

**A Comparative Analysis of Provincial Ministry Regulations on the Roles and Services  
Provided by Itinerant Teachers of Deaf and Hard of Hearing Students**

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts  
In Literacy Education

Zainab Al Mawlawi

## **Abstract**

With the advent of universal newborn hearing screening, the advancement of technology and amplification systems, particularly with the development of the cochlear implant, as well as other developments in the outlook on education as a whole, deaf education has changed dramatically over the past fifty years. As a result of these changes, deaf and hard of hearing students are now integrated in mainstream school settings and supported by specialized teachers known as itinerant teachers. The research presented here focuses on identifying current best practices for the roles and responsibilities of an itinerant teacher of deaf and hard of hearing students and how these compare with provincial ministry legislation. Four documents from the ministries of Education of British Columbia, Alberta, Manitoba, and the Atlantic Provinces Special Education Authority are analyzed using a qualitative content analysis (QCA) method. The documents are coded under six main categories: work with students, work with regular class teachers and other school personnel, work with parents, planning, assessment, and record keeping, coordination, liaison, meetings, and scheduling tasks and technical support. Major themes that emerge are: the availability (or lack thereof) of provincial documents, clearly outlined roles of the itinerant teacher, and acceptable terminology used throughout the documents.

## **Acknowledgments**

First and foremost, I thank and praise God for His guidance and abundant blessings that I am ever-grateful for.

This dissertation is dedicated to my husband, Ahmad, who has been a constant source of support and love. Thank you for your continuous encouragement; I could not have successfully completed this without you, particularly when I felt like giving up.

To my mother, Eman, and my father, Diyaa, who have always supported me and pushed me to pursue higher education. You remind me daily that I am intelligent, loved, prayed for and more than capable.

I would like to thank my supervisor, Dr. Andrew Manning for accepting to take me on, and for guiding me through this process.

Finally, I would like to thank and acknowledge all other professors, family members, and friends who provided words of wisdom, prayers, and assisted me in this journey, no matter how small that assistance may have been. Thank you all.

## **Table of Contents**

<b>Abstract.....</b>	<b>i</b>
<b>Acknowledgements.....</b>	<b>ii</b>
<b>List of Tables.....</b>	<b>vii</b>
<b>List of Figures.....</b>	<b>x</b>
<b>Chapter 1: Introduction.....</b>	<b>1</b>
<b>1.1 Deaf Education, Inclusive Education &amp; Mainstreaming.....</b>	<b>1</b>
<b>1.2 Problem of Practice.....</b>	<b>2</b>
<b>Chapter 2: Methodology.....</b>	<b>5</b>
<b>2.1 Qualitative Content Analysis.....</b>	<b>5</b>
<b>2.2 Data Collection.....</b>	<b>5</b>
<b>2.2.1 Policy Documents.....</b>	<b>6</b>
<b>2.3 Data Analysis.....</b>	<b>6</b>
<b>Chapter 3: Literature Review.....</b>	<b>8</b>
<b>3.1 Introduction.....</b>	<b>8</b>
<b>3.2 Service Delivery Models in General Education Classrooms.....</b>	<b>9</b>
<b>3.3 Defining Hearing Loss.....</b>	<b>10</b>
<b>3.4 Roles and Responsibilities of Itinerant Teachers of Deaf and Hard of Hearing Students.....</b>	<b>12</b>
<b>3.4.1 Work with students .....</b>	<b>13</b>
<b>3.4.2 Work with regular class teachers and other school personnel.....</b>	<b>14</b>
<b>3.4.3 Work with Parents.....</b>	<b>16</b>
<b>3.4.4 Planning, assessment, and record keeping.....</b>	<b>17</b>

3.4.5 Coordination, liaison, meetings, and scheduling tasks.....	18
3.4.6 Technical Support.....	19
<b>Chapter 4: Analysis.....</b>	<b>20</b>
<b>4.1 Building the Coding Frame .....</b>	<b>20</b>
<b>4.2 Analysis .....</b>	<b>24</b>
<b>4.2.1 Work with Students.....</b>	<b>24</b>
4.2.1.1 British Columbia.....	25
4.2.1.2 Alberta.....	27
4.2.1.3 Manitoba.....	29
4.2.1.4 APSEA.....	31
4.2.1.5 Concluding Comments: Work with Students.....	33
<b>4.2.2 Work with Regular Class Teachers and Other School Personnel.....</b>	<b>35</b>
4.2.2.1 British Columbia.....	35
4.2.2.2 Alberta.....	37
4.2.2.3 Manitoba.....	38
4.2.2.4 APSEA.....	40
4.2.2.5 Concluding Comments: Work with Regular Class Teachers and Other School Personnel.....	41
<b>4.2.3 Work with Parents.....</b>	<b>42</b>
4.2.3.1 British Columbia.....	42
4.2.3.2 Alberta.....	44
4.2.3.3 Manitoba.....	45
4.2.3.4 APSEA.....	46

4.2.3.5 Concluding Comments: Work with Parents.....	48
4.2.4 Planning, Assessment and Record Keeping.....	49
4.2.4.1 British Columbia.....	49
4.2.4.2 Alberta.....	51
4.2.4.3 Manitoba.....	52
4.2.4.4 APSEA.....	54
4.2.4.5 Concluding Comments: Planning, Assessment and Record Keeping.....	55
4.2.5 Coordination, liaison, meetings, and scheduling tasks.....	56
4.2.5.1 British Columbia.....	57
4.2.5.2 Alberta.....	58
4.2.5.3 Manitoba.....	59
4.2.5.4 APSEA.....	60
4.2.5.5 Concluding Comments: Coordination, Liaison, Meetings, and Scheduling Tasks.....	62
4.2.6 Technical Support.....	63
4.2.6.1 British Columbia.....	63
4.2.6.2 Alberta.....	65
4.2.6.3 Manitoba.....	66
4.2.6.4 APSEA.....	67
4.2.6.5 Concluding Comments: Technical Support.....	68
Chapter 5: Discussion.....	70
5.1 Provinces with Legislation.....	70

5.1.2 British Columbia.....	71
5.1.2 Alberta.....	72
5.1.3 Manitoba.....	73
5.1.4 APSEA.....	73
5.2 Provinces without Legislation.....	74
5.2.1 Saskatchewan.....	74
5.2.2 Ontario.....	75
5.2.3 Quebec.....	76
5.3 My Thoughts.....	76
Conclusion.....	78
References.....	81

### **List of Tables**

Table 3.1: Acceptable and Unacceptable terms to label deaf and hard of hearing individuals

Table 3.2: Types of Hearing Losses, Educational Implications & Research Citations

Table 4.1: Descriptions of the Main Categories for the Coding Frame

Table 4.2: Descriptions of the Subcategories for the Coding Frame

Table 4.3: Number of Coded Instances within all Categories, Across all Documents

Table 4.4: Number of Coded Instances within Subcategories of the Category Work with Students for British Columbia

Table 4.5: Number of Coded Instances within Subcategories of the Category Work with Students for Alberta

Table 4.6: Number of Coded Instances within Subcategories of the Category Work with Students for Manitoba

Table 4.7: Number of Coded Instances within Subcategories of the Category Work with Students for APSEA

Table 4.8: Number of Coded Instances within Subcategories of the Category Work with Students

Table 4.9: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for British Columbia

Table 4.10: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for Alberta

Table 4.11: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for Manitoba



Table 4.12: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for APSEA

Table 4.13: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel

Table 4.14: Number of Coded Instances within Subcategories of the Category Work with Parents for British Columbia

Table 4.15: Number of Coded Instances within Subcategories of the Category Work with Parents for Alberta

Table 4.16: Number of Coded Instances within Subcategories of the Category Work with Parents for Manitoba

Table 4.17: Number of Coded Instances within Subcategories of the Category Work with Parents for APSEA

Table 4.18: Number of Coded Instances within Subcategories of the Category Work with Parents

Table 4.19: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping for British Columbia

Table 4.20: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping for Alberta

Table 4.21: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping for Manitoba

Table 4.22: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping for APSEA

Table 4.23: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping

Table 4.24: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks for British Columbia

Table 4.25: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks for Alberta

Table 4.26: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks for Manitoba

Table 4.27: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks for APSEA

Table 4.28: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks

Table 4.29: Number of Coded Instances within Subcategories of the Category Technical Support for British Columbia

Table 4.30: Number of Coded Instances within Subcategories of the Category Technical Support for Alberta

Table 4.31: Number of Coded Instances within Subcategories of the Category Technical Support for Manitoba

Table 4.32: Number of Coded Instances within Subcategories of the Category Technical Support for APSEA

Table 4.33: Number of Coded Instances within Subcategories of the Category Technical Support

## **List of Figures**

Figure 4.1: The Coding Frame

Figure 4.2: Frequency of Tasks within Subcategories of the Category Work with Students for British Columbia, as a percentage of the whole

Figure 4.3: Frequency of Tasks within Subcategories of the Category Work with Students for Alberta, as a percentage of the whole

Figure 4.4: Frequency of Tasks within Subcategories of the Category Work with Students for Manitoba, as a percentage of the whole

Figure 4.5: Frequency of Tasks within Subcategories of the Category Work with Students for APSEA, as a percentage of the whole

Figure 4.6: Frequency of Tasks within Subcategories of the Category Work with Students across all documents, as a percentage of the whole

Figure 4.7: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for British Columbia, as a percentage of the whole

Figure 4.8: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for Alberta, as a percentage of the whole

Figure 4.9: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for Manitoba, as a percentage of the whole

Figure 4.10: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for APSEA, as a percentage of the whole

Figure 4.11: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel Across all Documents, as a Percentage of the Whole

Figure 4.12: Frequency of Tasks within Subcategories of the Category Work with Parents for British Columbia, as a percentage of the whole

Figure 4.13: Frequency of Tasks within Subcategories of the Category Work with Parents for Alberta, as a percentage of the whole

Figure 4.14: Frequency of Tasks within Subcategories of the Category Work with Parents for Manitoba, as a percentage of the whole

Figure 4.15: Frequency of Tasks within Subcategories of the Category Work with Parents for APSEA, as a percentage of the whole

Figure 4.16: Frequency of Tasks within Subcategories of the Category Work with Parents Across all Documents, as a Percentage of the Whole

Figure 4.17: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping for British Columbia, as a percentage of the whole

Figure 4.18: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping for Alberta, as a percentage of the whole

Figure 4.19: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping for Manitoba, as a percentage of the whole

Figure 4.20: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping for APSEA, as a percentage of the whole

Figure 4.21: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping Across all Documents, as a Percentage of the Whole

Figure 4.22: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling tasks for British Columbia, as a percentage of the whole

Figure 4.23: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling tasks for Alberta, as a percentage of the whole

Figure 4.24: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling tasks for Manitoba, as a percentage of the whole

Figure 4.25: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling tasks for APSEA, as a percentage of the whole

Figure 4.26: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks Across all Documents, as a Percentage of the Whole

Figure 4.27: Frequency of Tasks within Subcategories of the Category Technical Support for British Columbia, as a percentage of the whole

Figure 4.28: Frequency of Tasks within Subcategories of the Category Technical Support for Alberta, as a percentage of the whole

Figure 4.29: Frequency of Tasks within Subcategories of the Category Technical Support for Manitoba, as a percentage of the whole

Figure 4.30: Frequency of Tasks within Subcategories of the Category Technical Support for APSEA, as a percentage of the whole

Figure 4.31: Frequency of Tasks within Subcategories of the Technical Support Across all Documents, as a Percentage of the Whole



## **Chapter 1**

### **Introduction**

#### **1.1 Deaf Education, Inclusive Education & Mainstreaming**

Traditionally, children that are deaf or hard of hearing were educated in residential schools, where the primary purpose was to adopt oralism and exclusively use lip-reading and speech, as opposed to sign language to communicate (Barron, 2018). This posed a serious problem as access to language, through hearing devices and/or sign language, is critical in order for a child to acquire that particular language, and subsequently even attempt at developing literacy (Mayer, 2007). Consequently, the academic success - not to mention social, emotional, and mental well-being - of children in these schools were compromised (Osgood, 2008).

However, since the 1970s, with the advent of universal newborn hearing screening, the advancement of technology and amplification systems, particularly with the development of the cochlear implant, as well as other developments in the outlook on education as a whole, deaf education has changed dramatically. Following the release of several international legislations, such as the Convention on the Rights of the Child (1989) and the United Nations' Convention of the Rights of Persons with Disabilities (2006), there has been a general movement towards a more inclusive education system. Currently, Canada has not created federal policies that protect a child with a disability the right to inclusive education, as education comes under provincial and territorial jurisdiction (Towle, 2015). As a result, there are variations in the definition of inclusion, and how it is implemented in schools across the different provinces and territories. The same can be said for the education of children who are deaf or hard of hearing, where the services afforded to these children are intended to come from provincial and territorial legislation. Regardless, the combination of legislative actions in addition to technological

advancements has resulted in significant changes in the provision of services to deaf and hard of hearing (DHH) school-aged children (Compton, Appenzeller, Kemmery & Gardiner-Walsh, 2015). Parents with deaf or hard of hearing children now have four categories of school practices provided to them: 1) separate schools, 2) resource rooms and self-contained classrooms, 3) general education classes, and 4) co-enrollment classes (Stinson and Kluwin, 2011). In 2009, The U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs found that approximately 87% of deaf or hard of hearing students spend all or a portion of their school day in general education classrooms. These ‘mainstreamed’ children, are educated in general education school learning communities, taught the same general education curriculum as their hearing peers, and are expected to participate in all learning tasks and assessments with appropriate accommodations or modifications (Hyde & Power, 2004; Luckner & Ayantoye, 2013; Berndsen & Luckner, 2010). It is in this light that itinerant teaching has become more prevalent in current education systems.

Itinerant teachers are qualified school teachers with specialized training in the education of deaf and hard of hearing children, offered through one of three programs in Canada: University of British Columbia, York University or Dalhousie University. These teachers travel around schools in a given district to provide support, resources, and consultation to deaf and hard of hearing children, their related school personnel and their parents.

## **1.2 Problem of Practice**

Since graduating from the Teacher of the Deaf and Hard of Hearing Education Program at York University in 2016, I have worked as an itinerant teacher of deaf and hard of hearing students in schools across Brampton, Ontario within the Peel District School Board. I have had



the opportunity to work with students who are deaf or hard of hearing from various age groups and multiple exceptionalities. My first year proved to be a steep learning curve, despite having one year of specialized training, as well as two practicum settings both within the Peel Board of Education.

In my experience, I found the role of an itinerant teacher to encompass many aspects. Primarily, I worked with students with a significant hearing loss and implemented conscientious, goal-driven and meaningful pedagogical practices that cater to the various needs of each student. I in-serviced and educated the implications of teaching a child who is deaf or hard of hearing to classroom teachers, teaching assistants, administrators and parents. Moreover, I attended and contributed to annual review meetings, identification, placement review committee (IPRC), transition meetings and meetings involving the creation of an individual education plan (IEP). While the Peel District School Board did have access to one technician to solve issues regarding the amplification systems, I would still be on-call to resolve technology issues. As I traveled from school to school my car became my mobile office, with supplies, amplification equipment and my teaching materials that I would bring in and out with me to each school. I quickly realized a planner was a necessity to organize my meetings, appointments, presentations, and seeing my students, who upon entering the school, would find out they are absent, on a field trip or at an assembly.

Throughout the year, the Ontario Provincial Schools Branch would host an Itinerant Teachers of Southern Ontario (ITSO) conference. It was at these meetings that I would have the pleasure of meeting other itinerants from various boards across Ontario. Through discussions with my colleagues, I learned that different boards emphasize certain aspects of the itinerant role more than others. Moreover, some boards offered additional services that our board was unable

to provide and vice-versa. As a result, I began to wonder if the Ministry of Ontario laid out any legislation for the official role of an itinerant teacher of deaf and hard of hearing students, creating a standardization across the many Boards in Ontario. I then wondered what the services provided by itinerant teachers in other provinces and territories looked like and if their Ministries of Education had legislative guidelines. As such, this research grew out of both my own experiences and out of discussions with other itinerant teachers across Ontario. I wanted to find out what are current best practices for the roles and responsibilities of an itinerant teacher of deaf and hard of hearing students and how these compare with provincial ministry legislation.

## **Chapter 2**

### **Methodology**

#### **2.1 Qualitative Content Analysis**

To answer the aforementioned questions, I have done a qualitative content analysis. Qualitative content analysis (QCA) is one of several qualitative methods currently available for analyzing and interpreting data. As a research method, it is generally a document analysis, that represents a systematic and objective means of describing and quantifying a phenomenon and classifies the material as instances of the categories of a coding frame (Schreier, 2012).

This research method is characterized by three key features: it reduces the data, it is systematic and it is flexible. Primarily, unlike other qualitative methods for analyzing data, that often expand on and add to the data, qualitative content analysis reduces the amount of data by looking at the material that pertains to the overall research question. As such, the questions asked specify the angle the researcher uses to analyzes the collected data (Schreier, 2012).

Additionally, qualitative content analysis is highly systematic and is often an iterative process of examining and re-examining the material to ensure its relevance to the research question and modifying the coding frame in the process, as needed. A final feature of this method is that, unlike quantitative analysis, it is flexible. In particular, the content analysis can be coded through concept-driven categories, data-driven categories or a combination of both. In this way, the coding frame is flexible and should always be matched to the material (Schreier, 2012).

#### **2.2 Data Collection**

The data collected for this study consisted of Canadian provincial policy documents and/or official statements on the roles and services provided by itinerant teachers of deaf or hard

of hearing students. These documents were obtained through online searches and available for public viewing and there was no human participation. Therefore, this research did not require approval by an ethics board.

### *2.2.1 Policy Documents*

In Canada, provincial governments are given the responsibility for all levels of education, and as such, at the federal level, there is no ministry of education. Furthermore, Yukon, Northwest Territories, and Nunavut do not have the same constitutional status as the provinces and are governed in many areas by the federal government. In terms of education, the federal government has given this responsibility to the territorial governments, who work with the provinces to develop legislation. Moreover the Ministries of Education of New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island came together to form an interprovincial cooperative known as the Atlantic Provinces Special Education Authority (APSEA). APSEA is a unique agreement among the Atlantic provinces and provide services for students with low incidence sensory disabilities. As a result of all this information gathered, I was left with locating seven documents from British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec and APSEA. The documents that will be used in the following analysis were from British Columbia, Alberta, Manitoba and APSEA. Unfortunately, there were no documents found from Saskatchewan, Ontario or Quebec, which is significant to note and will be further addressed in the discussions and conclusions chapter.

