



Deaf and Hard of Hearing Students: Services for Emergent Bilingual Students



**Texas Sensory
Support
Network**

Table of Contents

DEAF AND HARD OF HEARING STUDENTS (DHH): SERVICES FOR EMERGENT BILINGUAL STUDENTS/ENGLISH LEARNERS (EBS)	2
IDENTIFICATION AND REFERRAL PROCESSES	3
<i>Identification Process for EBS.....</i>	<i>3</i>
<i>Referral Process for Special Education</i>	<i>4</i>
<i>Potential Breakdown and Implications</i>	<i>5</i>
<i>Domains Assessed for Identification of EBS</i>	<i>6</i>
<i>English Language Proficiency Levels</i>	<i>7</i>
INSTRUCTIONAL STRATEGIES FOR EBS	8
<i>Academic needs of EBLs.....</i>	<i>8</i>
<i>ESL Services.....</i>	<i>9</i>
<i>Responsibilities of Bilingual/ESL Teachers and TODHHS.....</i>	<i>10</i>
ENGLISH LANGUAGE PROFICIENCY STANDARDS (ELPS) RESOURCE TOOLS.....	12
<i>ELPS Linguistic Instructional Alignment Guide.....</i>	<i>12</i>
<i>ELPS for Administrators</i>	<i>12</i>
<i>ELPS Instructional Tool</i>	<i>13</i>
<i>TEALearn Courses</i>	<i>13</i>
REFERENCES	14
ADDITIONAL RESOURCES	15

Deaf and Hard of Hearing Students (DHH): Services for Emergent Bilingual Students (EBs)



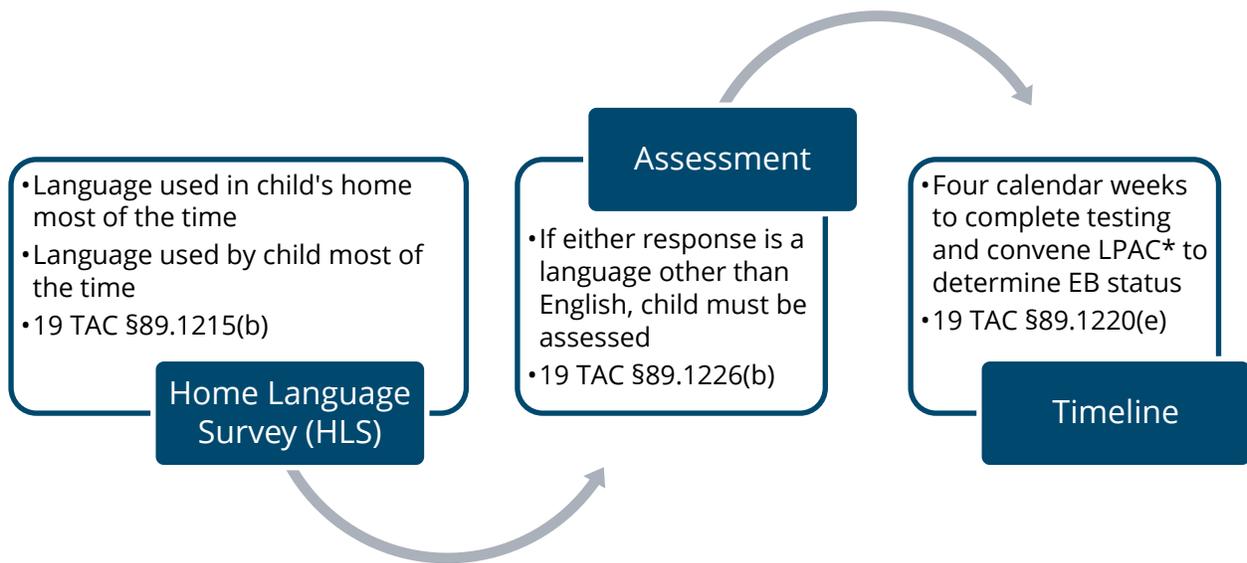
Approximately 25% of students who are DHH nationally are categorized as EBs (Gallaudet Research Institute 2011).



