

RDSPD Program Self-Reflection

As part of Phase 1, the Regional Day School Program for the Deaf (RDSPD) program administrator and staff of the RDSPD will complete self-reflections. These reflections are intended to guide the program through identifying what *they* see as areas in which they excel and areas in which they can improve before they begin to gather data or prepare for the site visit. This helps the peer review team tailor the site visit to the program's unique needs. The program self-reflection asks responders to indicate whether they believe they are meeting that standard or feel they have a gap they must overcome in order to meet it. The responders can simply provide yes/no answers or provide in-depth narrative at their discretion. Document is also available at txssn.org/programforms.

Domain 1: Early Identification and Intervention

Indicator		Concept	Meeting the Practice	Gap in Practice
1.1	Early Identification and Child Find	The RDSPD implements Child Find procedures for infants and toddlers who are suspected of being deaf or hard of hearing (DHH).		
1.2	Comprehensive Information, Support, and Services	The RDSPD implements a systematic, consistent method to provide comprehensive information (e.g., hearing loss, communication, language, social-emotional and cognitive development) to families of infants and toddlers who are DHH.		
1.3	Effective Transition from Part C to Part B Services	The RDSPD implements an effective transition from early childhood intervention (ECI) to pre-k, including evaluation components.		
1.4	Monitoring Language and Communication Outcomes	The RDSPD implements procedures and guidelines for monitoring the progress of infants and toddlers every six months, which includes evaluating the development of receptive and expressive language (spoken and/or signed); the modality of communication (auditory, visual, and/or augmentative); and social-emotional, cognitive, and fine and gross motor skills.		
1.5	Qualified Early Intervention Providers	The RDSPD provides or identifies opportunities for early intervention providers to increase their knowledge and skills.		

RDSPD Program Self-Reflection Page 2 of 7

Domain 2: Assessment for Special Education

Indicator		Concept	Meeting the Practice	Gap in Practice
2.1	Assessment of Academic Performance	The RDSPD implements a systematic, consistent assessment process for evaluating student academic performance, including processes for choosing assessment tools, using accommodations, and interpreting results.		
2.2	Assessment of Functional Performance	The RDSPD routinely includes assessment processes that include functional and transition skills (e.g., knowledge of hearing level, audiogram, and listening technology as well as self-determination and social skills) as part of a student's full individual evaluation (FIE).		
2.3	Assessment of Language and Communication	RDSPD systematically and consistently implements comprehensive assessment procedures of language and communication as part of the FIE, including assessing students' receptive and expressive language abilities and communication mode.		
2.4	Amplification and Hearing Assistive Technology Needs	The program provides qualified audiology professionals to evaluate, monitor, and meet the ongoing and changing amplification and hearing assistive technology (HAT) needs of each student.		

RDSPD Program Self-Reflection Page 3 of 7

Domain 3: Student Programming and Placement

Indicator		Concept	Meeting the Practice	Gap in Practice
3.1	Parents as Partners	The RDSPD systematically and consistently includes parents in planning and decision making for their children (e.g., soliciting feedback, encouraging pre-meetings before admission, review, and dismissal (ARD) meetings, holding collaborative goal-writing sessions) and involves both parents and students in choosing HAT and appropriate accommodations.		
3.2	Least Restrictive Environment	The least restrictive environment (LRE) for individual students is determined by an ARD Committee after ongoing and system-wide review of student data. Adjustments are made to overcome the limitations of the school district, campus systems, schedules, and staff availability.		
3.3	Communication Access	The RDSPD ensures that individual student needs are met through access to meaningful language, communication, instruction, and social opportunities in both classroom and extracurricular activities.		
3.4	Community and Agency Resources	The RDSPD consistently shares written information about community agencies and resources to increase family awareness (e.g., ARD packet of resources, brochures about community events for families of students who are DHH as well as hosting opportunities for families and students to learn more about those agencies and resources (e.g., inviting the agencies to share information at family events, including instruction about the agencies and resources to students).		
3.5	Secondary Transition	The RDSPD consistently involves students in their transition planning.		