## **2.3 Data Analysis**

Qualitative content analysis can be data driven, concept driven or a combination of both. Data driven analysis involves creating a coding frame inductively and solely built from

analyzing the data from selected readings or observations pertaining to your research (Schreier, 2012). Alternatively, a concept driven strategy involves deductively building a code through prior research, ideas and theories, which can then be used for the researcher to test their data (Schreier, 2012).

This study will utilize a concept-driven coding process to form main categories and a combination of a concept-driven and data-driven process to create subcategories. Concepts that identify current best practices for the roles and responsibilities of an itinerant teacher of deaf and hard of hearing students will be derived from current literature and then used as a framework to compare and contrast provincial ministry policy documents on deaf and hard of hearing education. The development of the coding frame is presented in the following chapter.

## **Chapter 3**

### **Literature Review**

#### **3.1 Introduction**

The primary question asked for this review was what are the roles and responsibilities of itinerant teachers of the deaf and hard-of-hearing. This chapter presents a review of the literature to identify concepts for current best practices for these roles and responsibilities which were then used to construct the coding frame used for analysis of provincial policy documents. In order to find and include what other researchers had found solely pertaining to my question, I searched through the Google Scholar database using the key words, ‘roles’, ‘responsibilities’, ‘teachers’ and ‘deaf’ and the Boolean operator AND. Specifically, I searched “roles AND responsibilities AND teachers AND deaf”. While the search identified many articles that I read and have cited in the following review, there was only one study that I could find that sought to explicitly answer my search question. This article, “Roles and Responsibilities of Itinerant Specialist Teachers of Deaf and Hard of Hearing Students” (Foster and Cue, 2009), then served as a basis for further searches. For example, one such concept was “working with students”. To support this finding, I searched through Google Scholar using “teachers AND deaf AND working with students”, to then find articles that supported the notion that a task itinerant teachers carry out is working with students.

The review is presented in three parts. First, in order to provide some background and the setting in which itinerant teachers carry out their tasks, I will discuss service delivery models for itinerant teachers in general education classrooms. The second part will define hearing loss and present acceptable and unacceptable terms to label deaf and hard of hearing individuals.

Finally, we will examine the roles and responsibilities of itinerant teachers of deaf and hard of hearing students

### **3.2 Service Delivery Models in General Education Classrooms**

The itinerant model is unlike other school-based teaching models for deaf and hard of hearing students, as itinerant teachers have a caseload of students in varying schools, and are traveling from school to school to provide support to these students (Norman & Jamieson, 2015). Hyde and Power (2004) showcase three service delivery models of itinerant teaching: 1) team teaching, 2) consultation, and 3) the “pullout” method. *Team teaching, or collaboration*, is the most inclusive model, whereby the itinerant and regular classroom teachers jointly provide instruction to all students in the regular classroom. (DeLorenzo, 2013). Friend and Cook (2017) describe the characteristics of this model as based on voluntary participation, parity among the participants, shared goals, shared responsibility, shared resources and shared accountability of the outcomes. The *consultative model* involves having a consultant (the itinerant teacher) provide their expertise to the consultee (the general education teacher) who then implements the instructional suggestions in the educational setting (Knackendoffel, Dettmer & Thurston, 2018). The *pullout model* is where itinerant teachers remove the deaf or hard of hearing student out of their regular classroom for short periods and provide one-on-one direct support (Foster & Cue, 2009). Collaboration and consultation models are key in helping educators not trained in this specialty, make modifications and accommodations for their students who are deaf and hard of hearing so that the students can access the academic content as well as help facilitate social interactions in the classroom and at the school (Bullard, Luckner & Frey, 2013). Despite the benefits of the collaboration (Kluwin, 1999; Luckner, 1999) as well as the consultation model

(Luckner & Howell, 2002), they are less commonly done, due to itinerant teachers facing challenges and barriers related to time constraints, insufficient administrative support, limited continuing education opportunities in the models, lack of knowledge of the curriculum and teaching practice and variable perceptions of the necessity of collaborating with general educators (Compton, Appenzeller, Kemmery & Gardiner-Walsh, 2015; Hyde & Power, 2004; Luckner & Howell, 2002). Research has found the pullout to be most predominantly used (Stinson & Kluwin, 2011; Hyde & Power, 2004), which may be as a result of the focus on separate instruction in the itinerant teachers' pre-service training (Luckner & Howell, 2002; Hyde & Power, 2004; Foster & Cue, 2009).

### **3.3 Defining Hearing Loss**

Hearing loss is considered low-incidence, affecting approximately 8% of school-age children, with 79% of those having a unilateral loss (Statistics Canada, 2016). There are varying causes, types and ranges of hearing loss. The reasons for the hearing loss can include genetics, aging, noise exposure, diseases and infection, trauma, drugs or some other unknown cause (Holt, Hotto & Cole, 1994). Deaf and hard of hearing individuals can either have a loss in one ear, known as a unilateral loss, or in both, known as a bilateral loss. There are three major types of hearing loss: conductive, sensorineural, and mixed. Conductive hearing loss indicates damage to the ear canal, including the eardrum and middle ear bones. Sensorineural hearing loss refers to issues in the inner ear, auditory nerve, or higher auditory centers in the brainstem and temporal lobe. Mixed hearing loss has both a conductive and sensorineural component (National Research Council, 2004). Finally, an individual's hearing level can be categorized in the following ranges (National Research Council, 2004):

- slight (16-25 dB hearing loss)



- mild (26-40 dB hearing loss)
- moderate (41-55 dB hearing loss)
- moderately severe (56-70 dB hearing loss)
- severe (71-90 dB hearing loss)
- profound (greater than 90 dB hearing loss)

There are a number of different labels and terms used when referring to an individual who is deaf or hard of hearing, and what is acceptable differs between the medical community and the culturally Deaf community. In fact, even the culturally Deaf communities differ on what they believe to be the best terms to describe an individual that is deaf or hard of hearing. Generally, the medical community tends to label based off the amplification technology used or the hearing level of the individual, while the culturally Deaf community tends to label based off an individual's preferred language modality or identity. This paper will only utilize the terms widely used and accepted by the Deaf community, which does include some medical terms, as will be seen below. We will be using the terms 'deaf or hard of hearing' in reference to the students, and the term 'hearing loss' when discussing the medical definition of those students who are deaf or hard of hearing. The acceptable and unacceptable terms are found in table 3.1. These terms are defined by the Canadian Association of the Deaf as well as the National Association of the Deaf. In their view, using appropriate terminology shows respect for the many differences within the community. Moreover, the National Association of the Deaf believes that "individuals can choose an audiological or cultural perspective. It's all about choices, comfort level, mode of communication, and acceptance".

Table 3.1: Acceptable and Unacceptable terms to label deaf and hard of hearing individuals

<b>Term</b>	<b>Acceptable/ Unacceptable</b>	<b>Definition</b>
deaf (lower case 'd')	Acceptable	A medical/audiological term referring to those people who have little or no functional hearing. May also be used as a

		collective noun (“the deaf”) to refer to people who are medically deaf but who do not necessarily identify with the Deaf community.
Deaf (capital ‘D’)	Acceptable	A sociological term referring to those individuals who are medically deaf or hard of hearing who identify with and participate in the culture, society, and language of Deaf people, which is based on Sign language. Their preferred mode of communication is Sign.
deafened	Acceptable	This is both a medical and a sociological term referring to individuals who have become deaf later in life and who may not be able to identify with either the Deaf or the hard of hearing communities.
hard of hearing	Acceptable	A person whose hearing loss ranges from mild to profound and whose usual means of communication is speech. It is both a medical and a sociological term.
hearing impaired	Unacceptable	This term is not acceptable. It should never be used in referring to Deaf people. “Hearing impaired” is a medical condition; it is not a collective noun for people who have varying degrees of hearing loss. It fails to recognize the differences between the Deaf and the hard of hearing communities.
deaf-mute	Unacceptable	This term is unacceptable. A deaf person may choose not to use his/her voice; this does not make him/her a “mute”.
deaf and dumb	Unacceptable	Very offensive term. The Greek philosopher, Aristotle, pronounced deaf people “deaf and dumb,” because he felt that deaf people were incapable of being taught, of learning, and of reasoned thinking.

### 3.4 Roles and Responsibilities of Itinerant Teachers of Deaf and Hard of Hearing Students

The article, which served as a basis for my review was, “Roles and Responsibilities of Itinerant Specialist Teachers of Deaf and Hard of Hearing Students” ( Foster & Cue, 2009). This study utilized a mixed-method approach included a data set of 210 surveys from practicing itinerant teachers of the deaf who, among other things, were asked to list and rank-order the tasks involved in being a teacher of the deaf. These tasks were categorized as:

- 1) Work with students
- 2) Work with regular class teachers and other school personnel
- 3) Work with parents

- 4) Planning, assessment, and record keeping
- 5) Coordination, liaison, meetings, and scheduling tasks
- 6) Technical support

The following subsections will go into further detail and description of the categories, as well as supporting evidence from other literature.

#### *3.4.1 Work with students*

Itinerant teachers work with a caseload that is comprised of a very diverse group of students. In Foster and Cue's (2009) study, practicing itinerant teachers identified five categories relating to working with students, ranked from most to least frequently done:

1. academic (i.e., lesson planning, studying and learning skills, pre-teaching and re-teaching classroom content)
2. personal/social (i.e., self-advocacy, transitioning post-graduation, coping skills)
3. language arts (i.e., vocabulary, reading and writing skills)
4. general comments (i.e., keeping up with the student, identifying and using appropriate teaching methods)
5. communication (i.e., auditory, speech or ASL training, listening skills, amplification management).

The reasoning behind why the above mentioned areas are critical when working with students is supported by Luckner, Slike & Johnson's (2012) findings, which are based on the four types of hearing losses and their potential educational implications, as seen in table 3.2.

Table 3.2: Types of Hearing Losses, Educational Implications & Research Citations

Type of Hearing Loss	Educational Implications	Research Citations
Chronic middle ear infections (i.e., Otitis Media)	May negatively affect speech and language development	Friel-Patti, 1990; Gravel & Wallace, 1992
Hearing loss in one ear (i.e., unilateral hearing loss)	May negatively affect speech and language development, academic progress, and behavior	Culbertson & Gilbert, 1986; Lieu, 2004
Hard of hearing (i.e., mild or moderate hearing loss)	Person may experience auditory perception problems, speech, and language development delays, academic failure, and self-esteem and social deficiencies	Bess, Dodd-Murphy & Parker, 1998; Davis, Elfenbein, Schum, & Bentler, 1986
Severe and profound deafness	May negatively affect speech, language, literacy, academics, and employment	Mitchell & Karchmer, 2004; Traxler, 2000

As a result, they identified five functional and developmental challenges DHH students face:

1. Language, vocabulary, and literacy delays
2. Gaps in background and domain knowledge
3. Inadequate knowledge and use of learning strategies
4. Social skills deficits
5. Reliance on assistive technology

This information is pertinent as it then provides a guideline for the role an itinerant teacher plays with their student to address the aforementioned challenges.

### *3.4.2 Work with regular class teachers and other school personnel*

A second category identified in Foster and Cue's (2009) study, was that working with regular classroom teachers and other school personnel was found to be critical in providing teacher in-service, specifically information about the student's hearing loss and its relation to the

student's struggles. A consequence of the rise of inclusion in educational settings is that where at one point in time general and specialized educators would work in their own paradigms and physically separate spaces, they are now expected to work together. In fact, success for a DHH student in a general education setting is contingent on the partnership between the classroom and itinerant teacher to work together in adapting curriculum and structuring the classroom to promote social and academic integration (Luckner, 2004). Given the low incidence of hearing loss, most teacher education training programs and special education courses do not focus on strategies when working with these students (Luckner, Slike & Johnson, 2012). Therefore, the challenge for most classroom teachers, special education teachers, administrators, and other supporting school staff is in "knowing how to provide quantity and quality of services needed to access the academic content and social interactions of the general education setting" (Luckner, Slike & Johnson, 2012). Consequently, ongoing communication between school staff, in particular, the classroom teacher, as well as the itinerant teacher is crucial. Berndsen and Luckner (2010) identify the key role an itinerant teacher plays in providing assistance in planning as well as implementing strategies and adaptations that then promote student's success. Examples of this include: discussing specific academic, social, or behaviour problems, instruction in the use of the amplification technology (i.e., the FM system) and demonstrating visual instructional techniques. However, due to a number of factors previously discussed, it is unfortunate that the regular classroom teachers often do not receive the quantity or quality of collaboration or consultation support required to help the student who is deaf or hard of hearing function optimally in the general classroom environment (Berndsen & Luckner, 2010).

### *3.4.3 Work with Parents*

In Foster and Cue's (2009) study, itinerant teachers identified the support they provided to the parents of their students to include information about deafness, communication and educational options, updates on students' academic progress, and suggestions regarding amplification systems. When working with parents, itinerant teachers often have three issues they commonly encounter (Luckner, 2017). The primary issue relies on the fact that 95% percent of children who are deaf or hard of hearing are born to hearing parents (Mitchell & Karchmer, 2004). Consequently, parents are often unequipped with what to expect, what to do and how to deal with their feelings regarding having a child who are deaf or hard of hearing. Additionally, parents need to learn about and decide on a communication method, understand the potential impacts a hearing loss can have on a child's development, and navigate through the many opposing views to select appropriate supports and services. Finally, itinerant teachers need to deal with parents becoming over-reliant on them, particularly if the itinerant has been working with the child for a few years, and as a result, when issues arise at school they turn to the itinerant to solve the issue even when they do not have the authority to do so. These three issues form the basis for the role an itinerant teacher plays in working with the parents of the DHH student. Sebald and Luckner (2007) identified four suggestions which addressed these issues. Primarily, given the novelty of the situation for parents who have probably not had many experiences with a DHH child, itinerant teachers should be supportive, understanding and encouraging of the parents, often done through modeling. A second suggestion is to remember that parents know their child and family needs best and that parents have valuable information regarding their child's developmental history, likes, dislikes, and learning style. The third suggestion made is to be a resource for the families by gathering the information and more

importantly, presenting it in a way that is both useful and easy to comprehend. This information often includes practical information regarding developmental issues, specialized amplification equipment, and legal rights (Li, Bain, & Steinberg, 2004; Meadow-Orlans et al., 2003). Finally, to get to know the child as understanding the child will aid professionals in understanding the family, and conversely, getting to know the family will help the itinerant teacher better work with the child.

#### *3.4.4 Planning, assessment, and record keeping*

The Individual Education Plan (IEP) is created to address a single student's learning needs and should record what is 'additional to' and 'different from' the general teacher's regular differentiated instruction (Goepel, 2009). Foster and Cue (2009) found that itinerant teachers identified one of their key roles surrounding the IEP to include preparing and implementing the IEP, assessing the progress of the student, placement decisions, testing modifications, and general record keeping. As a result of the creation of an IEP, the itinerant teacher of the DHH student provides direct instruction by addressing IEP objectives in academic areas, such as language, science, and math, as well as non-academic areas, such as self-advocacy, assistive technology, auditory skills and study skills (Luckner, 2017). While the itinerant teacher has a major role to play when it comes to the creation of the IEP, there are many other stakeholders involved, including: the general education teacher, special education teachers, administrators, parents, and the student (Lytle & Borden, 2001). These individuals come together as the 'IEP team', to determine and provide the best educational services and plan for a given student (Lytle & Borden, 2001). Friend & Cook (2017) identified the following characteristics to be the most effective when an IEP team comes together: identifiable roles, positive social support, physical

proximity, commitment to a common purpose, fairness, and effective communication. Moreover, Berndsen and Luckner (2012) found that while the individual needs of each student are unique and the final plan is influenced collectively by the IEP team, their experience indicated common themes to emerge and would generally fall into the following six categories: 1) environmental modifications (i.e., use of equipment, seating, and noise reduction), 2) acoustic highlighting, 3) repair strategies, 4) scaffolding, 5) pre- and post-teaching and 6) team communication. Despite the IEP being a collective project, the itinerant teacher's role is crucial and cannot be overlooked as they are possibly the only ones on the team that have specialized training and fully understand the implications of having a hearing loss (Luckner, Slike and Johnson, 2012).

#### *3.4.5 Coordination, liaison, meetings, and scheduling tasks*

Given the nature of the role of traveling between schools, an itinerant teacher spends a portion of their time scheduling, liaising and coordinating (Luckner & Ayantoye, 2013). This includes scheduling in-services with multiple teachers in multiple schools, liaison between students, teachers, administrators, and parents as well as coordinating services with outside agencies such as interpreters, audiologists, and speech language pathologists (Foster & Cue, 2009). As a result of this hectic aspect of the job, itinerant teachers identify the challenges associated with the role to do with time constraints. Specifically, not having enough time to work with students or collaborate with educators or families, complications when working around student and general education teacher's schedules, the time it takes to get from one school to the next, and the lack of planning time built into their schedule (Luckner & Ayantoye, 2013).



### *3.4.6 Technical Support*

Children who are deaf or hard of hearing now have a wide range of amplification systems and technologies, all used in an attempt to access sound and create good listening and learning environments. These include: cochlear implants, programmable digital hearing aids, bone-anchored hearing aids, tactile communication devices, personal-worn FM amplification systems, and classroom amplification systems (Berndsen & Luckner, 2010). Due to the unique specialization of DHH itinerant teachers, they are often the only ones in a school equipped to deal with the technology and as a result, are often responsible for all tasks related to specialized equipment used by their students (Foster & Cue, 2009). Examples of the tasks involved include: troubleshooting hearing aids and FM systems, setting up the equipment in the classroom and monitoring it throughout the year, following up and maintenance, documenting usage, conducting listening checks, battery checks, cleaning ear molds and purchasing classroom amplification systems (Foster & Cue, 2009).

## Chapter 4

### Analysis

The following chapter's purpose is two-fold: first, it will provide the reader with how the coding frame was developed into the various categories and subcategories, and second, it will provide an analysis of the relevant provincial policy documents as per the existing coding frame.

#### 4.1 Building the Coding Frame

The coding frame was developed using a concept-driven process based on the findings from the article “Roles and Responsibilities of Itinerant Specialist Teachers of Deaf and Hard of Hearing Students” by Susan Foster and Katie Cue, and supported by other literature as identified in Chapter 3. As previously discussed, Foster and Cue (2009), found six main areas that itinerant teachers of deaf and hard of hearing students were responsible for. These areas formed the main categories or themes for the coding frame, which are listed and defined in table 4.1.

