

Sensory Support: Deaf and Hard of Hearing (DHOH)

Students Served: Students who are deaf or hard of hearing

Grades: PK3-12

Ratio: 12 students; 1 teacher; 1 instructional paraprofessional

Program Lead: Manager, Low Incidence Disabilities

The goal of the DCPS DHOH Program is to provide supports and instruction that targets the unique challenges experienced by students who are deaf/hard of hearing. Instruction is based on best practices and is aligned with the Common Core State Standards.

Academic Programming

The DHOH Program uses Common Core aligned instruction to prepare students for employment and long-term independence. Community business partnerships and transition planning are key pieces of the DHOH program. In addition to the Common Core curriculum, students who are deaf/hard of hearing access the expanded core curriculum, which includes instruction in daily living skills, functional academic skills, sensory efficiency skills, communication skills, social skills, community access skills, assistive technology skills, access to public transportation skills, self-advocacy skills, and career education. Students who are Deaf-blind receive braille literacy and numeracy instruction, as well as orientation and mobility training. Some students receive most of their instruction in American Sign Language (ASL), while others use an interpreter. Some students also receive audiology services.

A variety of assessments are utilized in the DHOH Program. Some students qualify for the MSAA, while others will participate in PARCC.

Student Profile

Participation in the DHOH Program does not constitute a more restrictive educational placement in most cases, as students typically spend the majority of the school day in a general education classroom. Some programs are most appropriate for students who have average to above average cognitive abilities. Other programs, however, have the capacity to meet the needs of students with cognitive impairment or multiple disabilities, including Deaf- Blindness. If an IEP team suspects a student may be deaf/hard of hearing (either with or without a cognitive disability as well), they should contact the Manager, Low Incidence Disabilities.

Student Profile	
Most common primary disability served	Students who are deaf and hard of hearing
Related Services	Per IEP
Graduation	Students either earn a diploma or a certificate of IEP completion.

Additional Programming

DCPS also partners with the Rehabilitation Services Administration (RSA) to connect students with disabilities to employment opportunities. All students who are interested in working and have a documented disability can apply at their local school through their case manager. RSA will then meet with students to determine eligibility for services to support them in their pursuit of employment.

Staff Profile

Teacher certification and experience

Self-contained classrooms are staffed with certified teachers of the deaf as well as instructional paraprofessionals. DHOH Program staff, in collaboration with general education teachers and school support staff, support students who are deaf/hard of hearing across educational settings. DHOH teachers are responsible for planning and leading instruction. This includes aligning lessons to individual IEP goals and Common Core State Standards where appropriate.

Deaf and Hard of Hearing (DHOH) Program Classroom Locations (SY20-21)

Grades PS/PK	Grades K-2	Grades 3-5	Middle School	High School
Payne	Payne	Payne	Hardy	Wilson