As a result of House Bill 2066 in the 2021 legislative session, the term “emergent bilingual student” replaced the term of “limited English proficient (LEP) student” used in the [TEC Chapter 29, Subchapter B](#), and thus, will be changing the term of “English learner (EL)” used in [19 TAC Chapter 89, Subchapter BB](#). These terms describe the same group of Texas students, describing a student who is in the process of acquiring English and has another language as the student's primary or home language. The terms of “emergent bilingual (EB)” and “English learner (EL)” may be bridged as EB/EL. It’s important to note that the term English learner is still used in federal regulations and guidance.

Identification and Referral Processes

Identification Process for EBs

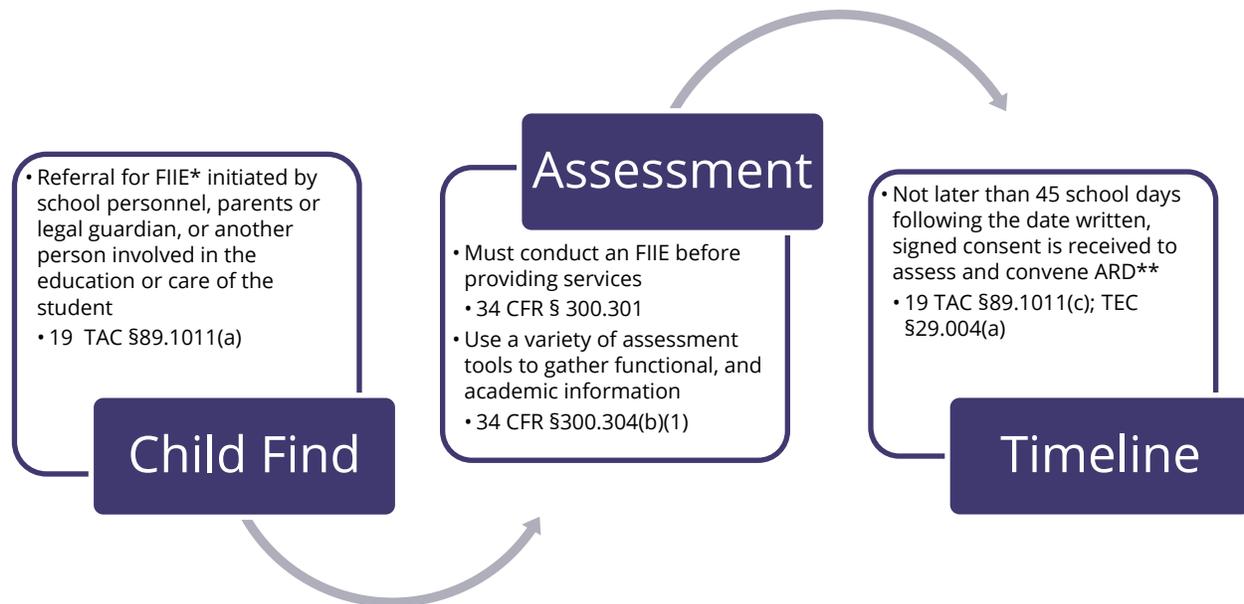


*LPAC - Language Proficiency Assessment Committee

A child is identified as an EB if:

- The HLS indicates a language other than English is used in the home and/or by the child most of the time, and
- The student does not demonstrate English proficiency on the identification test.