Table 4.1: Descriptions of the Main Categories for the Coding Frame

Main Categories	Description
Work with students	Instances of the text involving the itinerant teachers' direct work and support of their students who are deaf or hard of hearing
Work with regular class teachers and other school personnel	Instances of the text involving the itinerant teachers' support of individuals in the school who have any level of interaction with a student who are deaf or hard of hearing
Work with parents	Instances of the text involving the itinerant teachers' interactions with the parents of the student who are deaf or hard of hearing
Planning, assessment, and record keeping	Instances of the text involving the itinerant teachers' assessment of the students, ongoing record of the student's goals, achievements and areas for improvement, particularly for the creation of the Individual Education Plan (IEP)
Coordination, liaison, meetings, and scheduling tasks	Instances of the text involving the itinerant teachers' logistical, everyday tasks, including coordinating and liaising between multiple stakeholders, following up, attending meetings and creating schedules
Technical support	Instances of the text involving the itinerant teachers' technical support of the students' amplification equipment, including recommending equipment, maintenance and in-servicing others on proper use

The four provincial policy documents identified were each examined and relevant text was coded accordingly under one of the above categories. As my goal was not only to identify current best practices in literature and compare those to provincial legislation documents but also to compare the documents with each other, I needed subcategories, to provide enough depth and detail to compare the documents. Initially, I had planned on utilizing solely a concept-driven process for creating these subcategories, however I found that Foster and Cue (2009) only identified subcategories for one of the six main categories, *work with students*. Fortunately, Schreier (2012) identifies a feature of qualitative content analysis to be flexible enough to be able to combine a concept-driven approach with a data-driven process. As such, for the remaining five categories, subcategories were identified using a data-driven process. This was done by examining each category until a relevant concept was encountered and either subsuming the information on a pre-existing subcategory or creating a new subcategory. While most sentences in the documents were coded for a single category/subcategory, there were a few double or triple coded sentences. These instances occurred when the text described tasks that fit within two or more codes. For example, “explains the impact of hearing loss on learning to the school team and the family” would be coded under the subcategory ‘education’ in the ‘work with school personnel’ category, as well as the ‘communication’ subcategory in the ‘work with parents’ category. The subcategories for each main category are described in table 4.2, with the resulting coding frame shown in figure 4.1

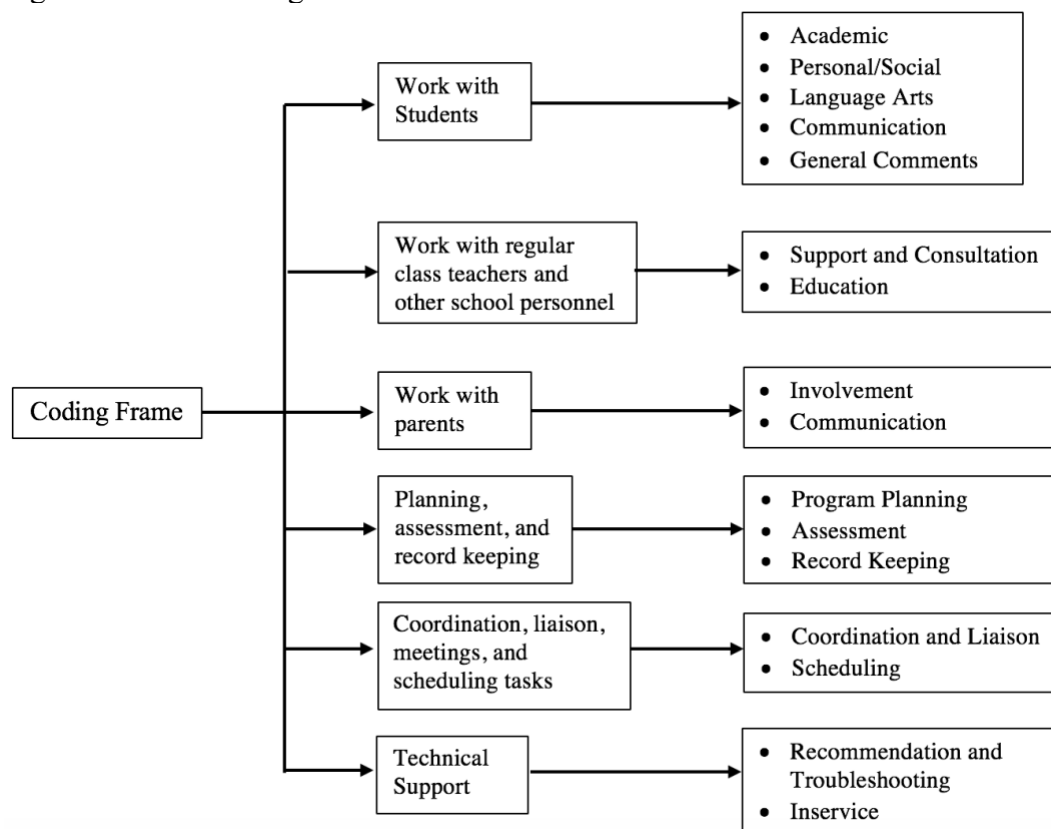
Table 4.2: Descriptions of the Subcategories for the Coding Frame

Main Category	Subcategory	Description
Work with students	Academic	Instances in the text focusing on supporting students to academically succeed, including remediation, pre-teaching and re-teaching concepts covered in class and learning strategies and skills
	Personal/Social	Instances in the text focusing on supporting students’ personal and social development

		including self-advocacy, self-esteem, transitions and networking
	Language Arts	Instances in the text focusing on developing language and literacy skills including reading, writing and vocabulary
	Communication	Instances in the text focusing on developing auditory and speech skills, including dealing with communication breakdowns.
	General Comments	Instances in the text that did not fall under one of the other four subcategories, and included logistics of working with the students, such as frequency of visits and using appropriate teaching strategies
Work with regular class teachers and other school personnel	Support and Consultation	Instances in the text focusing on providing classroom teachers and other school personnel with teaching strategies for working with students who are deaf or hard of hearing as well as strategies to promote a conducive learning environment for the student
	Education	Instances in the text focusing on conducting in-services for classroom teachers and other school personnel which may include information about the student's hearing loss and the implications on their learning
Work with parents	Involvement	Instances in the text focusing on parental involvement as part of the school learning team, including having them provide information regarding previous programming, communication options and health concerns
	Communication	Instances in the text focusing on an itinerant teacher's communication with the parents, including providing information on the child's development at school, skills they can work on at home as well as implications of the child's hearing loss
Planning, assessment, and record keeping	Program Planning	Instances in the text focusing on an itinerant teacher's role in the creation of the IEP and specific program planning for the student. This includes bringing their specialized knowledge of the student and their hearing loss forward to recommend goals, strategies and accommodations/modifications.
	Assessment	Instances in the text focusing on an itinerant teacher's role in assessing students through various diagnostic, summative and formative assessments, including standardized assessments.
	Record Keeping	Instances in the text focusing on an itinerant teacher's record-keeping and documentation

		monitoring the student's progress, making changes to the IEP and programming, if/when necessary
Coordination, liaison, meetings, and scheduling tasks	Coordination and Liaison	Instances in the text focusing on an itinerant teacher's role in coordinating and serving as a liaison between school staff, students and parents as well as coordinating services with outside agencies. This also includes building a rapport with all members of the team.
	Scheduling	Instances in the text focusing on an itinerant teacher's scheduling tasks including organizing events, attending meetings and following up with colleagues
Technical support	Recommendation and Troubleshooting	Instances in the text focusing on an itinerant teacher's role in recommending appropriate amplification equipment as well as troubleshooting any issues that arise
	Inservice	Instances in the text focusing on an itinerant teacher providing support to school personnel on how and when to use the amplification equipment

Figure 4.1: The Coding Frame



## 4.2 Analysis

Table 4.3 showcases the total instances coded in each category in each of the documents. There were a total of three hundred thirteen instances coded across the documents, with the lowest number of coded instances found in British Columbia's document, and the highest number of coded instances found in Manitoba's document. The following sections and subsections will analyze the individual provincial documents under each category/subcategory.

Table 4.3: Number of Coded Instances within all Categories, Across all Documents

	<b>British Columbia</b>	<b>Alberta</b>	<b>Manitoba</b>	<b>APSEA</b>	<b>Total</b>
Work with Students	16	27	31	18	<b>92</b>
Work with regular class teachers and other school personnel	9	17	32	20	<b>78</b>
Work with Parents	8	13	5	6	<b>32</b>
Planning, assessment, and record keeping	25	13	17	22	<b>77</b>
Coordination, liaison, meetings, and scheduling tasks	8	2	5	5	<b>20</b>
Technical Support	2	1	5	6	<b>14</b>
<b>Total</b>	<b>68</b>	<b>73</b>	<b>95</b>	<b>77</b>	<b>313</b>

### 4.2.1 Work with Students

Work with students was the largest coded category, with ninety-two instances coded across all the documents. There were also the most subcategories in this category, which were created through a concept-driven process based on Foster and Cue (2009)'s research and were academic, personal/social, language arts, communication and general comments.

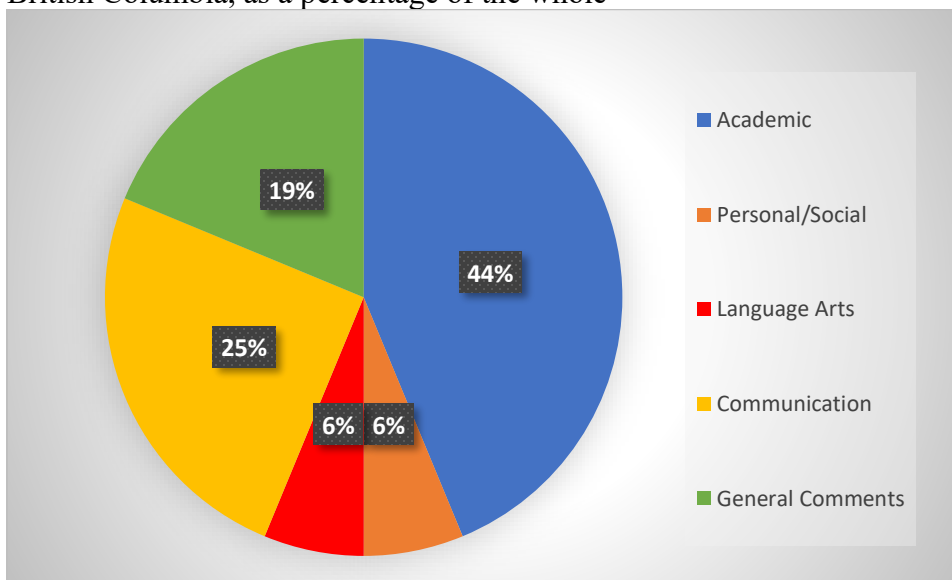
#### 4.2.1.1 British Columbia

British Columbia's document had the least total number of instances which discussed an itinerant teacher's work with students, with sixteen comments made. A summary of these instances in each of the subcategories are provided in table 4.4. Figure 4.2 provides a visual for the frequency of tasks within subcategories for British Columbia's document of the category 'work with students'.

Table 4.4: Number of Coded Instances within Subcategories of the Category Work with Students for British Columbia

Subcategory	Frequency	Percentage
Academic	7	44%
Personal/Social	1	6%
Language Arts	1	6%
Communication	4	25%
General Comments	3	19%
<b>Total</b>	<b>16</b>	<b>100%</b>

Figure 4.2: Frequency of Tasks within Subcategories of the Category Work with Students for British Columbia, as a percentage of the whole



The tasks coded as academic had the greatest frequency of instances, making up 44% of all comments. The instances were surrounding strategies and skills the itinerant teacher taught the student during their session to help the student succeed academically. Examples include:

- Learning strategies for use in classroom settings or for independent learning
- Organizational skills
- Remediation

The subcategory of supporting communication, made up 25% of all combined comments. In this subcategory, most of the comments made were regarding teacher's work in supporting auditory skills, communication access, speech development and American Sign Language development. Taken verbatim, the document states "The educational programs for students who are deaf or hard of hearing typically include specific instruction in auditory management, speech development, speech reading, sign language as required".

The general comments subcategory, which was created to hold instances that described working with students not found in one of the other subcategories, had three comments made, making up 19% of the total comments. The general comments made were regarding the type of support which was to be "direct support" on a "regular basis", as well as the setting in which the direct instruction was to take place, which was either "the classroom, the learning assistance centre, or some combination of both". The learning assistance centre is described as a type of resource room, which would provide more of a one-on-one support in a private environment with the student.

There was only one instance for each of the subcategories of tasks that supported a student's personal and social development as well as their language development. The one comment made regarding an itinerant's work relevant to the student's personal and social life was to instruct in "deaf culture when appropriate". Moreover, the one comment made regarding



an itinerant’s work in supporting student’s language and literacy development was “specific instruction in language development”.

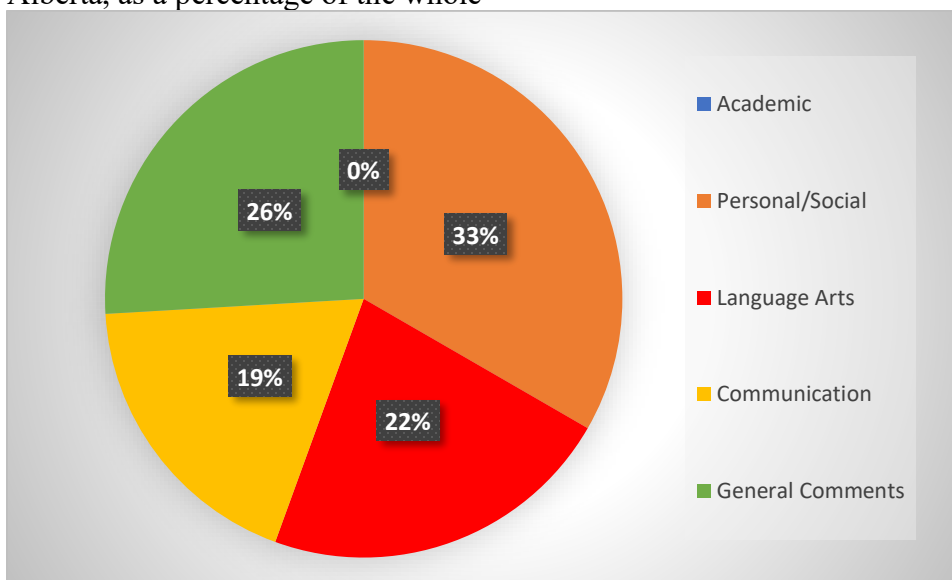
#### 4.2.1.2 Alberta

Alberta’s document had a total of twenty-seven instances that discussed an itinerant teacher’s work with students. A summary of these instances in each of the subcategories are provided in table 4.5. Figure 4.3 provides a visual for the frequency of tasks within subcategories for Alberta’s document of the category ‘work with students’.

Table 4.5: Number of Coded Instances within Subcategories of the Category Work with Students for Alberta

Subcategory	Frequency	Percentage
Academic	0	0%
Personal/Social	9	33%
Language Arts	6	22%
Communication	5	19%
General Comments	7	26%
<b>Total</b>	<b>27</b>	<b>100%</b>

Figure 4.3: Frequency of Tasks within Subcategories of the Category Work with Students for Alberta, as a percentage of the whole



The greatest frequency of all the subcategories was an itinerant teacher's supporting the personal and social development, making up a third of all instances. This document was also the only one that had this subcategory as the top frequency. The document discussed fostering self-advocacy in students who are deaf or hard of hearing, understanding their strengths and needs, helping students navigate social situations and how to function independently. Examples from the text include:

- Fostering socialization skills to promote healthy adult and peer relationships
- Developing a strong self-concept to be able to advocate for themselves
- Students can describe their strengths, areas of need and conditions that support their learning

The next task coded for the highest frequency were general comments in this category. These comments were predominately around teaching strategies for the itinerant while working with the student. Examples of the strategies teachers can implement included utilizing “auditory and/or visual information”, “establishing eye contact with the student prior to speaking/signing” and “provide accurate and meaningful access to the language of instruction”. There were also comments made on the setting of the instruction, which can be in either a “a specialized program for oral students with hearing loss”, “a specialized program that uses American Sign Language (ASL) and/or Manually Coded English (including an oral/aural component) as the language of instruction”, “an inclusive classroom in their community school” or a “combination of programs”.

Language arts was the next most coded task at 22% of all instances in this category. Despite this subject already taught in our curriculum, there is still a great need for additional instruction, as a result of the hearing loss of these students. Comments made regarding the itinerant teacher's role included supporting the students in the areas of:

- Semantics: how words create meaning in various combinations and context

- Syntax: how words are combined to create meaning
- Pragmatics: how language is used in social interactions
- Literacy: reading and writing

The final area discussed in Alberta’s document under the category of ‘work with students’, was supporting students’ communication skills. Instances coded in this area discussed teaching students to “use strategies to enhance communication”. Examples from the text included “recognizing when communication breakdowns occur” as well as to “implement strategies to repair communication”.

It is important to note that no instances in the text referred to tasks that supported students academically, and as a result the frequency of this subcategory was 0%.

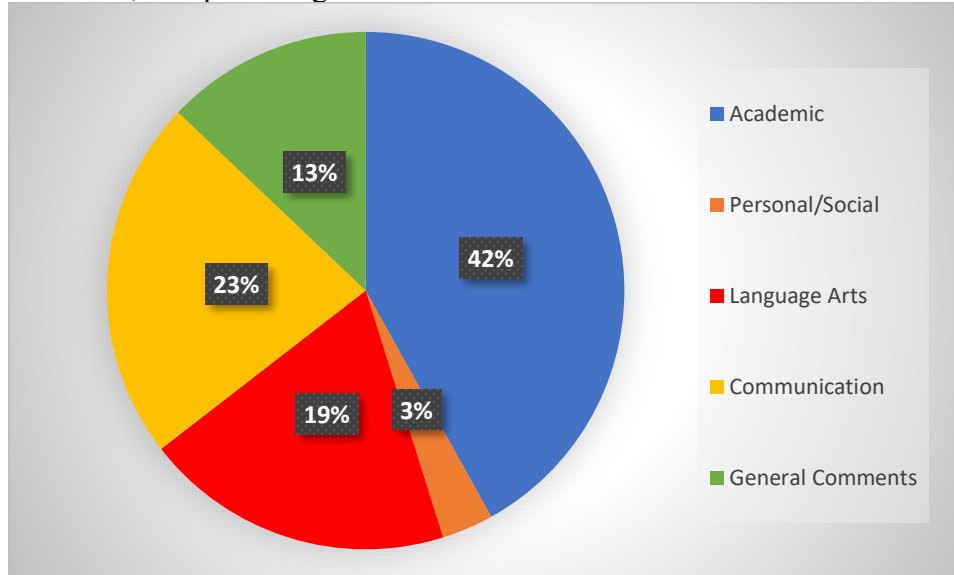
#### 4.2.1.3 Manitoba

Manitoba’s document had thirty-one instances that discussed an itinerant teacher’s work with students, which was the greatest frequency from all coded documents for this category. A summary of these instances in each of the subcategories are provided in table 4.6. Figure 4.4 provides a visual for the frequency of tasks within subcategories for Manitoba’s document of the category ‘work with students’.

