of Basic Devices and Assistive Technology

- We need to address monitoring of FM systems and assisted devices in school
- Many times there is technically someone who is supposed to do that.
- Only reason a parent found out that the device had not been working the entire year. No one knew until then.
- Somebody looking out over it, but you almost have to have someone taking data on it.

Teach Students Self-Advocacy Skills

- Teach children to confidently advocate for themselves: This isn't working for me.
- Advocacy piece, being a self-advocate. Part of those transition pieces along the way. As children go through those transitions.
- A lot of what I see. Something is given to the child to use, and the child is supposed to go use it. This is what it's supposed to do?

Broad Types and Levels of Need

- The needs are as varied as can be imagined.
- You have to be measuring the different needs.
- Deaf education, a spectrum is evident.
- Range is greater for deaf and hard of hearing children than for visually impaired, based upon experience teaching in both of these areas.
- Children who are hard of hearing need to learn to advocate for themselves.
- Many students do not wish to have the label that goes with hard of hearing.
- Older kids are different. Student leadership is needed. Many of our students are lost in the system.
- Need more involvement in the system. More peer interaction.
- In terms of language mastery what is wrong with calling our students bilingual people = bilingual language users.
- As they grow into adults, they may feel negatively toward the system.
- Grow into bilingual users.
- My primary survival language is sign language.
- What is wrong with calling our children bilingual.

Need for Professional Development for Educators of Hard of Hearing Students

- Need educators with training in how to work with hard of hearing students
- Counseling background can be useful.
- Advocacy training is an important element.
- Teachers need to be taught to recognize what students are hearing and learning, and to provide formative feedback to students and parents.
- Teachers and parents need to monitor along the way. If progress is not being made, course correct.
- Presently, a grant through the University of Arizona is emphasizing monitoring, including preschool education.
- We want them at age 3 to be where they need to be.
- Numbers about progress are persuasive when seeking monetary support.
- We need to know the numbers of children
- Needs for interpreters change based upon the student's grade level. For example, when kids change after high school, a new interpreter means a whole new world.
- We need to benchmark what other states are doing relative to progress monitoring. Use best practices. In some districts, all Special Education students go through this with all the regular education students. In other districts, special education teachers do not know what these are.

- There is now another new progress monitoring tool available free for deaf and hard of hearing from the University of Minnesota, using all the same measures for general and Special Education children, valid for measuring fluency, math, and other subjects. People do not know about this tool.
- There must be cooperation in terms of the IEP between the Department of Education and the ACDHH.

Question 9: What specific needs are called for to serve deaf or hard of hearing children in Arizona's rural communities?

Home-Based and Local Area Support

- Home support
- Provide Americorps services through graduates who are placed in the community to support families. There has been a great deal of positive response to Americorps.

Un-Served Students

- Rural areas are not served as they need to be served.
- It is difficult to send teachers and interpreters to San Carlos, Globe, and Miami, Arizona. We have trained local area people to make the areas self-sustaining. The entity is there, it needs to be fortified with resources, to enable full functioning.
- Providing good quality services is a huge challenge, and needs to be addressed.
- 504 students (those transitioning from Special Education into regular education) are not receiving services.

Need for / Absence of Statewide Data

- Provide Database of Where Deaf and Hard of Hearing Children Are Located Statewide
- Have tried to navigate the Arizona Department of Education website. Looking to identify programs. Wanted to identify deaf and hard of hearing students around the state. I was told that I would have to contact each superintendent within each district individually. Having no assistant, this was a daunting task. I have gradually been trying to approach the task one person at a time.
- Creating a database would be a good project for a doctoral student.
- Tucson Unified School District has all of its IEPs online now.
- Rural location; students lived in the local area and worked with parents every day.
- Rural population has grown accustomed to having low expectations for services. Need to expect better. This is disheartening.
- Personal history: In exploring family history, great grandmother was deaf (assigned the label of "deaf mute"). Our whole family is hearing. On the census form, there was nowhere to place notification of deafness in household.

Question 10: To what extent is statewide coordinator for Deaf/Hard of Hearing Education appropriate for Arizona? What priorities do you envision for such a position?

Prevalence of Position in Other States

- The position exists in other states.
- Good idea to identify profile of this position as it exists in other states.
- Wisconsin has a position in charge of deaf and hard of hearing HH students under Director. It has served the state well.
- Wisconsin is a very vocal state, with the families of deaf and hard of hearing children, and a supportive community. People have rallied.

Structure of Position

- Would this position be funded by ACDHH?
- All options are available. We do need a neutral person.
- We should go for the big goals. We need first to getting a professional for this position.
- We can benefit from a specialist in age 0-3.
- I can eventually envision two positions: one of these would be in the Arizona Department of Education, to lead the 0-3 and older group.
- The position needs to help bridge gaps, bringing people together, to make the process more fluid.
- From a state perspective, Arizona remains medical model-driven. We need to begin with the point that our students are not impaired.
- Arizona needs to recognize sign language as another language.
- This position exists in 13 other states.
- The position can lead parent mentoring groups; offer language mentoring for parents.
- We have come a long way, in a grass roots effort. Kelly Birmingham, of the Arizona School for the Blind and Deaf, is the statewide coordinator. ASDB supports 2,300 students. Not all of them go to school for the deaf. Many go to schools across the state.
- Some districts do not use ASDB services. We should make sure that all school districts are somehow connected with ASDB so they are connected with that coordinator.

