

## Making inclusion happen: Factors leading to success

Shirin D. Antia

Although many Deaf or Hard of Hearing (DHH) students attend general education programs with their hearing peers, professionals and parents have expressed concern regarding their academic and social outcomes. In the United States, general education classrooms usually include only a single DHH student who receives academic support from a specialized teacher of DHH students. Additional support may be obtained from sign language interpreters, audiologists, and speech-language professionals. The support provided to these students can range from consultation to the general education teacher to one-on-one teaching several hours a week. In these situations support may be predicated on the availability of a teacher of DHH, the size of this teachers' caseload, and school administrators' understanding of the needs of DHH students.

In contrast, co-enrollment is an inclusion model that seeks equal access, academically and socially, to the school and classroom community by both DHH and hearing students. The features of co-enrollment include a) the presence of a critical mass of DHH students within the classroom, b) team teaching by a general education teacher and a teacher of DHH students and c) the use of sign and spoken language within the classroom.

Research on the academic outcomes of DHH students who attend general education classrooms, including co-enrollment classrooms, shows that these students are achieving higher than the national average of DHH students, but lower than their hearing peers. Socially, most students are in the average range as rated by their teachers and by themselves. Predictors of academic and social outcomes include the DHH students' ability to participate in classroom communication; their expressive and receptive communication skills; their participation in school and community extra-curricular activities; appropriate support from a teacher of DHH and sign language interpreter as necessary; and communication between general education teachers, teachers of DHH, and interpreters.

This presentation will

- Discuss different models of inclusion including co-enrollment and explain the difference between "mainstreaming" and "inclusion".

## The 2014 Symposium on Sign Bilingualism and Deaf Education

- Report on the research on academic and social outcomes of DHH students in general education classrooms
  - Report on the academic and social outcomes of DHH students in co-enrolled classrooms
  - Discuss the classroom and school factors that have been found to lead to successful inclusion of DHH students.
- 