Table 4.6: Number of Coded Instances within Subcategories of the Category Work with Students for Manitoba

Subcategory	Frequency	Percentage
Academic	13	42%
Personal/Social	1	3%
Language Arts	6	19%
Communication	7	23%
General Comments	4	13%
<b>Total</b>	<b>31</b>	<b>100%</b>

Figure 4.4: Frequency of Tasks within Subcategories of the Category Work with Students for Manitoba, as a percentage of the whole



The tasks coded for the highest frequency were in the academic subcategory, which made up 42% of all combined comments from the documents. Direct instruction from the itinerant teacher which supports the students academically are considered tutorial sessions which include:

- curriculum concepts
- ensuring that the student understands assignment directions
- completing the work appropriately
- assisting the student in developing study skills
- preparing for texts/exams by reviewing the format of upcoming tests

The subcategory of supporting communication, made up 23% of all combined comments.

The document states that itinerant teachers,

Support students who use a range of communication options, including oral, auditory verbal, ASL, augmentative communication or any combination of approaches. This support may include:

- Consultation and support regarding, auditory skills development, communication access, speech development, American Sign Language development

Language arts was the next most coded task at 19% of all instances in this category.

Comments made regarding the itinerant teacher's role included supporting the students in the areas of:

- Daily previewing and reviewing of key vocabulary
- Language development—modelling and expanding language
- Helping edit written work

The instances that fell under the general comments subcategory of this category included teaching strategies the itinerant teacher may utilize while conducting their tutorial sessions. An example of this is “using visual and concrete strategies when possible, such as adapting board games, to create a fun and motivating session”. Moreover, general comments were made regarding the differences in working with an elementary and secondary student. “An elementary tutorial session will likely be planned and led by the person conducting it. A high school tutorial session will focus and build on what the student wants to be supported in”.

The task with the least frequency was supporting students' personal and social skills, with only one instance making up 3% of the total. The one comment made was that itinerant teachers “assist schools in supporting these students in...[their] socio-emotional needs”, without discussing further how they do this.

#### *4.2.1.4 APSEA*

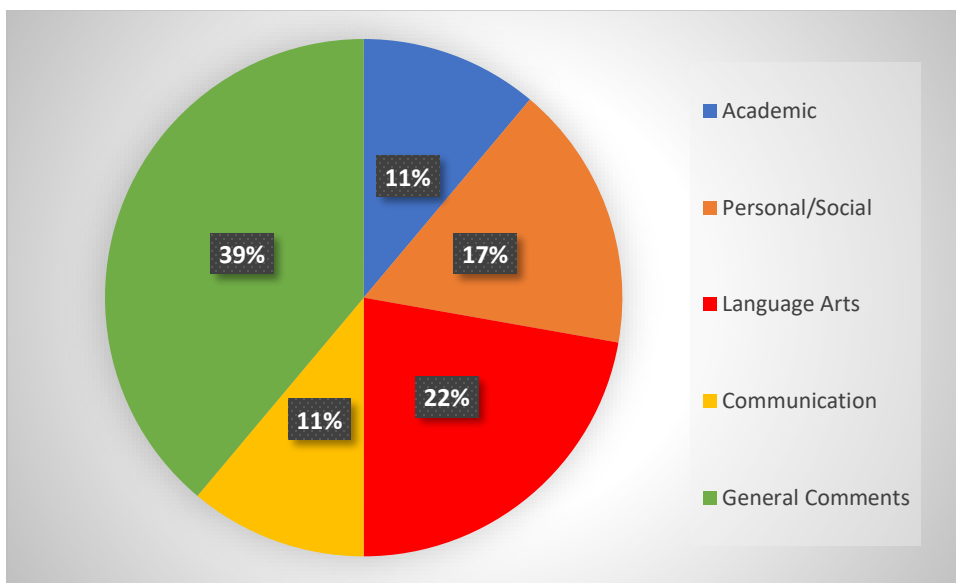
The APSEA document had eighteen instances that discussed an itinerant teacher's work with students. A summary of these instances in each of the subcategories are provided in table

4.7. Figure 4.5 provides a visual for the frequency of tasks within subcategories for the APSEA document of the category ‘work with students’.

Table 4.7: Number of Coded Instances within Subcategories of the Category Work with Students for APSEA

Subcategory	Frequency	Percentage
Academic	2	11%
Personal/Social	3	17%
Language Arts	4	22%
Communication	2	11%
General Comments	7	39%
<b>Total</b>	<b>18</b>	<b>100%</b>

Figure 4.5: Frequency of Tasks within Subcategories of the Category Work with Students for APSEA, as a percentage of the whole



The task coded for the highest frequency at 39% of all instances, were general comments made in this category. These comments were around planning and implementing teaching strategies for the itinerant while working with the student. An example from the document is the itinerant teacher,

Uses knowledge of an individual's cognitive, speech, language, communication, emotional, behavioural, cultural, social and physical characteristics in planning and delivering instruction

Language arts was the next most coded task at 22% of all instances in this category. Examples of comments made that were coded included “promoting and supporting language development” as well as “fostering language and literacy development”.

Supporting students' personal and social development had three comments made throughout the document. These instances included:

- teaching independence
- teaching self-advocacy skills
- building student's social skills

Tasks that were coded under academic and communication both had the least frequency with two instances coded throughout the document. These instances for supporting students academically succeed were generic comments that stated “addressing learning needs” and supporting “academic achievement”. The comments made to support the communicative needs of a deaf or hard of hearing student were to “facilitate [the] development of sign language and/or signed systems” and to “foster communication skills of learner(s) who sign”.

#### *4.2.1.5 Concluding Comments: Work with Students*

Table 4.8 outlines the total instances for each subcategory across all the documents. Figure 4.6 summarizes the frequency of tasks listed in each of the subcategories of this category across all the documents. It is important to note that these percentages are not reflective of the priorities of the tasks, nor is it in rank order. Figure 4.6 is simply a visualization of the distribution of the instances that were coded. This is also true for subsequent pie graphs that will

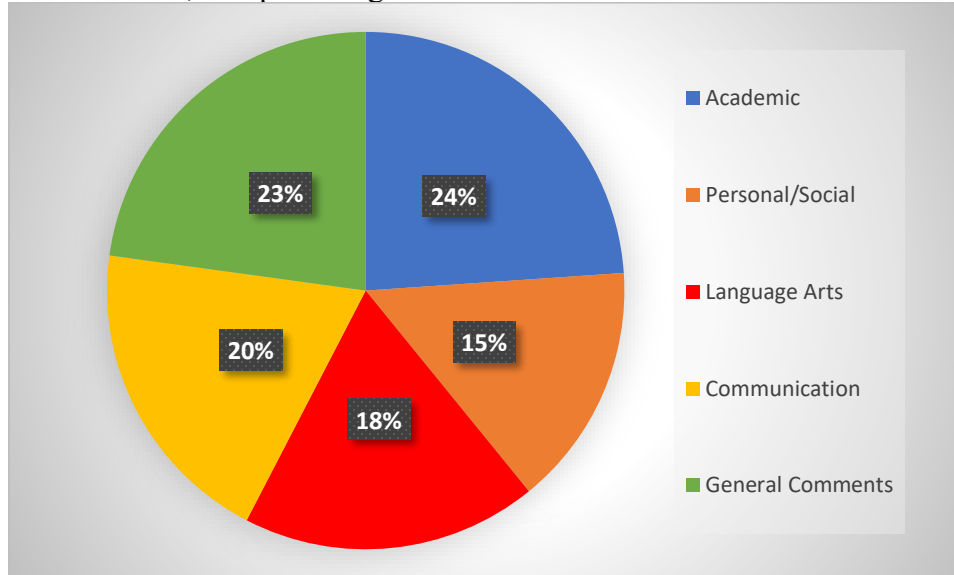
be seen in this chapter for other categories. This will be further discussed in the Discussions and Conclusions chapter. Each Province's policy document had differing emphasis on an itinerant's tasks in the category of work with students. British Columbia and Manitoba focused most heavily on supporting student's academically, with very little mention to tasks involving the student's personal and social wellbeing. Contrastingly, Alberta's focus was on supporting deaf students personally and socially, with no mention at all to academic support. Finally, the Atlantic provinces' document focused on general comments made relating to using appropriate teaching strategies and understanding the student as a whole when implementing those strategies.

Table 4.8: Number of Coded Instances within Subcategories of the Category Work with Students

	<b>Academic</b>	<b>Personal/Social</b>	<b>Language Arts</b>	<b>Communication</b>	<b>General Comments</b>
British Columbia	7	1	1	4	3
Alberta	0	9	6	5	7
Manitoba	13	1	6	7	4
APSEA	2	3	4	2	7
Total	22	14	17	18	21



Figure 4.6: Frequency of Tasks within Subcategories of the Category Work with Students across all documents, as a percentage of the whole



## 4.2.2 Work with Regular Class Teachers and Other School Personnel

The tasks coded in the category of work with regular class teachers and other school personnel had the second most total coded instances of all the main categories with seventy eight instances. Two subcategories were created using a data-driven approach: support and education.

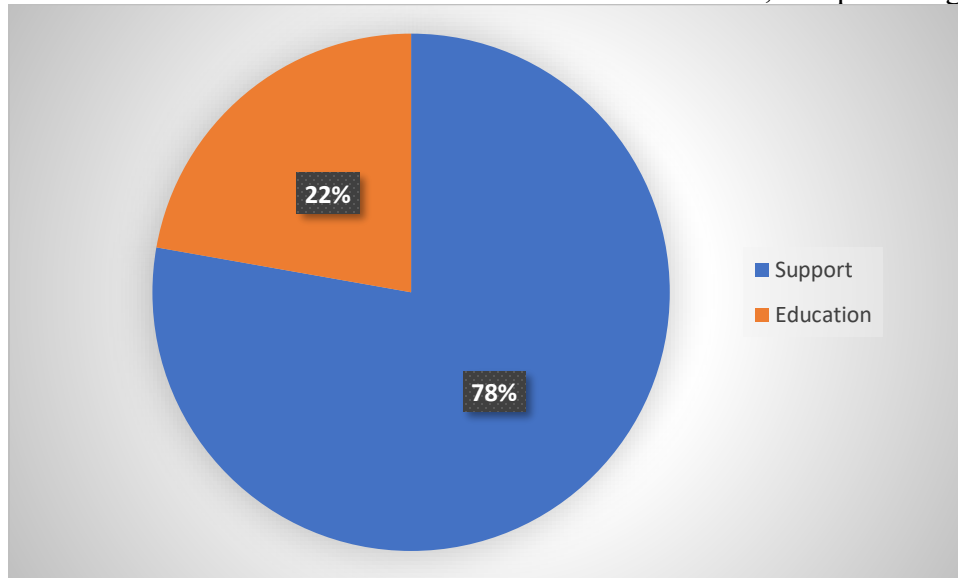
### 4.2.2.1 British Columbia

British Columbia's document had the least total number of instances which discussed an itinerant teacher's work with school staff, with nine comments made. A summary of these instances in each of the subcategories are provided in table 4.9. Figure 4.7 provides a visual for the frequency of tasks within subcategories for British Columbia's document of the category 'work with regular class teachers and other school personnel'.

Table 4.9: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for British Columbia

Subcategory	Frequency	Percentage
Support	7	78%
Education	2	22%
<b>Total</b>	<b>9</b>	<b>100%</b>

Figure 4.7: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for British Columbia, as a percentage of the whole



The tasks coded under supporting school staff had the greatest frequency of instances, making up 78% of all comments. The instances were surrounding itinerant teachers providing support to classroom teachers on adapting teaching strategies when they have a deaf or hard of hearing student in their class. Examples include:

- Collaboration with classroom teachers to design or implement instructional strategies
- adapt instructional content or materials
- advising teachers concerning adjustments to curriculum

The subcategory of educating school staff regarding hearing loss and its implications on their students, made up 22% of all combined comments. In this subcategory, there were only two comments made that were coded. These were that “staff members have the support of inservice”

and that there are “continuing inservice opportunities to support staff development to promote effective consultative models”

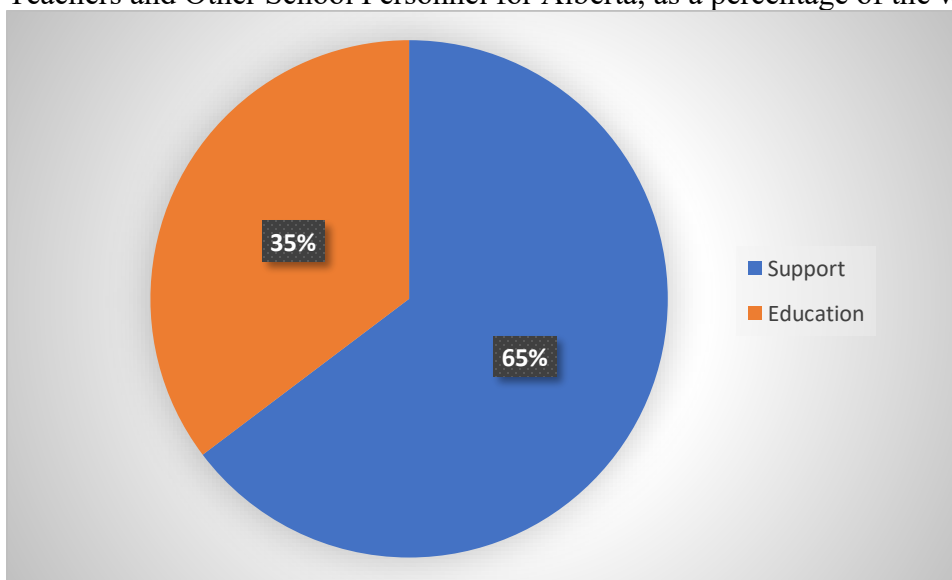
#### 4.2.2.2 Alberta

Alberta’s document had seventeen total number of instances coded which discussed an itinerant teacher’s work with school staff. A summary of these instances in each of the subcategories are provided in table 4.10. Figure 4.8 provides a visual for the frequency of tasks within subcategories for Alberta’s document of the category ‘work with regular class teachers and other school personnel’.

Table 4.10: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for Alberta

Subcategory	Frequency	Percentage
Support	11	78%
Education	6	22%
<b>Total</b>	<b>17</b>	<b>100%</b>

Figure 4.8: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for Alberta, as a percentage of the whole



The greatest frequency of all the subcategories was an itinerant teacher's supporting the school staff, making up just under two thirds of all instances. The eleven instances coded under this task discussed specific environmental accommodations, such as the student being seated according to the recommendations of the teacher of the deaf and hard of hearing, or ambient noise is identified and reduced or eliminated. Additionally, comments made such as "provides class notes to allow ongoing visual access" and "Closed captioning is available to students when information is presented through a television", are examples of recommendations made by the itinerant to the classroom teachers.

The second subcategory of educating classroom teachers had six instances coded, making up 35% of the total. Examples that were coded from the text include:

- Staff become knowledgeable by accessing professional development opportunities
- Staff have access to specialists in the field of hearing loss to provide information and support for student programming
- Members of the learning team (i.e. the teacher of the deaf) communicate information about the student's programming strengths and needs to the staff in the receiving environment

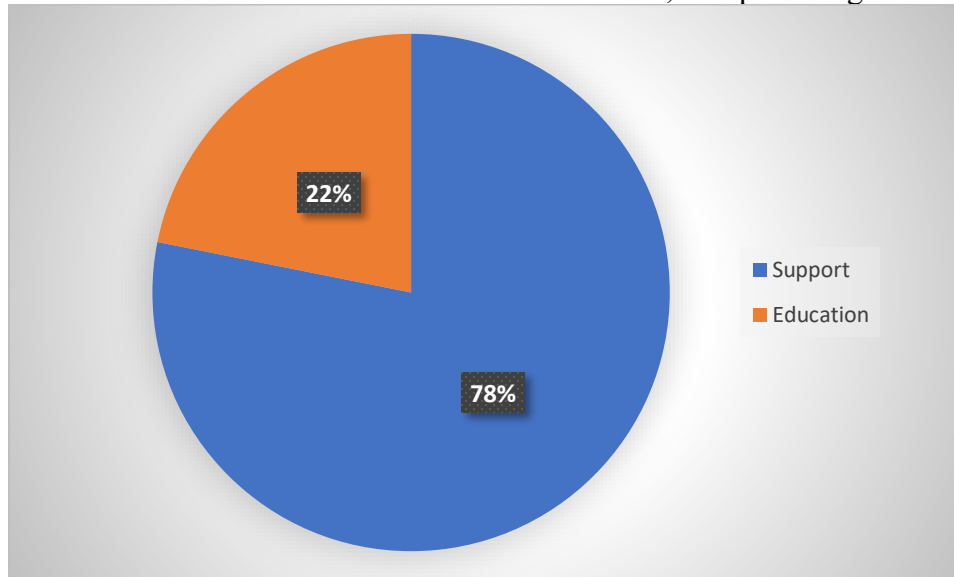
#### *4.2.2.3 Manitoba*

Manitoba's document had thirty two instances that discussed an itinerant teacher's work with school staff, which was the greatest frequency from all coded documents for this category. A summary of these instances in each of the subcategories are provided in table 4.11. Figure 4.9 provides a visual for the frequency of tasks within subcategories for Manitoba's document of the category 'work with regular class teachers and other school personnel'.