RDSPD Program Self-Reflection Page 4 of 7

Domain 4: Student Instruction				
Indicator		Concept	Meeting the Practice	Gap in Practice
4.1	Instructional Technology	Teachers use web-apps and classroom technology when providing instruction (e.g., Smart Board, Kahoot).		
4.2	Student-Centered Programming	Evidence-based instruction and materials are designed to meet students' specific needs, including each student's academic, communication, and language profiles.		
4.3	Access to the General Curriculum	Instruction is aligned with enrolled grade-level standards and scaffolded to meet individual students' needs.		
4.4	Access to DHH-Specific Programming	Instruction in areas of the expanded core curriculum for students who are DHH is routinely provided to secondary students who are DHH (e.g., Navigating Life with Hearing Loss).		
4.5	Literacy Skills	Literacy instruction and materials include all developmentally appropriate core components of literacy.		
4.6	Amplification Devices and Hearing Assistive Technology	Listening checks are conducted daily, and recommended amplification devices and HAT are used by staff in all instructional settings.		

RDSPD Program Self-Reflection Page 5 of 7

Domain 5: Progress Monitoring

Indicator		Concept	Meeting the Practice	Gap in Practice
5.1	Process Monitoring - Communication Proficiency	Progress monitoring procedures are defined in the area of language development in the students' unique communication modes.		
5.2	Progress Monitoring - Progress in Grade Level Standards	Progress monitoring procedures are implemented frequently and promptly in enrolled grade-level standards.		
5.3	Progress Monitoring - Literacy Skills	Progress monitoring procedures are implemented frequently and promptly in the core components of literacy.		

RDSPD Program Self-Reflection Page 6 of 7

Domain 6: Program-Wide Policies and Procedures

Indicator		Concept	Meeting the Practice	Gap in Practice
6.1	Program-Wide Communication Plan	A written Communication Plan is evident, clearly defined, and describes how auditory/oral and manual/visual communication modes are equally supported across the program based on the individual needs of students who are DHH.		
6.2	Family Supports	The RDSPD shares information with families about events sponsored by other agencies and organizations, such as those offered by the Statewide Outreach Center at Texas School for the Deaf (SOC at TSD), Texas Hands & Voices, and the Office of Deaf and Hard of Hearing Services.		
6.3	Amplification Device and Hearing Assistive Technology Maintenance	The RDSPD has a process for maintaining and repairing amplification devices and HAT.		
6.4	Staff Collaboration	The RDSPD supports opportunities for collaboration across the program through virtual networking opportunities, such as a professional learning community, and a program-wide email discussion group.		
6.5	DHH Assistive Technology Equipment	Campuses with students who are DHH have visual emergency alerting systems on the campus and telecommunication equipment, such as a video phone, in the deaf education classroom.		
6.6	Staff Appraisal	RDSPD staff are evaluated using a job-specific tool by an evaluator who has knowledge of the needs of students who are DHH.		

RDSPD Program Self-Reflection Page 7 of 7

Domain 7: Qualified Providers

Indicator		Concept	Meeting the Practice	Gap in Practice
7.1	Appropriate Licensure or Certification and Training for All DHH Staff	All RDSPD staff members hold the required certification or licensure for their position.		
7.2	Communication Proficiency of Staff	Teachers and interpreters demonstrate high levels of proficiency in the communication modes used by their students.		
7.3	Recruitment and Retention	The RDSPD demonstrates systematic and consistent efforts to recruit highly qualified staff members.		
7.4	Professional Development: Deaf and Hard of Hearing	The RDSPD provides DHH-specific professional development (PD); shares information about and encourages staff to attend professional development opportunities offered by agencies and organizations such as Texas Education Agency (TEA), Texas Sensory Support Network (TxSSN), SOC at TSD, Education Service Centers (ESCs).		
7.5	Professional Development: General Curriculum and Instructional Strategies	RDSPD staff are provided access to general education PD to increase knowledge and skills in general education curriculum and instructional strategies.		