Referral Process for Special Education



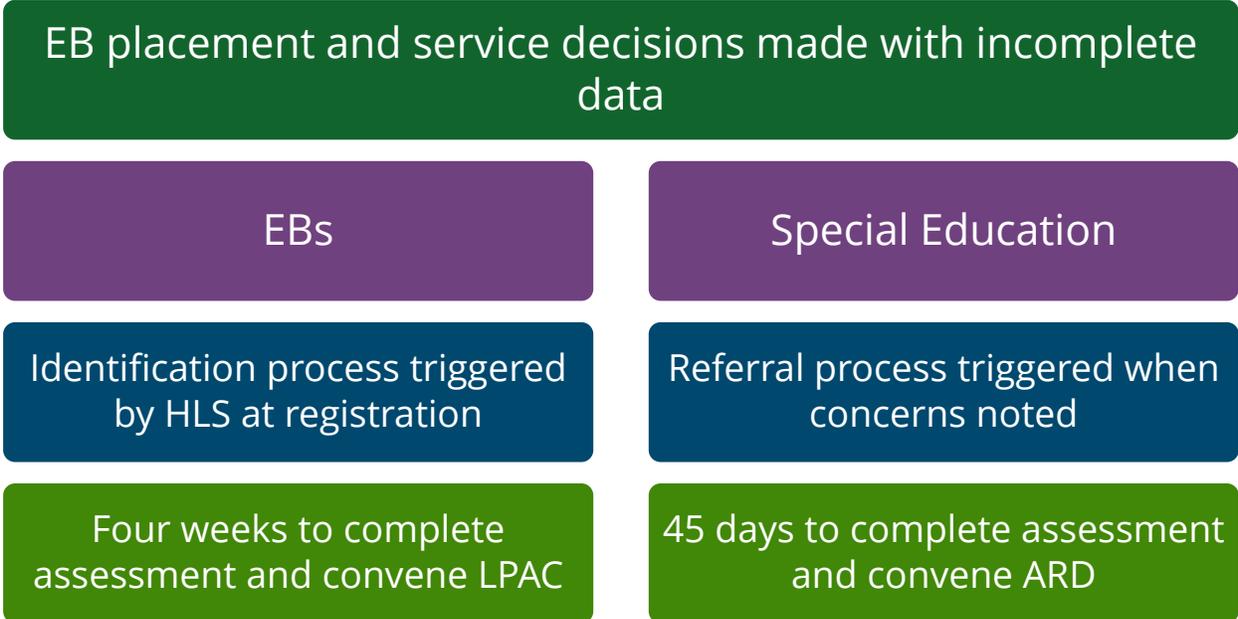
*FIE - Full Individual Initial Evaluation

**ARD - Admission Review and Dismissal

A child is eligible to receive special education and/or related services if the child:

- Is determined to have a disability, and
- As a result of the disability, needs specially designed instruction.

Potential Breakdown and Implications



There are areas in the identification process where collaboration between school staff is critical. The EB identification process is triggered by the HLS at registration, and schools have four weeks to complete the assessment and convene the LPAC. The special education referral process is not triggered until a concern is noted. The assessment process is 45 days. It would not be unusual for a student to be identified as an EB/EL before the special education referral process has even started.

<p>Best Practice</p> <hr/> <p>The EB identification test administrator and teacher of students who are DHH (TODHH) work together to conduct the language proficiency evaluation process.</p>	
---	---



Something to think about...

How can the district make sure the TODHH is included in EB testing before the student may be referred for special education? The answer to this question could vary across districts. Discuss internally what system can be put in place to ensure collaboration with the TODHH during EB testing.

Domains Assessed for Identification of EBs

Pre-K to 1st grade

- Listening
- Speaking

2nd to 12th grade

- Reading
- Writing
- Listening
- Speaking



FAQ?

Students who are DHH who do not have functional use of their hearing or speech will not be able to access the listening and speaking domains. Can they be exempt from initial EB testing?

- No. "An attempt must be made to administer the English language proficiency assessment for identification. If no response or a response other than English is provided, the trial is scored as a non-fluent score." (EL LPAC FAQ 2020)
- DHH students who are not able to participate in the speaking and listening domains and do not demonstrate proficiency in English reading and writing will automatically be classified as EBs.