Table 4.11: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for Manitoba

Subcategory	Frequency	Percentage
Support	25	78%
Education	7	22%
<b>Total</b>	<b>32</b>	<b>100%</b>

Figure 4.9: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for Manitoba, as a percentage of the whole



The task coded for the highest frequency at 78% of all instances, was supporting class teachers and school personnel. Taken verbatim from the document “the [teacher of the deaf] provides specialized consultative support, depending on the needs of the student and the school team”. This support includes “Appropriate adaptations to the learning environment, materials, teaching techniques and strategies, assessment and evaluation”.

The least coded task for this category in the Manitoba document was educating class teachers and school personnel, making up 22% of all instances. The itinerant teacher provides “professional development on education for students who are deaf and hard of hearing”. This includes “the implications of hearing loss”, “American Sign Language / Deaf culture” as well as, “professional learning opportunities on hearing loss”.

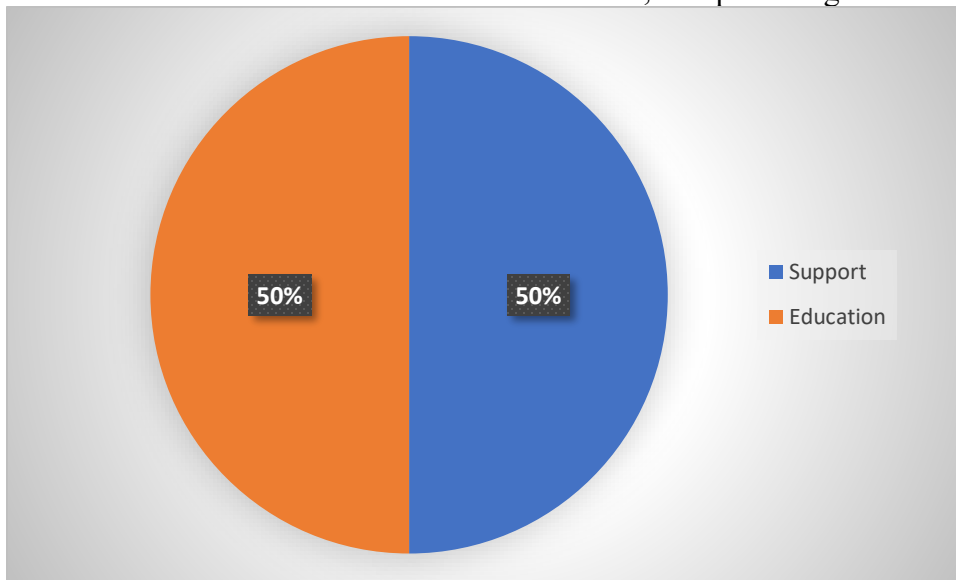
#### 4.2.2.4 APSEA

The APSEA document had twenty instances that discussed an itinerant teacher's work with school staff. A summary of these instances in each of the subcategories are provided in table 4.12. Figure 4.10 provides a visual for the frequency of tasks within subcategories for APSEA's document of the category 'work with regular class teachers and other school personnel'.

Table 4.12: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for APSEA

Subcategory	Frequency	Percentage
Support	10	50%
Education	10	50%
<b>Total</b>	<b>20</b>	<b>100%</b>

Figure 4.10: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel for APSEA, as a percentage of the whole



Tasks that were coded under support and education both had an equal amount of instances coded throughout the document. Examples of the tasks coded under supporting school staff included:

- makes recommendations for appropriate accommodations to support learners with hearing loss in the classroom
- collaborates with classroom teacher to design an environment that maximizes opportunities for students with hearing loss
- collaborates with program planning team to create an acoustically sound classroom to enhance listening and learning opportunities
- assists classroom teachers in building student's social skills and promotes opportunities for meaningful inclusion

Examples of the tasks coded under educating school staff included:

- explains the impact of hearing loss on learning to the school team
- articulates the similarities and differences between Deaf and hearing cultures
- articulates the various communication modes, treatments and educational options for children with hearing loss from birth to 21

#### 4.2.2.5 Concluding Comments: Work with Regular Class Teachers and Other School Personnel

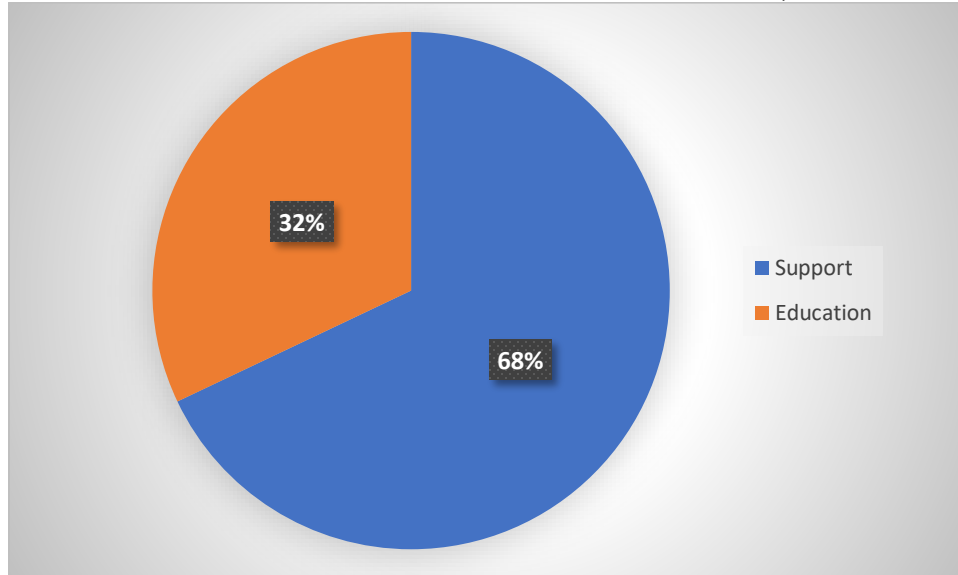
Table 4.13 outlines the total instances for each subcategory across all the documents.

Figure 4.11 summarizes the frequency of tasks listed in each of the subcategories of this category across all the documents. The policy documents for British Columbia, Alberta and Manitoba had an overwhelmingly more coded instances for tasks coded under supporting school personnel, particularly in making recommendations and collaborating with teaching staff. The Atlantic Province's document had an equal amount of coded instances for tasks that supported school staff as well as providing in-services.

Table 4.13: Number of Coded Instances within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel

	<b>Support</b>	<b>Education</b>
British Columbia	7	2
Alberta	11	6
Manitoba	25	7
APSEA	10	10
Total	53	25

Figure 4.11: Frequency of Tasks within Subcategories of the Category Work with Regular Class Teachers and Other School Personnel Across all Documents, as a Percentage of the Whole



### 4.2.3 Work with Parents

The tasks coded in the category of work with parents had thirty-two total instances coded. Two subcategories were created using a data-driven approach, specifically involvement of the parents as well as communication with the parents.

#### 4.2.3.1 British Columbia

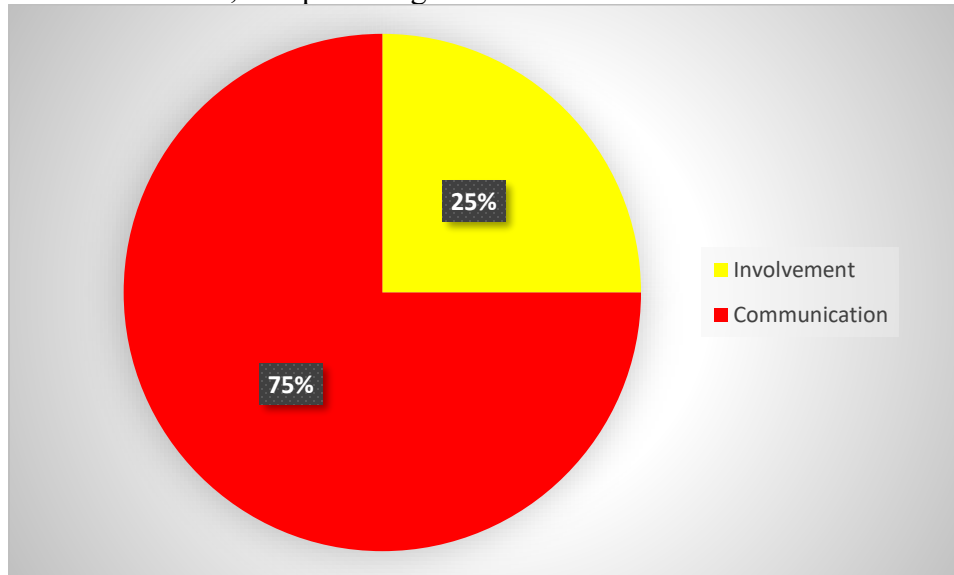
British Columbia's document had seventeen total number of instances coded which discussed an itinerant teacher's work with parents. A summary of these instances in each of the subcategories are provided in table 4.14. Figure 4.12 provides a visual for the frequency of tasks within subcategories for British Columbia's document of the category 'work with parents'.



Table 4.14: Number of Coded Instances within Subcategories of the Category Work with Parents for British Columbia

Subcategory	Frequency	Percentage
Involvement	2	25%
Communication	6	75%
<b>Total</b>	<b>8</b>	<b>100%</b>

Figure 4.12: Frequency of Tasks within Subcategories of the Category Work with Parents for British Columbia, as a percentage of the whole



As is evident, communication between the parent and the itinerant teacher is the greatest frequency for tasks coded in the category of working with parents. Six comments were made throughout the document that were coded. Examples include:

- consulting with parents and students regarding learning strategies and organizational skills
- informed of a student's attendance, behaviour and progress in school
- to receive, on request, annual reports respecting general effectiveness of educational programs in the school district

Tasks that revolved around involving parents, particularly in program planning, was least coded, with only two instances. These instances were “offering the parent of the student the opportunity to be consulted about the preparation of the IEP” as well as “since [the parents]

know their children, [they] can contribute in substantial ways to the design of appropriate programs and services for them”.

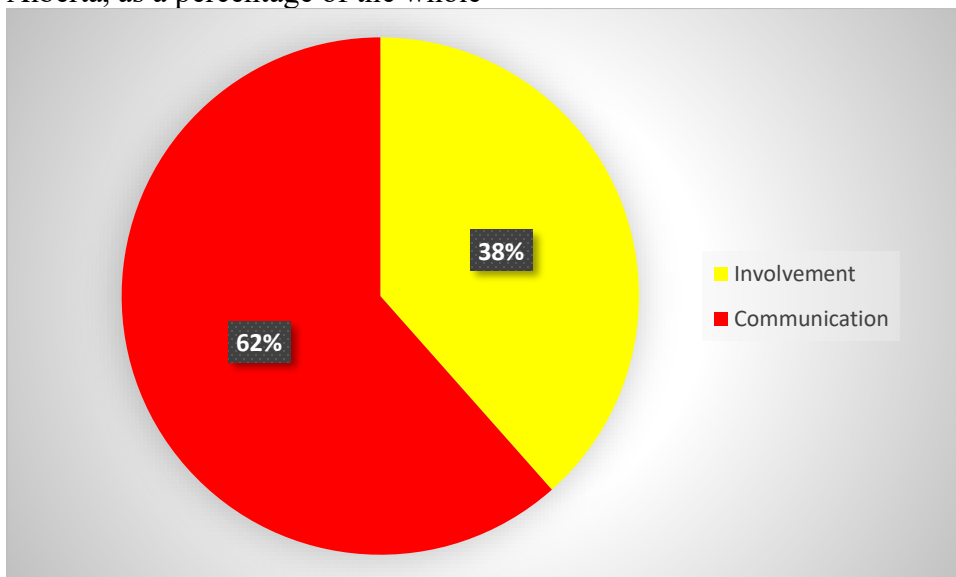
#### 4.2.3.2 Alberta

Alberta’s document had thirteen instances that discussed an itinerant teacher’s work with parents, which was the greatest frequency from all coded documents for this category. A summary of these instances in each of the subcategories are provided in table 4.15. Figure 4.13 provides a visual for the frequency of tasks within subcategories for Alberta’s document of the category ‘work with parents’.

Table 4.15: Number of Coded Instances within Subcategories of the Category Work with Parents for Alberta

Subcategory	Frequency	Percentage
Involvement	5	38%
Communication	8	62%
<b>Total</b>	<b>13</b>	<b>100%</b>

Figure 4.13: Frequency of Tasks within Subcategories of the Category Work with Parents for Alberta, as a percentage of the whole



The task coded for the highest frequency at 62% of all instances, was communicating with parents. Taken verbatim from the document, “the learning team members (i.e. the teacher of the deaf) engage in ongoing, frequent communication with parents and use a variety of communication methods depending on the strengths and needs of a particular family”. Moreover, that “parents have access to information regarding all educational programming and communication options as well as all educational and health services available to their child”.

The least coded task for this category in the Alberta document was involvement of the parents, making up 38% of all instances. Alberta’s document states that “parents are valued and contributing members of the learning team and their input and influence permeate all aspects of their child’s education”. Furthermore, that “parents participate in the individualized program plan (IPP) development and review process”.

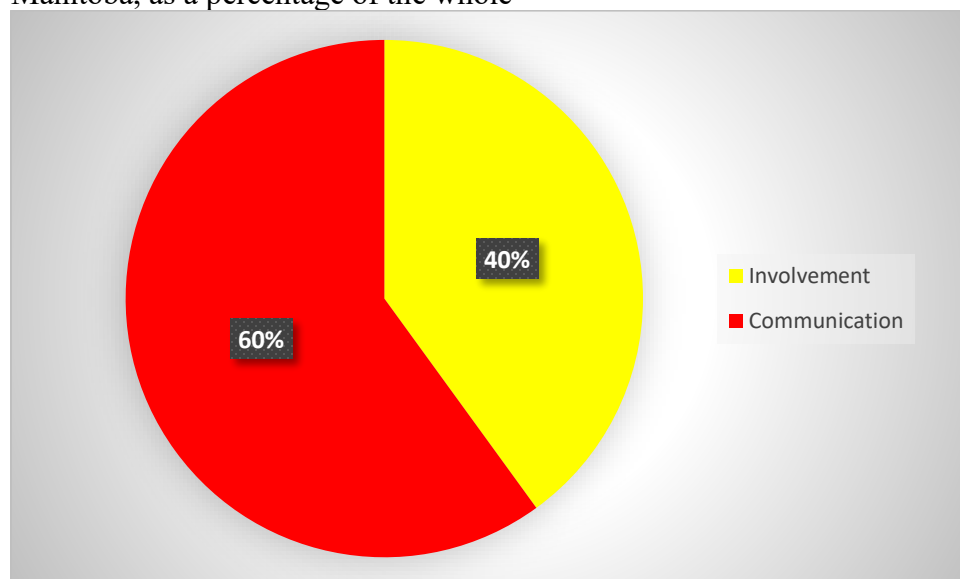
#### 4.2.3.3 *Manitoba*

Manitoba’s document had the least total number of instances which discussed an itinerant teacher’s work with parents, with five comments made. A summary of these instances in each of the subcategories are provided in table 4.16. Figure 4.14 provides a visual for the frequency of tasks within subcategories for Manitoba’s document of the category ‘work with parents’.

Table 4.16: Number of Coded Instances within Subcategories of the Category Work with Parents for Manitoba

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Involvement	2	40%
Communication	3	60%
<b>Total</b>	<b>5</b>	<b>100%</b>

Figure 4.14: Frequency of Tasks within Subcategories of the Category Work with Parents for Manitoba, as a percentage of the whole



60% of all tasks coded in this category were under communicating with the parents.

Examples of instances coded include:

- provide information that supports the development of the whole student
- help parents understand the importance of having a strong language foundation

The remaining 40% of all tasks coded in this category included involving parents in program planning. Here, the Manitoba document states that “parents of students who are deaf or hard of hearing will be part of the educational team and involved in the decision-making process for their child”.

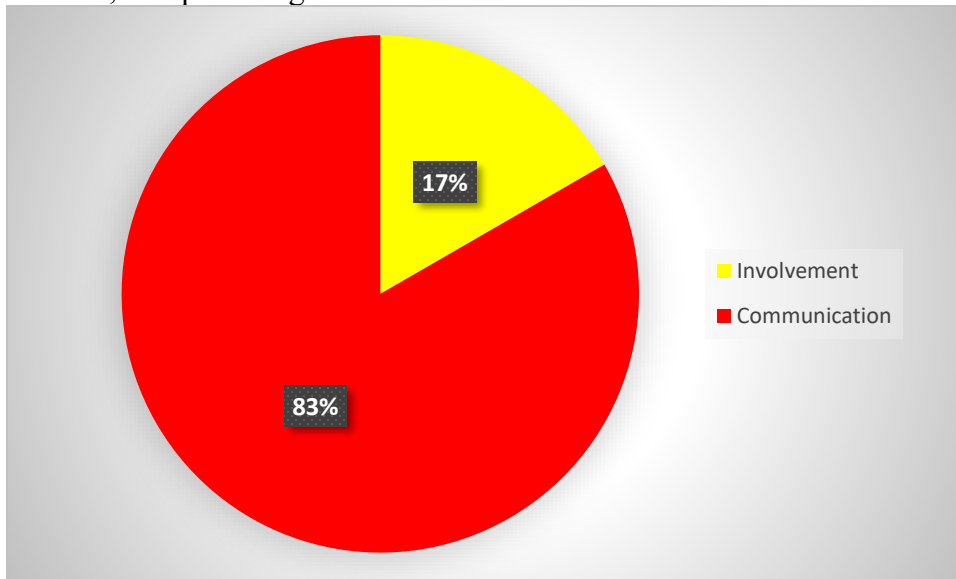
#### 4.2.3.4 APSEA

APSEA’s document had six total number of instances coded which discussed an itinerant teacher’s work with parents. A summary of these instances in each of the subcategories are provided in table 4.17. Figure 4.15 provides a visual for the frequency of tasks within subcategories for APSEA’s document of the category ‘work with parents’.

Table 4.17: Number of Coded Instances within Subcategories of the Category Work with Parents for APSEA

Subcategory	Frequency	Percentage
Involvement	1	17%
Communication	5	83%
<b>Total</b>	<b>6</b>	<b>100%</b>

Figure 4.15: Frequency of Tasks within Subcategories of the Category Work with Parents for APSEA, as a percentage of the whole



The tasks coded for the highest frequency at 83% of all instances, was communication between the parents and the itinerant teacher. There were five comments made in this regard, examples include:

- supports families in addressing their child’s needs
- explains the impact of hearing loss on learning to the family
- provides families with knowledge and support to make informed decisions regarding their child

There was only one comment made regarding parental involvement and that was for the itinerant teacher to “collaborate with [the] family in planning for instruction”.

