

Prevalence of Disability Services at Schools for the Deaf

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Background

- 40% of Deaf children have an additional developmental disability or medical problem (Nunez-Batalla, et al. 2023)
- 87% of children who are Deafblind have a reported additional disability (National Center on Deafblindness, 2018)
- 20.8% of children who are deaf/hard-of-hearing go to specialized schools for the deaf (National Association of the Deaf, n.d.)

Deaf Culture

- Definition
- Deaf culture does not see deafness as a disability
- "Deaf people do not see being deaf or Deaf as a stigma. They are proud of their culture and do not want it to be “contaminated” by the enormous stigma associated with lower case disability..."
(Doe, 2004)
 - Disability is "othered"
 - Social change and discourse

To what extent do schools for the Deaf mention Deaf+ children or Deaf children with additional disabilities including autism in their mission statement or advertised services?

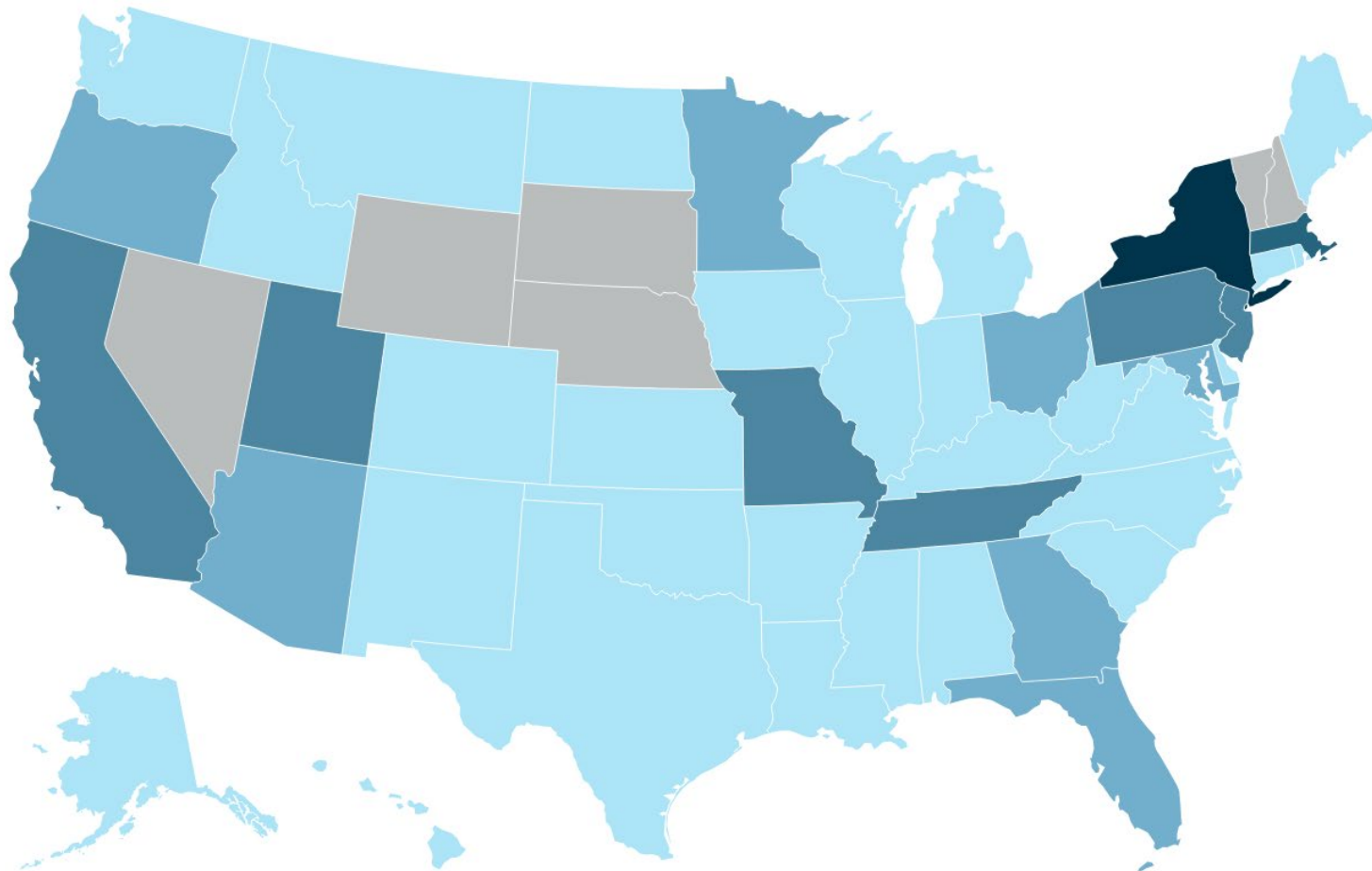
Rationale

- Deaf children with additional disabilities are often served in schools for the Deaf
 - IEP teams often focus on one eligibility (deafness OR the additional disability) instead of recognizing the combined identity
- Are the inclusion and services for Deaf children with disabilities offered?
 - If they are offered, are they advertised to families effectively and with ease?

Method

- All 80 schools for the Deaf in the country
 - Regardless of communication modality
 - Schools for the Deafblind accepted
- Searching websites for key phrases: autism, Deaf plus, intellectual/cognitive/developmental disability, emotional/behavioral challenges, and multiple disabilities
 - Title IX statements not included
- Time limit of 10 minutes per school

of Schools for the Deaf



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Results

- 21/80 mention services for students with autism (26.25%)
 - 20/21 also mention additional disabilities (95.2%)
- 40/80 (50%) mention services for additional disabilities
 - intellectual, cognitive, developmental, emotional/behavioral, and multiple disabilities

Results

- South- 23 schools in 17 states/areas
 - 11/23 mention services for students with disabilities (47.8%)
- Midwest- 15 schools in 12 states
 - 4/15 mention services for students with disabilities (26.67%)
- West- 17 schools in 13 states
 - 9/17 mention services for students with disabilities (52.9%)
- East- 25 schools in 9 states
 - 18/25 mention services for students with disabilities (72%)

Discussion and Implementation

- Large rural states with only one school for the Deaf often did not include services for students with disabilities
- Some schools explicitly stated they would not take students with additional disabilities (4)
 - Private versus public
- Accessibility for parents
- Increased need for Deaf+ services
- Next steps would include looking at what services consist of (quality of services)

Limitations

- Only one person looked through websites
 - What quantified as "services" is subjective
- New administration may indicate website censorship
- Mentioning services does not equal adequate services for Deaf+ individuals
 - Vice versa

References

Doe, T. (2003). *Studying disability: Connecting people, programs, and policies*. Tanis Doe.

National Association of the Deaf. (n.d.). *School Leader Search Process Recommendations*
<https://www.nad.org/deaf-kids/school-leader-search-process-recommendations/#:~:text=There%20are%20more%20than%2080,are%20alumni%20of%20these%20schools>.

References

National Center on Deafblindness. (n.d.). *2018 National Child Count of Children and Youth who are Deaf-Blind Report* <https://www.nationaldb.org/products/national-child-count/report-2018/additional/>

Núñez-Batalla, F., Jáudenes-Casaubón, C., Sequí-Canet, J. M., Vivanco-Allende, A., & Zubicaray-Ugarteche, J. (2023). Deaf children with additional disabilities (AD+): CODEPEH recommendations. *74*(6), 386–396.
<https://doi.org/10.1016/j.otoeng.2022.10.008>