English Language Proficiency Levels

Language Domains

- Listening
- Speaking
- Reading
- Writing

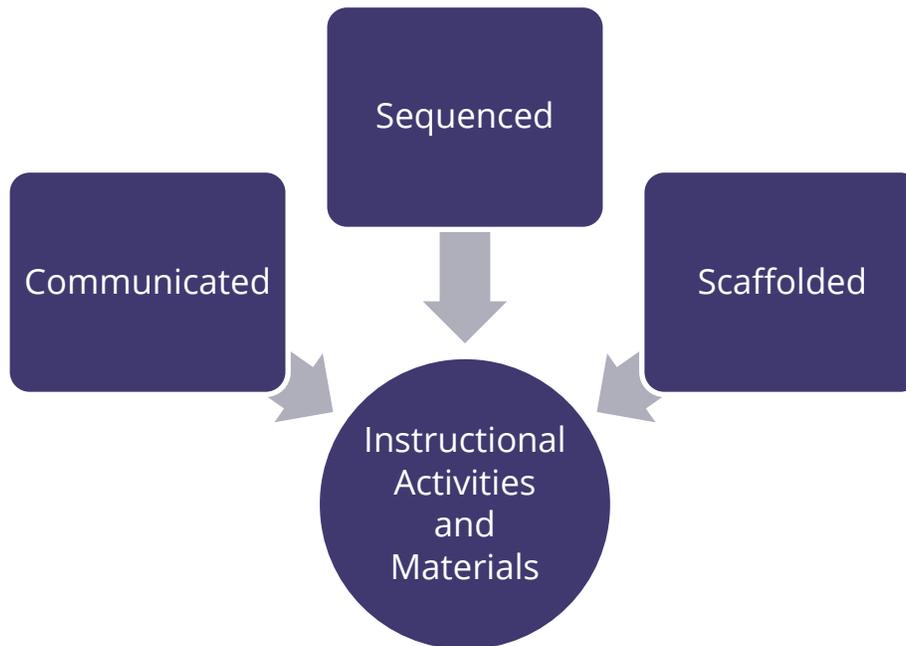
Proficiency Levels

- Beginning
- Intermediate
- Advanced
- Advanced High

Proficiency Levels	Key Features
Beginning	Little or no English ability
Intermediate	Limited ability, simple language structures, high-frequency vocabulary, routine contexts
Advanced	Ability to engage in grade-appropriate academic instruction with second language acquisition support
Advanced High	Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support

“Due to a shortage of bilingual and multilingual professionals to assess the language skills of immigrant deaf and hard of hearing students, it is difficult to determine a student’s native or dominant language and their level of language development. Under-schooled immigrant deaf and hard of hearing students may not have any well-developed language.” (Gerner de Garcia 2013)

Instructional Strategies for EB/ELs



Academic needs of EBs

- Content area instruction accommodated to their need for comprehensible input,
- Academic language instruction integrated into content area instruction,
- Programs that hold high expectations for students for academic success, and
- Language proficiency standards that provide a common framework for integrating language and content instruction for EBs.



Something to think about...

DHH students who are not EBs have these same academic needs!



FAQ?

Should students who are DHH and identified as EBs be served in a bilingual/ESL classroom or a deaf education classroom?

It depends. Placement must consider where the individualized education program (IEP) can best be implemented.

- The LPAC in conjunction with the ARD committee will recommend the appropriate placement and program services that ensure access to the content of the student's IEP goals while addressing the student's language assistance needs.
- TODHHs and bilingual/ESL teachers should collaborate to ensure that appropriate strategies are in place throughout instruction, regardless of placement.
- EBs who receive special education services cannot be limited from access to the appropriate bilingual or ESL program. (EL LPAC FAQ 2020)

ESL Services

- Provided in English
- May be pull-out or push-in
- May be provided by a classroom teacher who is ESL certified or a different staff member who is ESL certified
- May incorporate co-teaching strategies
- No time requirement documented in LPAC paperwork



Something to think about...

Regardless of the placement and the type of services DHH EBs will receive, the most important thing to remember is that collaboration is essential.

Responsibilities of Bilingual/ESL Teachers and TODHHs

The following is a list of some responsibilities of bilingual/ESL teachers and TODHHs. They are very similar. The reality is that both bilingual/ESL teachers and TODHHs are language experts.

Bilingual/ESL Teacher	TODHH
Collaborate with colleagues	
Co-teach or model strategies that support EBs	Co-teach or model strategies that support DHH students
Create a safe, culturally responsive, and inclusive environment	
Grow professionally by reading and attending professional development	
Support learners as they acquire a new language	
Build relationships with families	
Actively advocate for EBs	Actively advocate for DHH students
Plan lessons that promote language development and academic success	



FAQ?

Do TODHHs who are teaching RLA need to be ESL certified if they have EB/EL students participating in the ESL program?

At a minimum EBs need to receive reading and language arts (RLA) instruction by an ESL certified teacher.

- The TODHH providing RLA instruction must also be ESL certified.
or
- The ESL certified teacher must co-teach with the TODHH to provide RLA instruction.



FAQ?

If a student who is DHH uses oral/signed administration for the STAAR assessment, are they allowed to use the same accommodations for the initial EB or annual Texas English Language Proficiency Assessment System (TELPAS)?

No. The directions of the identification assessment may be signed to the student, but the test items administered by the test administrator as well as student responses may not be signed.