#### 4.2.3.5 Concluding Comments: Work with Parents

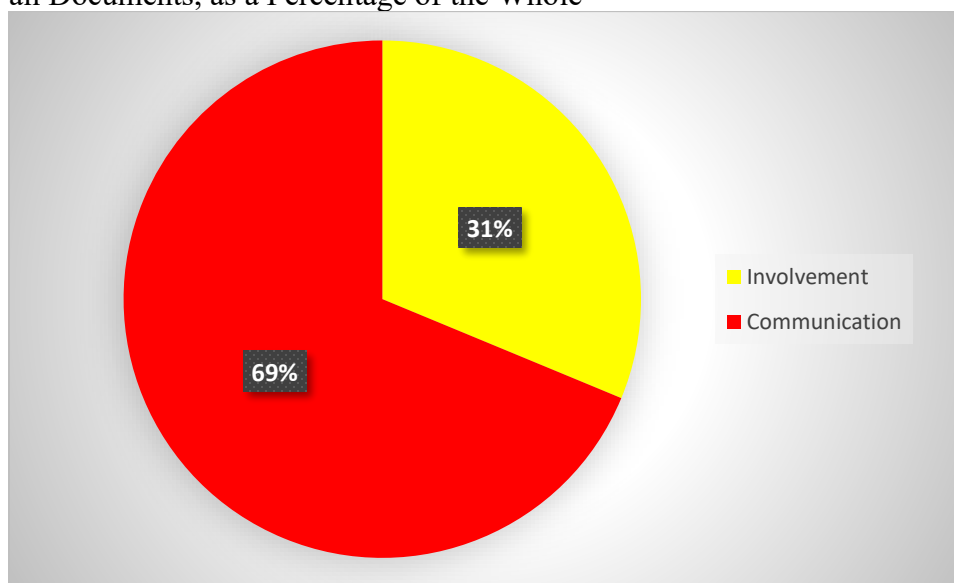
Table 4.18 outlines the total instances for each subcategory across all the documents.

Figure 4.16 summarizes the frequency of tasks listed in each of the subcategories of this category across all the documents. All the provincial documents coded the most tasks under communicating with parents, including providing support to families, relaying information relating to their child’s development in school as well as informing them on the impacts of hearing loss on their child’s school performance. However, all Provinces did also mention tasks of including parents, in particular in the creation of the individual education plan for their child.

Table 4.18: Number of Coded Instances within Subcategories of the Category Work with Parents

	<b>Involvement</b>	<b>Communication</b>
British Columbia	2	6
Alberta	5	8
Manitoba	2	3
APSEA	1	5
Total	10	22

Figure 4.16: Frequency of Tasks within Subcategories of the Category Work with Parents Across all Documents, as a Percentage of the Whole



#### 4.2.4 Planning, Assessment and Record Keeping

The tasks coded in the category of planning, assessment and record keeping had seventy seven total instances coded. Three subcategories were created using a data-driven approach, specifically, an itinerant's work in program planning, an itinerant's work assessing students who are deaf and hard of hearing, and an itinerant's record keeping.

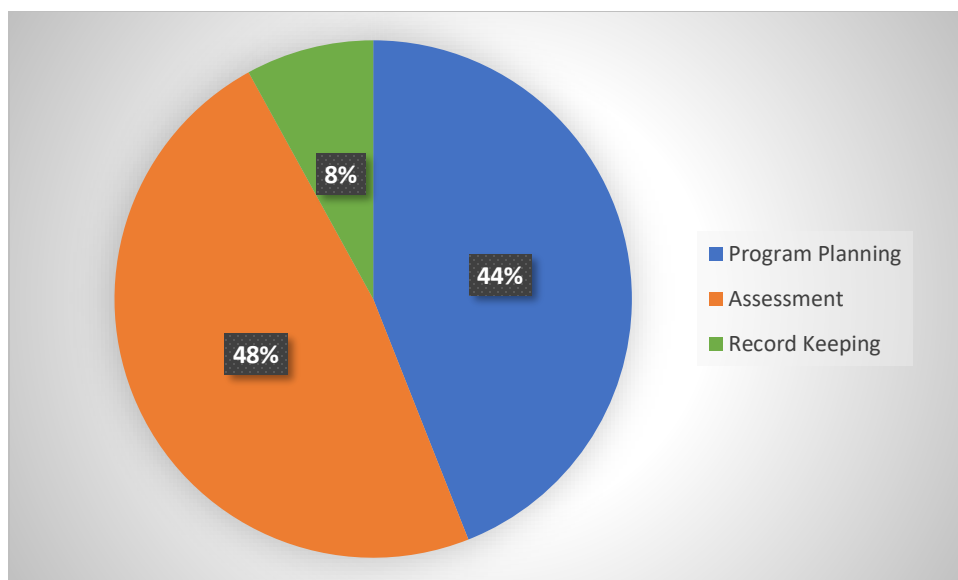
#### 4.2.4.1 British Columbia

British Columbia's document had twenty five instances that discussed planning, assessment and record keeping, which was the greatest frequency from all coded documents for this category. A summary of these instances in each of the subcategories are provided in table 4.19. Figure 4.17 provides a visual for the frequency of tasks within subcategories for British Columbia's document of the category 'planning, assessment and record keeping'.

Table 4.19: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping for British Columbia

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Program Planning	11	44%
Assessment	12	48%
Record Keeping	2	8%
<b>Total</b>	<b>25</b>	<b>100%</b>

Figure 4.17: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping for British Columbia, as a percentage of the whole



British Columbia's document was the only one that coded the greatest frequency of tasks under assessment, at 48% of the total. There were twelve instances coded that discussed an itinerant teacher's involvement in assessing students who are deaf or hard of hearing for the purpose of program planning.

Following the identification of a student's hearing loss an assessment to determine the strengths and weaknesses of the student in the areas of language development and communication skills may be required. This assessment, usually administered by a teacher of the deaf and hard of hearing, may include the administration of standardized tests in the areas of ability and achievement, as well as curriculum-based assessment and observation and teacher reports

Program planning was coded with eleven instances, making up 44% of the total. The teacher of the deaf and hard of hearing plays an active role in the planning, program support and implementation to help the student learn. "In addition to addressing the direct effects of hearing loss and language development, the IEP should address the social and vocational needs which arise as a result of the hearing loss and which are known to be significant".

Two instances were coded in relation to an itinerant teacher's record keeping. These are that the teacher of the deaf and hard of hearing "should provide written reports on the student's



progress”. Moreover, that they provide support through “systematic observation and collection of behavioural data to establish baseline/progress data”.

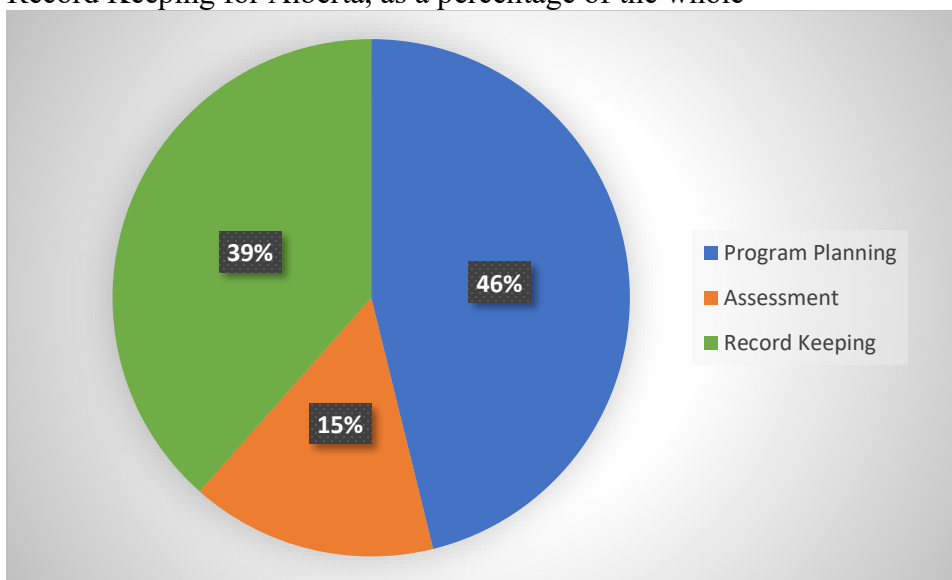
#### 4.2.4.2 Alberta

Alberta’s document had twelve instances that discussed planning, assessment and record keeping, which has the least frequency from all coded documents for this category. A summary of these instances in each of the subcategories are provided in table 4.20. Figure 4.18 provides a visual for the frequency of tasks within subcategories for Alberta’s document of the category ‘planning, assessment and record keeping’.

Table 4.20: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping for Alberta

Subcategory	Frequency	Percentage
Program Planning	6	46%
Assessment	2	15%
Record Keeping	5	39%
<b>Total</b>	<b>13</b>	<b>100%</b>

Figure 4.18: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping for Alberta, as a percentage of the whole



Tasks coded under an itinerant teacher's work in program planning made up 46% of all instances in this category for Alberta. Alberta creates Individual Program Plans (IPP) for their students. The learning team (including the teacher of the deaf and hard of hearing), identifies specific goals necessary for successful transition and entry into the receiving environment. In addition to academic and social goals, unique cultural needs are considered in the IPP and day-to-day programming

The task with the next highest frequency was record keeping, making up 39% of all instances coded in this category. Alberta noted that "IPPs are working documents for learning teams to use throughout the year". Furthermore, that programming is an active process that is continuously monitored and adjusted.

There were only two instances coded for assessment for Alberta's document. The document states that "programming is based on the student's assessed abilities", as well that "assessment [is needed] to determine if there are delays or gaps in the D or HH student's English".

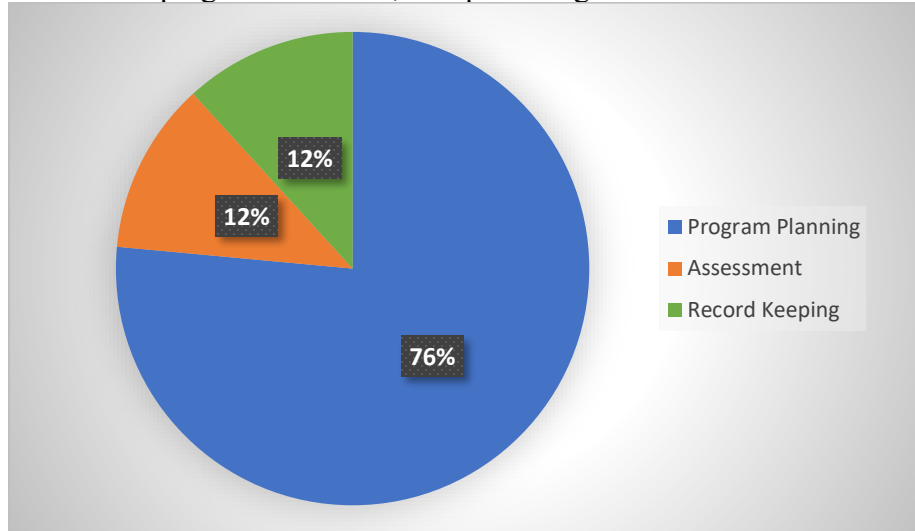
#### 4.2.4.3 Manitoba

Manitoba's document had seventeen instances that discussed planning, assessment and record keeping. A summary of these instances in each of the subcategories are provided in table 4.21. Figure 4.19 provides a visual for the frequency of tasks within subcategories for Manitoba's document of the category 'planning, assessment and record keeping'.

Table 4.21: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping for Manitoba

Subcategory	Frequency	Percentage
Program Planning	13	76%
Assessment	2	12%
Record Keeping	2	12%
<b>Total</b>	<b>17</b>	<b>100%</b>

Figure 4.19: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping for Manitoba, as a percentage of the whole



Program planning tasks made up the most of all instances in this category, with thirteen instances out of seventeen. Here, the document discusses the creation of the IEP and areas the itinerant teacher, as the specialist working with deaf and hard of hearing students can speak to.

The focus of an IEP for a student who is D/HH is often on communication, language acquisition, and socio-emotional development. It is unnecessary to identify academic goals for students with a hearing loss if they are performing at the same level as their peers.

There were two comments made in relation to assessment as well as record keeping. The instances coded under assessment included the reasoning behind conducting assessments, which is to “establish a baseline of receptive and expressive skills”. As well that “formal assessments in areas such as cognitive, language, speech, and auditory skills are done by a specialist such as a teacher of the deaf and/or hard of hearing”.

The comments made that were coded under record keeping included that itinerant teachers “keep records of adaptations that assisted the student in achieving curricular outcomes”. Moreover, that itinerant teachers monitor [the] individual education plans (IEPs)”.

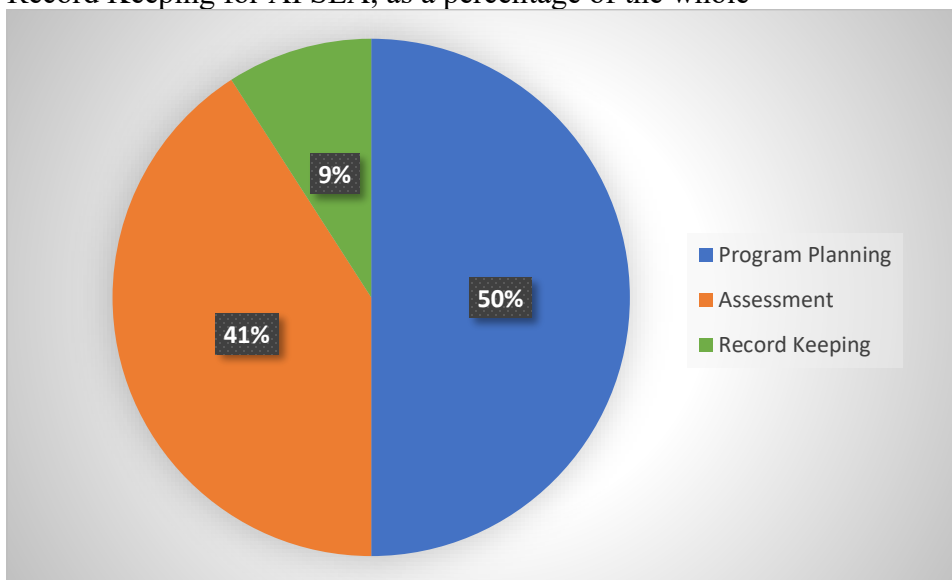
#### 4.2.4.4 APSEA

APSEA's document had twenty-two instances that discussed program planning and assessment, and record keeping. A summary of these instances in each of the subcategories are provided in table 4.22. Figure 4.20 provides a visual for the frequency of tasks within subcategories for APSEA's document of the category 'planning, assessment and record keeping'.

Table 4.22: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping for APSEA

Subcategory	Frequency	Percentage
Program Planning	11	50%
Assessment	9	41%
Record Keeping	2	9%
<b>Total</b>	<b>22</b>	<b>100%</b>

Figure 4.20: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping for APSEA, as a percentage of the whole



The subcategory of program planning made up 55% of all tasks coded in this category, with eleven comments made. In the APSEA document, the itinerant teacher utilizes their knowledge of hearing loss and its impact on language development as well as audiological and acoustic information to program plan for students who are deaf or hard of hearing. Moreover,

they take into consideration the learner's strengths and needs, as well as the individual's cognitive, speech, language, communication, emotional, behavioural, cultural, social and physical characteristics to create an ideal program.

The itinerant teacher's assessment of their deaf and hard of hearing students was coded nine times throughout the document. Examples of these instances were:

- adheres to assessment procedures and guidelines
- administers formal and informal assessments that respect cultural and linguistic diversity
- matches appropriate assessment tools and procedures to the purpose of the assessment

There were two instances coded throughout the document that focused on an itinerant teacher's record keeping, which were that the teacher of the deaf used ongoing observation as well as monitored the students' progress to inform instruction.

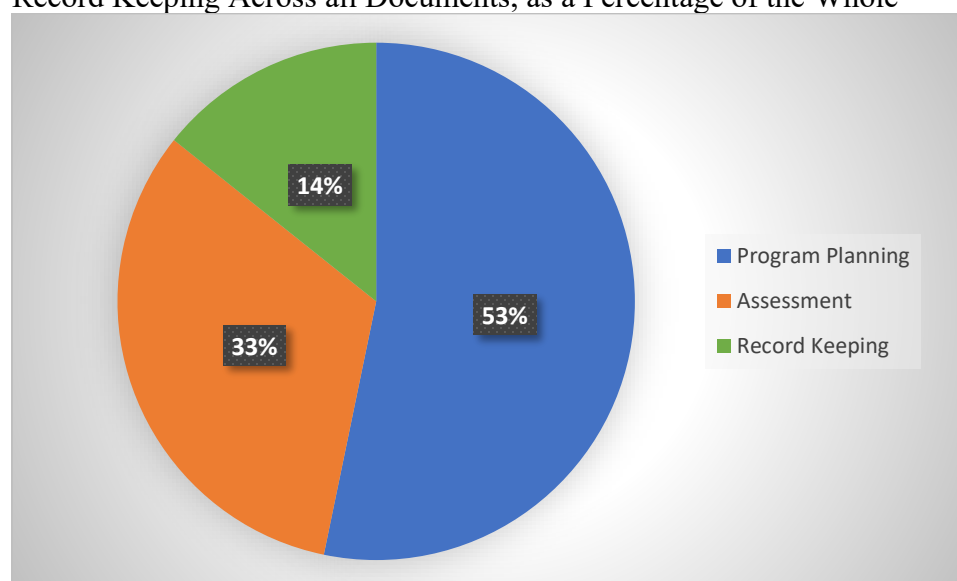
#### *4.2.4.5 Concluding Comments: Planning, Assessment and Record Keeping*

Table 4.23 outlines the total instances for each subcategory across all the documents. Figure 4.21 summarizes the frequency of tasks listed in each of the subcategories of this category across all the documents. Alberta, Manitoba and the Atlantic Provinces' documents all had tasks itinerant teachers did in program planning to be the greatest coded for this category. These comments were all regarding utilizing their knowledge of hearing loss as well as their deaf and hard of hearing student to create an individual education plan. While British Columbia coded tasks under program planning highly, tasks coded under the subcategory of assessment was higher and included assessing their student's communication and language development to inform their program planning.