Issues for Position

- It's not only the information to be shared, but historically the information is not accurate.
- Referral itself in general has been an ongoing concern.
- When we went through and got our parent advisor, they spoke about what they wanted to see us do. When we decided not to, we were shunned. I know I am not alone in that. There is perception out there. Some bias that parent advisors hold.
- Many parents are pressured to go into an oral program without signing. Honestly: there are no deaf parent advisors.
- In Flagstaff, there is one parent advisor. No hiring was done last year. There are a lot of deaf people who have tried to apply, but they have not gotten the job.
- Earlier supervisor told me I am deaf so I am biased. Everyone has own personal biases. Going back to the training, per Helen and Irene. Parent advisors are scattered all over the place.
- Kelly has looked at our current issues.
- National resources. Sky High model, several other models. ASDB has not officially adopted these models. Parents think that advisors have that power. Not so. The school has that power.
- At age three, new school to be decided. I don't want to make this an ASDB discussion. It is there to serve all students.
- I work for TUSD, the largest district in Tucson. I know Kelly, and I would love to have us transition to help us with the birth to three transition. It is not "us versus them," but they are coming from another world.
- One thing that has happened at ASDB, the different regions of the state have begun to do things differently.
- It is important to have a single, unified vision, with the ability to access some of the same resources.

Role Clarification

- It is a good idea to coordinate roles of parent advisor, and related.
- We need a birth to 3 statewide coordinator. We have funding to cover the position.
- How do we include districts that are not already included?
- At one time in Phoenix, there were only part-time parent advisors.

Executive Director's Closing Message

We will schedule another meeting after you review the summary of the report. You have already identified some concerns. We will narrow down what we want to address, and establish when and how.

As the executive director, I am a registered public lobbyist. Our challenge: I need people behind me as we go to the Legislature to support and move the bill. Some of you cannot lobby. However, you can assist, share information with your families, professional educators, communities. The stronger the voice we have, the better. With school ready to close for summer, we will plan a meeting for the fall. Whatever information you have, send it to me! Thanks!

Appendix A: Arizona Legislation

Arizona Summary of Universal Newborn Hearing Screening Legislation		
Issue	Excerpts from Legislation/Rules & Regulations	
Year Passed	2005 36-694	
Full Implementation by:		
Requires Screening of:		
Advisory Committee Established?	Yes	<p>Statute: 36-693, Sec. G & H</p> <p>G. The director shall establish a committee to provide recommendations and advice to the department on at least an annual basis regarding tests that the committee believes should be included in the newborn screening program. Any recommendation by the committee that a test be added to the newborn screening program shall be accompanied by a cost-benefit analysis.</p> <p>H. The committee shall include the following members who are appointed by the director and who serve without compensation or reimbursement of expenses at the pleasure of the director:</p> <ol style="list-style-type: none"> 1. Seven physicians who are licensed pursuant to title 32, chapter 13 or 17 and who represent the medical specialties of endocrinology, pediatrics, neonatology, family practice, otology and obstetrics. 2. A neonatal nurse practitioner who is licensed and certified pursuant to title 32, chapter 15. 3. An audiologist who is licensed pursuant to chapter 17, article 4 of this title. 4. A representative of an agency that provides services under part C of the individuals with disabilities education act. 5. At least one parent of a child with a hearing loss or a congenital disorder. 6. A representative from the insurance industry familiar with health care reimbursement issues. 7. The director of the Arizona health care cost containment system or the director's designee. 8. A representative of the hospital or health care industry. <p><i>Source:</i> 36-694</p>
Covered Benefit of Health Insurance?		
Report to State DOH	Yes	<p>Statute: 36-693, Sec. C & E</p> <p>C. When a hearing test is performed on a newborn, the initial hearing test results and any subsequent hearing test results must be reported to the department of health services as prescribed by department rules....</p> <p>E. The newborn screening program shall establish and maintain a central database of newborns and infants who are tested for hearing loss and congenital disorders that includes information required in rule.</p> <p><i>Source:</i> 36-694</p>
Provision of	Yes	Statute: 36-693

[Educational Materials?](#)

D. The director of the department of health services shall establish a newborn screening program within the department to assure that the testing for congenital disorders and the reporting of hearing test results required by this section are conducted in an effective and efficient manner. The newborn screening program shall include an education program for the general public, the medical community, parents and professional groups.

Source: 36-694

[Informed Consent by Parents?](#)

[Liability Immunity?](#)

[Parental Objection Exclusion?](#)

[Hearing Impairment Defined?](#)

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Appendix B: Implementing the Deaf Child's Bill of Rights

Appendix C: Deaf and Hard of Hearing State Infrastructure and Programs