

Amy's parents' reaction

- Amy's parents disagreed with the IEP because it did not include a sign language interpreter
- Even though Amy performed in the top half of her class without an interpreter she missed much of what was being said in the classroom
- Her parents wanted her to have assistance in obtaining full comprehension and felt it was necessary to achieve her maximum potential
- Her mother was mainstreamed until she was 13 years old without an interpreter and struggled so she did not want her daughter to go through this same experience

School district's reaction

- An interpreter was placed in Amy's kindergarten class for a two-week experimental period, but the interpreter reported that his services were not really needed
- Therefore the school administrators concluded that none should be provided
- Based on her audiogram and her performance they did not feel that she needed an interpreter
- Personal note: Amy did not feel comfortable with the interpreter
 - He was very tall and dressed in black clothes

Next step

- Due process
 - Impartial hearing
 - The impartial hearing *agreed with the school district*
 - The *commission of education* affirmed this decision

Amy's progression

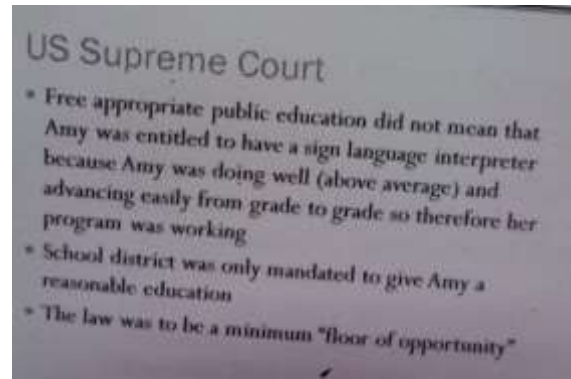
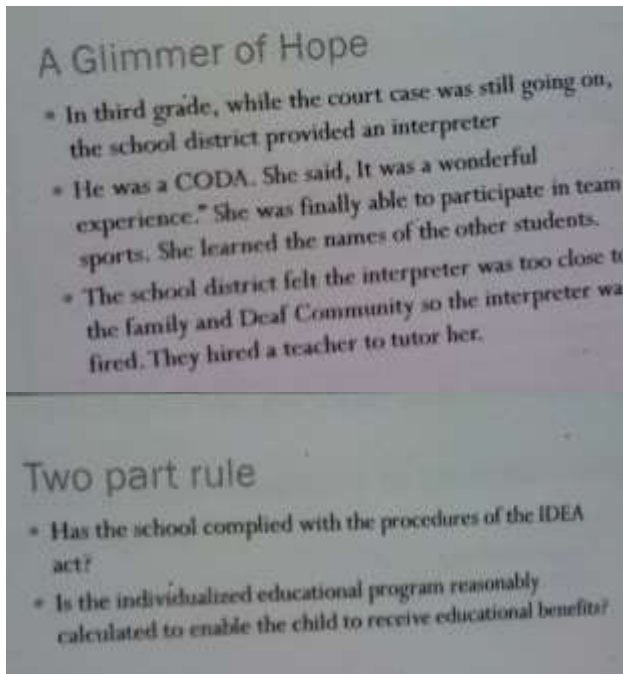
- In second grade, Amy still did not have an interpreter
- School became increasingly difficult. Her mother had to reteach information that was taught in class. She couldn't go out to play because she had to do schoolwork.
- Her parents and the school district disagreed about how she should be assessed
- They hired a psychologist who could sign
- Her score increased but the school district wouldn't accept the results

Amy's Progression continued

- She became more isolated
- She continued to receive speech therapy services but noticed that many of the students who went to speech therapy with her stopped.
- The speech therapist told her that they graduated. She asked when she would graduate and was told "never."
- She realized that she would always be different.

On to the Federal District Court

- Ruled that Amy was not receiving all of the services of full appropriate education because she was not given "the opportunity to achieve her full potential commensurate with the opportunity provided to other children"
- US court of Appeals agreed and said that the act did not define "appropriate education" leaving the decision to courts and hearing officers



12/4/14

POWERPOINT

- Cultural and linguistic minority perspective
 - Deaf people are not sad to be deaf
 - They believe sign lang. is as rich as any other lang.
 - It can serve as a bridge to learning English.
- Controversy
 - Hearing people want to fix Deaf people
 - Deaf people feel that there is nothing that needs to be fixed.
 - Some parents want their child to be a part of the hearing culture
- What does a hearing aid do?
 - amplifies sound
 - various sizes, new hearing aids are now digital
 - no surgery is required, doesn't damage existing hearing
 - cost is approximately \$2000 per hearing aid
 - parts of a hearing aid include a microphone, amplifier, and battery
- What does a cochlear implant do?