Table 4.23: Number of Coded Instances within Subcategories of the Category Planning, Assessment and Record Keeping

	Program Planning	Assessment	Record Keeping
British Columbia	11	12	2
Alberta	6	2	5
Manitoba	13	2	2
APSEA	11	9	2
Total	41	25	11

Figure 4.21: Frequency of Tasks within Subcategories of the Category Planning, Assessment and Record Keeping Across all Documents, as a Percentage of the Whole



#### 4.2.5 Coordination, liaison, meetings, and scheduling tasks

The tasks coded in the category of coordination, liaison, meetings, and scheduling tasks had twenty total instances coded. Two subcategories were created using a data-driven approach, specifically, an itinerant's work in coordinating and serving as a liaison between multiple parties as well as an itinerant's work in scheduling tasks.

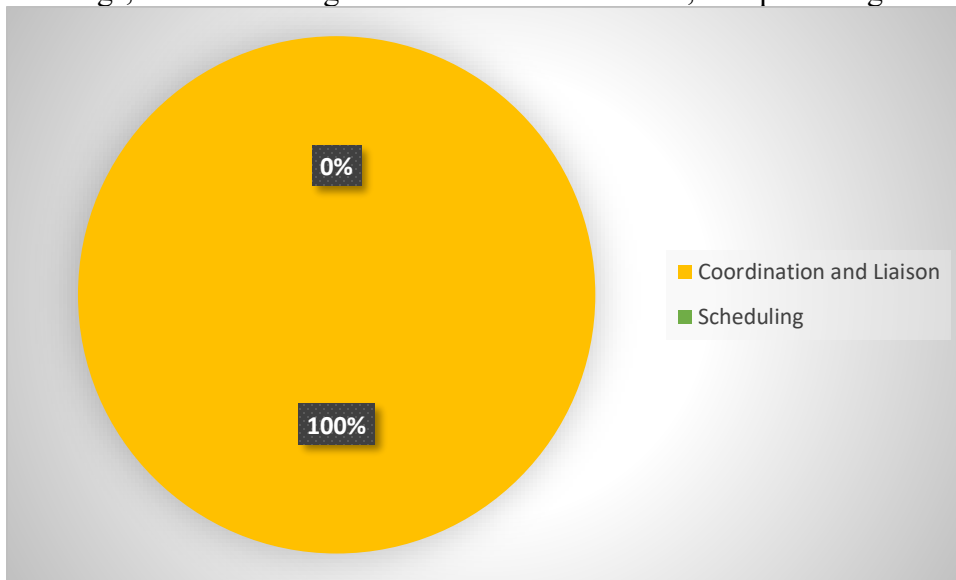
#### 4.2.5.1 British Columbia

British Columbia's document had eight instances that discussed coordination and liaison with no instances coded under scheduling. A summary of these instances in each of the subcategories are provided in table 4.24. Figure 4.22 provides a visual for the frequency of tasks within subcategories for British Columbia's document of the category 'coordination, liaison, meetings, and scheduling tasks'.

Table 4.24: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks for British Columbia

Subcategory	Frequency	Percentage
Coordination and Liaison	8	100%
Scheduling	0	0%
<b>Total</b>	<b>8</b>	<b>100%</b>

Figure 4.22: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling tasks for British Columbia, as a percentage of the whole



As is evident, all tasks coded in this category were under the subcategory of coordination and liaison, with no instances found under scheduling. Examples of tasks that were coded in British Columbia's document include:

- coordination with the school-based team

- organize, maintain, and integrate services in the school
- access to additional school, district, community or regional services

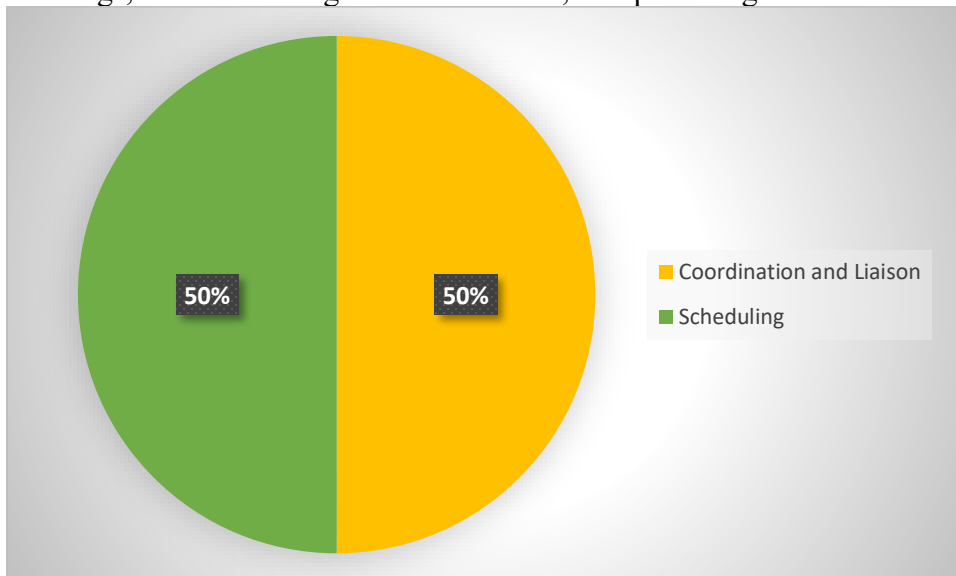
#### 4.2.5.2 Alberta

Alberta's document had the least number of coded instances in this category, with only two total comments made. A summary of these instances in each of the subcategories are provided in table 4.25. Figure 4.23 provides a visual for the frequency of tasks within subcategories for Alberta's document of the category 'coordination, liaison, meetings, and scheduling tasks'.

Table 4.25: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks for Alberta

Subcategory	Frequency	Percentage
Coordination and Liaison	1	50%
Scheduling	1	50%
<b>Total</b>	<b>2</b>	<b>100%</b>

Figure 4.23: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling tasks for Alberta, as a percentage of the whole





There was only one comment made for each of the subcategories of coordination and liaison and scheduling. The instance coded under coordination and liaison was for itinerant teachers to coordinate opportunities for students whose primary communication mode is sign language to interact with other signing students. Moreover, the scheduling task included organizing sign language instructions/clubs for hearing peers.

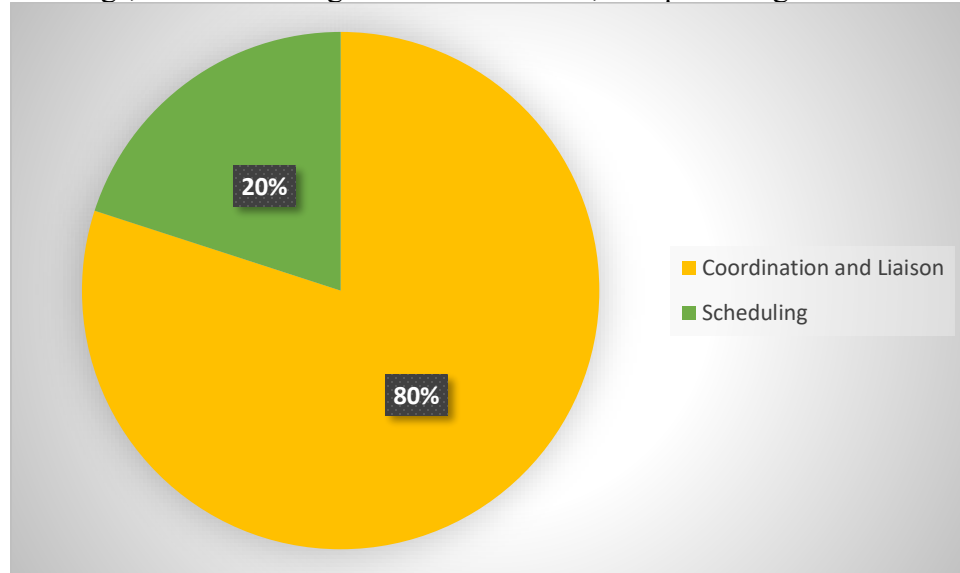
#### 4.2.5.3 *Manitoba*

Manitoba's document had five coded instances in this category. A summary of these instances in each of the subcategories are provided in table 4.26. Figure 4.24 provides a visual for the frequency of tasks within subcategories for Manitoba's document of the category 'coordination, liaison, meetings, and scheduling tasks'.

Table 4.26: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks for Manitoba

<b>Subcategory</b>	<b>Frequency</b>	<b>Percentage</b>
Coordination and Liaison	4	80%
Scheduling	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

Figure 4.24: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling tasks for Manitoba, as a percentage of the whole



There were four instances coded for an itinerant's work in coordination and serving as a liaison. Examples of comments made include:

- flexibility among team members
- establishing good communication with community service providers
- interagency collaboration, as required

There was one comment involving a scheduling task which was to organize social activities for students who have a hearing loss.

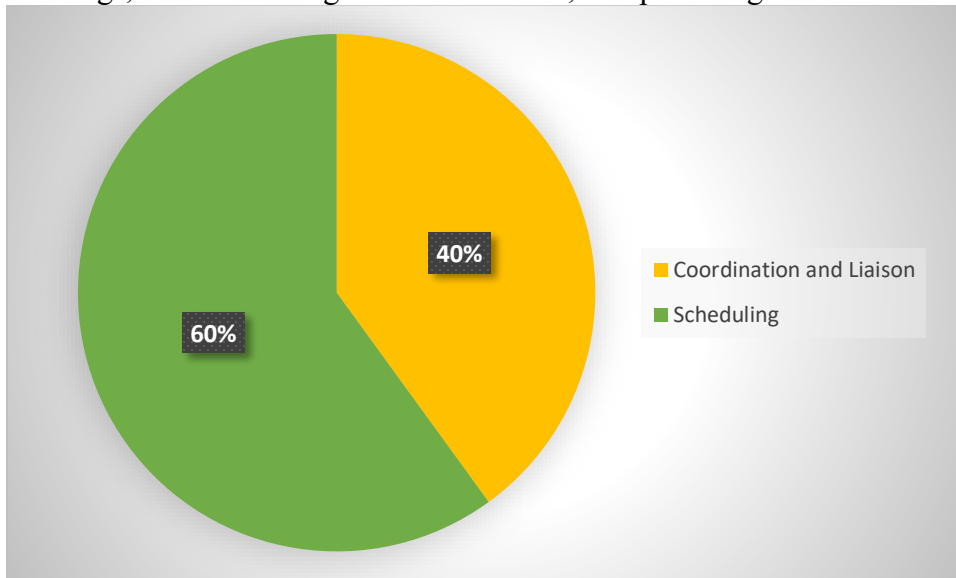
#### 4.2.5.4 APSEA

APSEA's document had five coded instances in this category. A summary of these instances in each of the subcategories are provided in table 4.27. Figure 4.25 provides a visual for the frequency of tasks within subcategories for APSEA's document of the category 'coordination, liaison, meetings, and scheduling tasks'.

Table 4.27: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks for APSEA

Subcategory	Frequency	Percentage
Coordination and Liaison	2	40%
Scheduling	3	60%
<b>Total</b>	<b>5</b>	<b>100%</b>

Figure 4.25: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling tasks for APSEA, as a percentage of the whole



The APSEA document was the only one that referred to scheduling tasks as the greatest frequency of the subcategories for this category, making up 60% of all comments coded. These instances referred to:

- gathering pertinent information as well as reviewing documents required for meetings
- following up on responsibilities assigned at team meetings

Two comments were made that were coded under coordination and liaison. These comments included:

- collaborating effectively with agencies and personnel external to education
- demonstrating an openness and respect for different points of view

#### 4.2.5.5 Concluding Comments: Coordination, Liaison, Meetings, and Scheduling Tasks

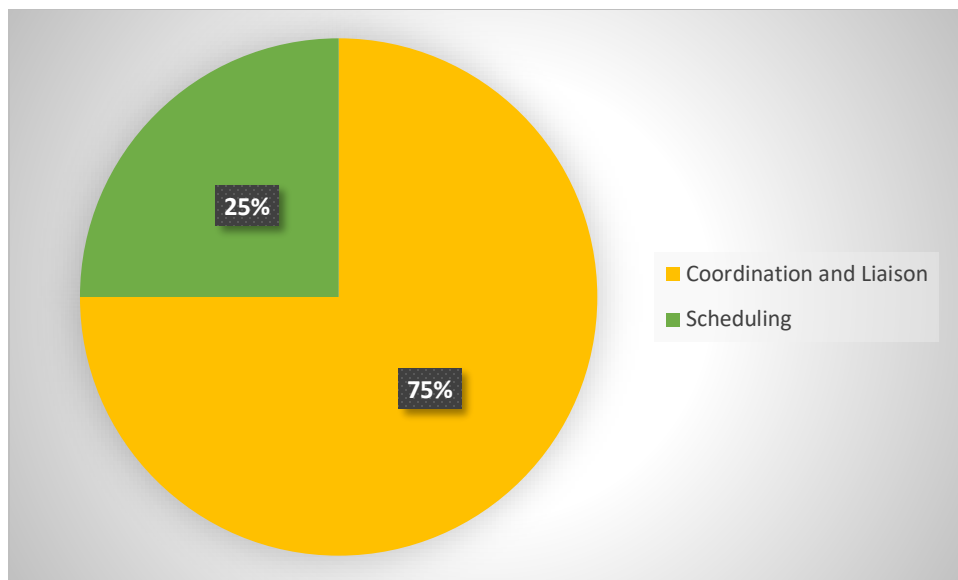
Table 4.28 outlines the total instances for each subcategory across all the documents.

Figure 4.26 summarizes the frequency of tasks listed in each of the subcategories of this category across all the documents. British Columbia and Manitoba's documents had most of their tasks coded for itinerant teachers under coordinating and serving as a liaison between stakeholders, with only one instance under the subcategory of scheduling for Manitoba and zero instances for British Columbia. The Atlantic Provinces' document had a similar number of coded instances under both subcategories with one more instance coded under scheduling tasks. Alberta had only one instance coded under each category, showing a lack of emphasis on the tasks involved in this category within the document.

Table 4.28: Number of Coded Instances within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks

	<b>Coordination and Liaison</b>	<b>Scheduling</b>
British Columbia	8	0
Alberta	1	1
Manitoba	4	1
APSEA	2	3
Total	15	5

Figure 4.26: Frequency of Tasks within Subcategories of the Category Coordination, Liaison, Meetings, and Scheduling Tasks Across all Documents, as a Percentage of the Whole



#### 4.2.6 Technical Support

Providing technical support was the least coded category, with fourteen instances coded across all the documents. Two subcategories were created using a data-driven approach, specifically, an itinerant's work in recommending and troubleshooting hearing equipment as well as an itinerant's work in servicing individuals on the technology.

##### 4.2.6.1 British Columbia

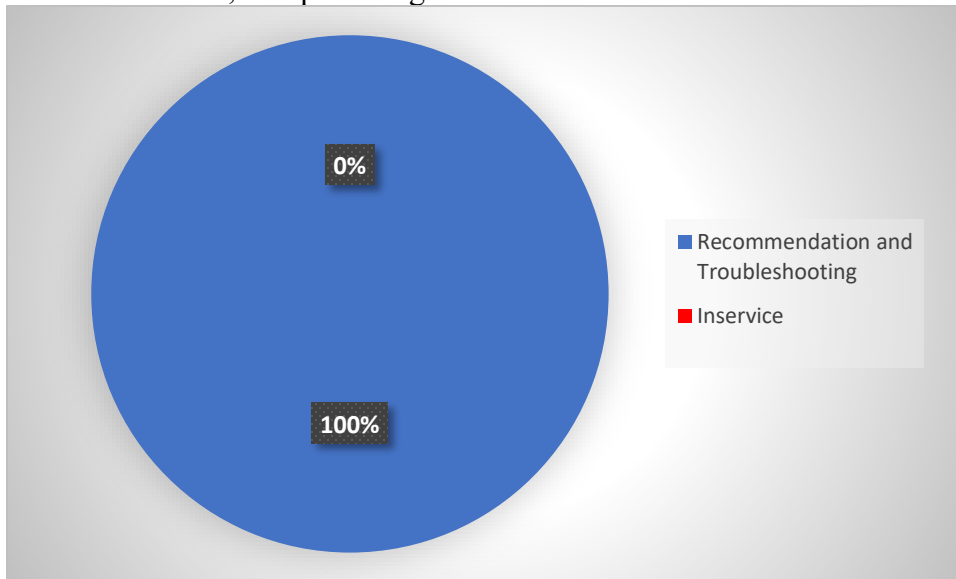
British Columbia's document had two coded instances in this category. A summary of these instances in each of the subcategories are provided in table 4.29. Figure 4.27 provides a visual for the frequency of tasks within subcategories for British Columbia's document of the category 'technical support'.

Table 4.29: Number of Coded Instances within Subcategories of the Category Technical Support for British Columbia

Subcategory	Frequency	Percentage
-------------	-----------	------------

Recommendation and Troubleshooting	2	100%
Inservice	0	0%
<b>Total</b>	<b>2</b>	<b>100%</b>

Figure 4.27: Frequency of Tasks within Subcategories of the Category Technical Support for British Columbia, as a percentage of the whole



The hearing resource teacher has a very small role to play when working with technology for British Columbia. In the document, all is expected is for the itinerant teacher to troubleshoot any equipment issues when contacted by the school, and if unable to resolve the problem then the itinerant teacher is to contact the local audiology support or the Auditory Outreach Staff. The Auditory Outreach staff are a group of trained individuals that are responsible for all auditory technology. The role of recommending and purchasing equipment is carried out by a qualified audiologist who make appropriate referrals from a pre-determined list, based on the individual needs of the student. The audiologist will fit and adjust the equipment to the individual student and the Auditory Outreach Staff in instruct classroom teachers, hearing resource teachers and students on the use and care of the equipment.