The goal of the English language proficiency assessment is to measure progress on English language acquisition and readiness for classroom instruction in English without support. ELA tests measure content area knowledge on broader language arts as an academic domain, often for accountability purposes. There may be places where an accommodation provided for ELA is not provided for ELP because of a concern about changing what is being measured. (National Deaf Center on Postsecondary Outcomes 2019)

English Language Proficiency Standards (ELPS) Resource Tools

The ELPS are part of the state-required curriculum, the Texas Essential Knowledge and Skills (TEKS) for K-12. The following resource tools are available through the [English Learner Portal](#).

ELPS Linguistic Instructional Alignment Guide

Allows teachers to see connections between	Links to Resources
<ul style="list-style-type: none">• ELPS• ELPS-TELPAS Proficiency Level Descriptors (PLDs)• Linguistic Accommodations• College Career Readiness Standards (CCRS)	<ul style="list-style-type: none">• ELPS Linguistic Instructional Alignment Guide• Training Slides• Participant Handout• ELPS Interactive Language Objectives• ELPS Academy Resource Supplement• ELPS K-1 Leader Pathway• ELPS 2-12 Leader Pathway

ELPS for Administrators

The ELPS for Administrators materials provide information on how to use the ELPS K-12 Leader Pathway to support teachers implementing the ELPS during content area instruction.

- [Training Slides](#)
- [Participant Handout](#)

ELPS Instructional Tool

Addresses	Links to Resources
<ul style="list-style-type: none">• Language Development Process• PLDs• Degree of Linguistic Accommodations by Language Domain• Linguistic Processing Skills	<ul style="list-style-type: none">• ELPS Instructional Tool• Training Slides• Participant Handout• ELPS Instructional Tool Sentence Frames and Probing Questions

TEALearn Courses

- ELPS Academy
- Implementing the ELPS in English Language Arts
- Implementing the ELPS in Mathematics
- Implementing the ELPS in Science
- Implementing the ELPS in Social Studies

Access courses in [TEALearn](#).

References

- Gallaudet Research Institute. (2011). *Regional and national summary report of data from 2010-12 annual survey of deaf and hard of hearing children and youth*. Washington, DC: Gallaudet University.
- Gerner de García, Barbara. 2013. "Issues in the Education of Deaf and Hard of Hearing K-12 English Language Learners". *Impact Feature Issue on Educating K-12 English Language Learners With Disabilities* 26 (1).
<https://publications.ici.umn.edu/impact/26-1/issues-in-the-education-of-deaf-and-hard-of-hearing-k-12-english-language-learners>
- National Deaf Center on Postsecondary Outcomes. 2019. *Deaf Students and English Learner Services*. Austin: Author.
[https://www.nationaldeafcenter.org/sites/default/files/Deaf%20Students%20and%20English%20Learner%20Services%20\(8.13.19\)\(ENGLISH\)\(WEB\).pdf](https://www.nationaldeafcenter.org/sites/default/files/Deaf%20Students%20and%20English%20Learner%20Services%20(8.13.19)(ENGLISH)(WEB).pdf)
- Texas Education Agency. 2019. *LPAC Guidance for Deaf or Hard of Hearing English Learners*. Austin: Author. <https://tea.texas.gov/sites/default/files/LPAC%20-%20Deaf-HH%20Guidance%20November%202019.pdf>
- Texas Education Agency. 2020. *English Learner Language Proficiency Assessment Committee Frequently Asked Questions*. Austin: Author.
<https://tea.texas.gov/sites/default/files/English%20Learner%20-%20LPAC%20FAQ.pdf>
- Texas Education Agency. 2020. *Guidance on Identification/ Reclassification: LPAC and ARD Committee Collaboration*. Austin: Author.
<https://tea.texas.gov/sites/default/files/LPAC%20ARD%20Collaboration%20Guidance%20and%20Process%20for%20Reclassification.pdf>

Additional Resources

[Individuals with Disabilities Education Act](#)

[Every Child Succeeds Act](#)

[Legal Framework](#)

[19 TAC §74.4 English Language Proficiency Standards](#)

[19 TAC §89.1215 Home Language Survey](#)

[19 TAC §89.1226 Testing and Classification of Students](#)

[English Learner Portal](#)

[Inclusion in Texas Network](#)