



Service Delivery Models for D/HH services

Indirect Services

Level of Service	Description of Service	Who Qualifies	Program location
Audiology Only	The student requires supports for sound amplification and/or monitoring of hearing loss.	Any ESE or 504 student may access Audiology Only services	All schools
Consultation	The student requires monitoring by a D/HH teacher. Possible areas include adaptive equipment, amplification systems, and/or learning needs.	Any student who meets D/HH eligibility criteria	All schools

Direct Services

Level of Service	Description of Service	Who Qualifies	Program location
Monthly	The student requires instruction related to: Equipment Care Self-advocacy Self-determination Time management and organization Transition planning	Any student who meets D/HH eligibility criteria	All schools
Bi-Weekly	The student requires regular supports related to D/HH needs. Instruction related to: Expressive Communication Equipment Care Listening/Receptive communication Self-advocacy Auditory Skills development Time management and organization Vocabulary Written communication	Any student who meets D/HH eligibility criteria	All schools

Service Delivery Models for D/HH services

<p>Weekly</p>	<p>The student requires ongoing (1-3 days a week) supports related to D/HH needs.</p> <p>Weekly instruction related to: Expressive Communication Equipment Care Listening/Receptive communication Self-advocacy Speech and Auditory Training Time management and organization Vocabulary Written communication</p>	<p>A student with a disability whose D/HH eligibility is the primary impact on his/her learning and language</p>	<p>1-2 days a week may be served by an itinerant teacher at any school</p> <p>Cluster sites: Auditory/Oral – SOES Sign Supported Communication – DOES</p>
<p>Daily</p>	<p>The student requires intensive daily (4-5 days a week) supports related to D/HH needs.</p> <p>Push-in or pullout instruction may be provided based on the student's needs.</p> <p>Daily instruction related to: Expressive Communication Equipment Care Listening/Receptive communication Self-advocacy Speech and Auditory Training Time management and organization Vocabulary Written communication</p>	<p>A student with a disability whose D/HH eligibility is the primary impact on his/her learning and language</p>	<p>Cluster sites: Auditory/Oral – SOES Sign Supported Communication – DOES</p>
<p>Early Intervention (Ages 3-5)</p>	<p>The student requires continuous supports related to D/HH needs.</p> <p>The student receives specialized pre-kindergarten instruction with the use of consistent amplification to learn auditory and speech skills or sign supported communication skills through the collaboration of a Teacher of the Deaf, SLP and families.</p>	<p>An student with a disability whose D/HH eligibility is the primary impact on his/her learning and language</p>	<p>Cluster sites: Auditory/Oral – SOES Sign Supported Communication – DOES (within Pre-K class)</p>