Mainstreaming vs. Full-inclusion

What’s the difference?

Mainstreaming
• Primary placement is special education/DHH class
• Partial inclusion in a general education classroom
• Usually start with non-academic times of the day
• Facilitated by a special education teacher

Full-inclusion
• Full-time placement in a general education classroom
• Support by a DHH itinerant teacher
Who is the Deaf and Hard of Hearing Itinerant Teacher?

• “Traveling” DHH teacher
• Caseload of DHH kids attending general education classroom
• Provides in-class and/or pull-out individual support
• Consults with classroom teacher and school staff
• Responsible for auditory-based and advocacy goals on IEP
• Helps troubleshoot hearing technology/equipment
• Service time depends on needs of child

Signs that your child may be ready...

For Mainstreaming:
• Functioning within a year or two in all areas (listening and spoken language, social, academic)
• Follows directions/routine with prompts
• Sometimes comment
• Follows chain of communication and understands at least 50%

For Full-inclusion:
• At/above age/grade level in all areas
• Independently follows directions/routine
• Participates in class discussion
• Asks for help
• Follows chain of communication and understands at least 90%

Preparing your child for mainstream placement

“...we should keep in mind that the child’s progress, or lack thereof, should help guide the decision between the different placement and/or service options. Without the basic prerequisite skills and ongoing support, the inclusion model fails too many children.”

Cheryl Johnson, “Making Progress: The One for One Rule”
http://www.handsandvoices.org/articles/education/ed/V8-4_oneforonerule.htm
Provide opportunities to develop listening and spoken language

- Encourage your child to wear hearing technology at all times
- Talk, talk, talk!
- Read daily
- Include your extended family and friends

Provide opportunities to socialize with typically developing children

- Interact with children in general education classroom
- Enroll your child in activities outside of the school

Develop Advocacy Skills

For your child
- Provide language for anticipated social interactions
- Teach your child how to manage hearing technology
- Teach your child to advocate for his listening needs

For yourself
- You are your child’s best advocate!
- Know your rights
- Become familiar with local resources/agencies

Collaborate with the Education Team

- How is your child functioning in all developmental areas (language, listening, social, academic, etc.)?
- Participate in classroom/therapy sessions
- Ask: What are goals that you are working on that I can work on at home?
Supporting your child when s/he is being mainstreamed

Enforce Hearing Technology at all times

• Is your child wearing hearing technology at home AND school?
• Encourage use of FM/classroom hearing technology systems all day
• Educate all professionals: enforcement and troubleshooting

Collaborate with the Educational Team

• Important to communicate frequently* with the whole team
• Schedule audiology appointments at least once a year
• Attend parent-teacher conferences and IEPs
• Advocate for your child

Interact with Other Families and Children with Hearing Loss

Support for your child

• Facilitate opportunities to socialize with other children who are deaf or hard of hearing
• Read books about people with hearing loss

Support for yourself

• Maintain relationships with other families
• Start up your own support group in your area!
Check in with your kid!

• How are they feeling?
• How are they handling social interactions and friendships?
• How are they managing their hearing technology?
• How do they feel about their services outside of classroom?

Thank you for listening!

Contact us at heartolearn.org

http://heartolearn.org
http://www.agbell.org
http://www.handsandvoices.org
http://successforkidswithhearingloss.com