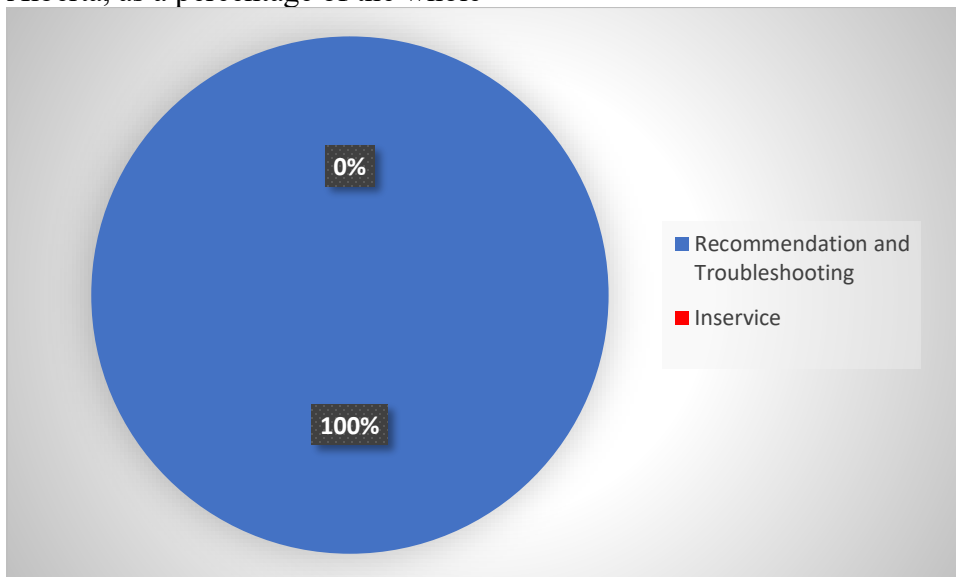
#### 4.2.6.2 Alberta

Alberta's document had only one coded instance in this category. A summary is provided in table 4.30 and figure 4.28 provides a visual for the frequency of tasks within subcategories for Alberta's document of the category 'technical support'.

Table 4.30: Number of Coded Instances within Subcategories of the Category Technical Support for Alberta

Subcategory	Frequency	Percentage
Recommendation and Troubleshooting	1	100%
Inservice	0	0%
<b>Total</b>	<b>1</b>	<b>100%</b>

Figure 4.28: Frequency of Tasks within Subcategories of the Category Technical Support for Alberta, as a percentage of the whole



Alberta's itinerant teachers also have a very small role to play when it comes to working with a student's technology, and is simply to troubleshoot any issues that arise. The educational audiologist is the one that recommends appropriate amplification and purchases the technology for the student to benefit from. Furthermore,

The educational audiologist participates in multidisciplinary team meetings, provides information and training to staff and families, liaises between the educational and medical communities, provides strategies for effective use of personal and classroom-based amplification, and promotes appropriate listening/learning environments.

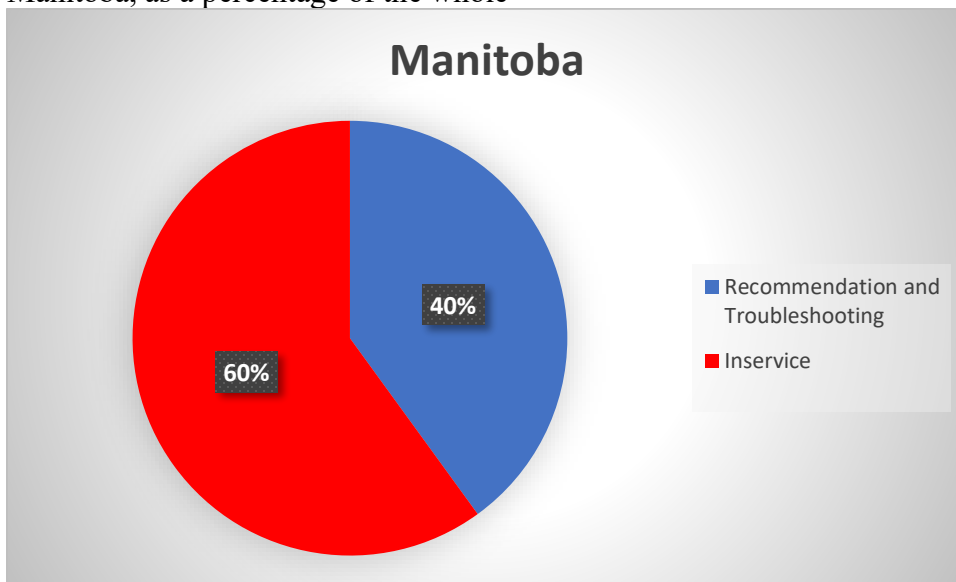
#### 4.2.6.3 Manitoba

Manitoba's document had five coded instances in this category. A summary of these instances in each of the subcategories are provided in table 4.31. Figure 4.29 provides a visual for the frequency of tasks within subcategories for Manitoba's document of the category 'technical support'.

Table 4.31: Number of Coded Instances within Subcategories of the Category Technical Support for Manitoba

Subcategory	Frequency	Percentage
Recommendation and Troubleshooting	2	40%
Inservice	3	60%
<b>Total</b>	<b>5</b>	<b>100%</b>

Figure 4.29: Frequency of Tasks within Subcategories of the Category Technical Support for Manitoba, as a percentage of the whole



The itinerant teacher's role in is to recommend equipment, that the educational audiologist will then confirm is needed and purchase. Furthermore, the teacher of the deaf troubleshoots the equipment, when necessary. Moreover, the itinerant is the one to provide in-



services to school staff as, “information about the use and care of hearing aids and FM systems should be provided to the student’s support team”.

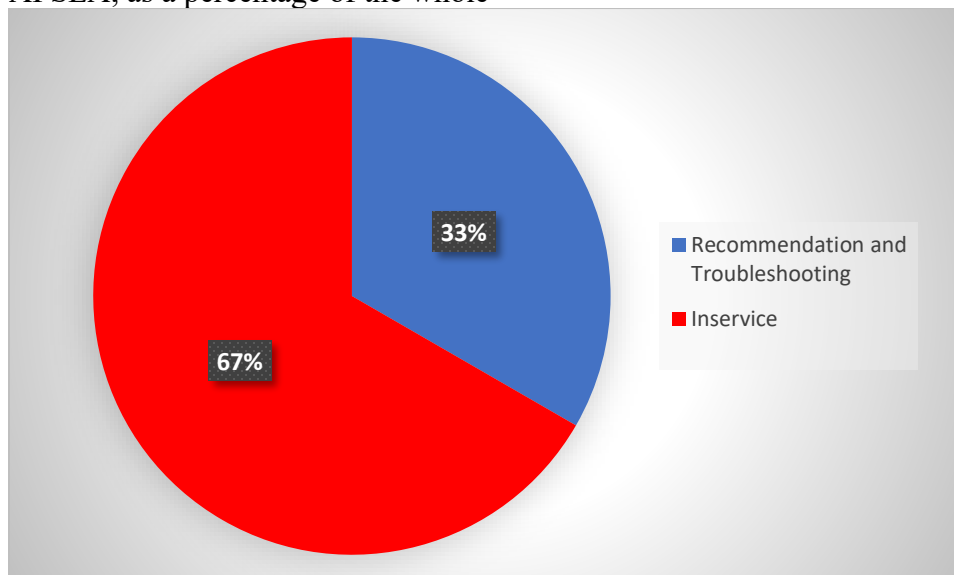
#### 4.2.6.4 APSEA

APSEA’s document had the greatest frequency of comments made in the category of technical support with six coded instances. A summary of these instances in each of the subcategories are provided in table 4.32. Figure 4.30 provides a visual for the frequency of tasks within subcategories for APSEA’s document of the category ‘technical support’.

Table 4.32: Number of Coded Instances within Subcategories of the Category Technical Support for APSEA

Subcategory	Frequency	Percentage
Recommendation and Troubleshooting	2	33%
Inservice	4	67%
<b>Total</b>	<b>6</b>	<b>100%</b>

Figure 4.30: Frequency of Tasks within Subcategories of the Category Technical Support for APSEA, as a percentage of the whole



For the Atlantic Provinces, the itinerant teacher “recommends and supports the use of technologies that will help a student meet instructional objectives”. However a larger part of

their role in technology support is in-servicing school staff and the student as the teacher of the deaf “guides classroom teachers and deaf and hard of hearing students in effectively using assistive technology”. There is no direct mention of troubleshooting and dealing with technology issues within the document.

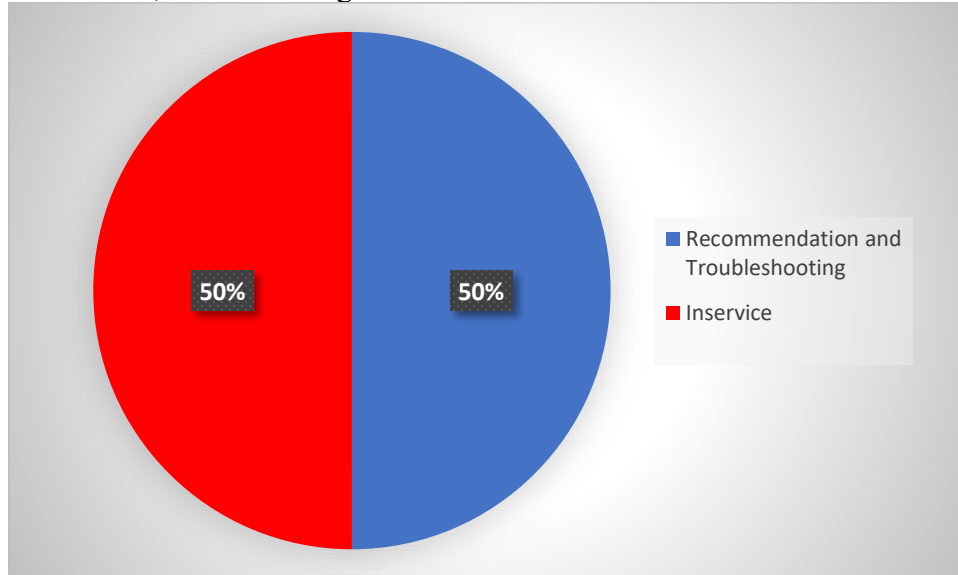
#### 4.2.6.5 Concluding Comments: Technical Support

Table 4.33 outlines the total instances for each subcategory across all the documents. Figure 4.31 summarizes the frequency of tasks listed in each of the subcategories of this category across all the documents. British Columbia and Alberta utilize educational audiologists for technology support, and so their documents mentioned the role of itinerant teachers to be primarily troubleshooting basic equipment issues, and do not provide any in-service to the users of the equipment. Alternatively, Manitoba and the Atlantic Provinces mention that while itinerant teachers do work alongside educational audiologists in supporting technology, their role does include making recommendations for equipment as well as teaching school personnel on how to use the equipment.

Table 4.33: Number of Coded Instances within Subcategories of the Category Technical Support

	<b>Recommendation and Troubleshooting</b>	<b>Inservice</b>
British Columbia	2	0
Alberta	1	0
Manitoba	2	3
APSEA	2	4
Total	7	7

Figure 4.31: Frequency of Tasks within Subcategories of the Technical Support Across all Documents, as a Percentage of the Whole



## **Discussion**

In the following chapter I will draw on the analysis and discuss the data, ultimately answering the research question of how each Province's legislation regarding the roles and responsibilities of teachers of deaf and hard of hearing students compares to best practices as described in the literature. To do so, I will primarily discuss the depth each of the Provinces' documents addressed the categories from the coding frame as well as briefly discuss the use of appropriate terminology throughout the document. Moreover, for the Provinces that do not have any legislation, I will attempt to divulge information provided by their ministries of education for why the document does not exist and/or what services can be found online.

### **5.1 Provinces with Legislation**

The following is a discussion on the provinces that had legislation that was coded in the previous chapter. Here I will examine how all these documents are satisfactory in comparison with best practices, however there is room for improvement which will be addressed.

Prior to the discussion of each province, it is important to note, that this research did not intend to rank the importance of the tasks of itinerant teachers. As discussed in Foster and Cue's (2009) study,

Both interviews and observations suggest that the dynamic nature of itinerant work makes the development of universal or fixed job descriptions impossible. The range of tasks performed by itinerant teachers is huge, reflecting a menu of possible options rather than a fixed list of prescribed activities. Based on the specific circumstances surrounding each student served (e.g., student characteristics, parent preferences, school culture), selections from this menu are used to generate individualized plans. The itinerant teacher has as many job descriptions as there are students in his or her caseload, and each description may change during the school year.

As such, this discussion is more to examine the level to which each Province's documents addressed the various tasks, rather than compare what seemed to be coded as most important to a

prescribed rank list from the literature. Furthermore, I will briefly discuss the jargon used when referring to students who are deaf or hard of hearing within the documents, and see which legislation includes appropriate or inappropriate terminology use, according to the Deaf community. Finally, I will include my own thoughts on this research and provide concluding comments.

### *5.1.2 British Columbia*

The document procured from British Columbia was published by British Columbia's Ministry of Education in 2016, titled "Special Education Services: A Manual of Policies, Procedures and Guidelines". According to these guidelines, British Columbia's teachers of deaf and hard of hearing students' responsibilities did include tasks in all of the main categories from the code created. However, while the document did include elements from each category in the code, there was nothing coded under the 'scheduling' subcategory of the category 'coordination, liaison, meetings, and scheduling tasks'. Here, all tasks mentioned involved itinerant teacher's role in coordination and being the liaison between all stakeholders, with no mention of scheduling tasks. Furthermore, as previously mentioned, technology support heavily relies on the education audiologists who carry out most of the tasks relating to amplification equipment. As such, itinerant teachers in British Columbia are not expected to in-service staff on the student's equipment, and are to just troubleshoot any issues.

Within British Columbia's document, students were most commonly labelled as 'deaf and hard of hearing', which is deemed acceptable terminology by deaf people. However, there were three instances used in the text that referred to students as having a hearing impairment or

labelling them as hearing impaired. As is widely understood by the Deaf community, these terms are no longer seen as acceptable labels.

### *5.1.2 Alberta*

The document published by Alberta's Ministry of Education in 2004 was titled "Essential Components of Education for Students who are Deaf or Hard of Hearing". The document was satisfactory overall in covering aspects of the main categories. What was surprising to note was that while Alberta had the second most coded instances for the 'work with students' category, no instances were coded under the 'academic' subcategory. All tasks involving working with the student focused on itinerant teachers supporting students' personal and social development, language development and communication. While the aforementioned areas are critical to academic success, no direct mention was made to specifically supporting students through remediation or learning strategies to support their academic goals. Moreover, similar to British Columbia's policy for technology support, Alberta does not expect itinerant teachers to provide any in-service to school staff on their students' hearing equipment, with their only task being to troubleshoot equipment, and relying on the educational audiologist for the rest.

This document widely used the appropriate terms deaf and hard of hearing. There was one instance of utilizing the term 'hearing impaired', and it was a quote taken from Educational Audiology Association, defining the role of an educational audiologist.

### *5.1.3 Manitoba*

The Ministry of Education in Manitoba published a document in 2009, titled “Educators’ Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing”. With the most total coded instances out of all the documents, Manitoba’s document was by far the most thorough in addressing all aspects of the roles and responsibilities of an itinerant teacher of deaf and hard of hearing students. All tasks from the coding frame’s categories and subcategories were coded, with the greatest instances being in the categories of work with students as well as work with regular class teachers and other school personnel. The least number of coded instances with five in each category was ‘work with parents’, ‘coordination, liaison, meetings, and scheduling tasks’, and ‘technology support’.

This document had a whole section on deaf and hard of hearing individuals’ identity, as well as explicitly mentioning acceptable and unacceptable terminology when referring to students. The document encourages educators who are unsure what to call their students, to “ask the student what they prefer”. The document most often utilizes the terms of deaf and hard of hearing.

#### *5.1.4 APSEA*

The document from the Atlantic Provinces was published in 2014, titled “Standards of Practice for APSEA Teachers of the Deaf”. APSEA’s document had the second most total coded instances and had a minimum of one instance coded in each subcategory. The top three coded instances were in ‘planning, assessment and record keeping’, then ‘work with regular class teachers and other school personnel’ followed by ‘work with students’. The least number of coded instances was in the category ‘coordination, liaison, meetings, and scheduling tasks’.

This document only utilized acceptable terminology, specifically referring to students as ‘deaf and hard of hearing’.

## **5.2 Provinces without Legislation**

The following is a discussion on the provinces where no legislation could be located. It is important to note that a lack of documentation from these provinces does not mean services are not being provided to students who are deaf or hard of hearing at the board level.

### *5.2.1 Saskatchewan*

No documents were found pertaining to work conducted by teachers of deaf and hard of hearing students from the Saskatchewan Ministry of Education. Moreover, it was very difficult in general to find any resources for programming for children who are deaf or hard of hearing at all. The Saskatchewan Human Rights Commission published a document in 2016 titled “Access and Equality for Deaf, deaf and Hard of Hearing People: A Report to Stakeholders”. This document discussed many things, one being the education of deaf and hard of hearing children. Here, it was mentioned that “services for deaf children upon entering elementary school were seen as problematic by many parents, professionals, and advocates...[where] the primary approach to teaching deaf children has been to include them in regular classrooms with the support of educational assistants”. Moreover, “many deaf children and their parents reported feeling isolated by the mainstream approach”. Upon further research, I found that The Saskatchewan Pediatric Auditory Rehabilitation Center in conjunction with the Saskatchewan Ministry of Education provides educational support to parents, teachers and other professionals working with deaf students by offering workshops and school visits. These visits are facilitated



by an educational audiologist and are arranged once a referral is made by the school from the Superintendent of School Services in that school division. Most recently, the Government of Saskatchewan has opened a new early learning pilot program for preschool-aged children who are deaf and hard of hearing in Regina and Saskatoon, beginning Fall 2018. This is the first programming solely focusing on deaf children since the last school for the deaf was closed in 1991 in Saskatoon. No mention is made specifically as to where teachers of deaf and hard of hearing students have a role to play, if they are even the individuals that will be hired as the teachers for these programs.

#### *5.2.2 Ontario*

Ontario's ministry of education's website states that there is a document in process being written titled "The Guidelines for Special Education Programs and Services for Students Who are Deaf and Hard of Hearing", and is a resource "intended for district school boards to use when providing special education programs and services for students with these exceptionalities". However, the Special Education Policy and Programs Branch (SEPPB), who is responsible for creating this document states that the "release of the document is to be determined" and that they "intend to revisit the guidelines as part of a broader guideline development process and consult with relevant stakeholders prior to their release". The issue with this is that the government's site has not been updated since October 18, 2016. Moreover, upon a further internet search, the same information, verbatim, was stated in an Ontario Ministry of Education Special Education Update that took place in October 2014. As such, it seems that this document has been at a standstill for the past five years.

### 5.2.3 *Quebec*

Quebec does not have legislation pertaining to educational services specific to deaf and hard of hearing students. However, they do have a document titled “Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties”, published by the ministry of education in 2007. The document refers to students who are deaf or hard of hearing as having a hearing impairment, and briefly mentions that “students with hearing impairments must be provided minimally with regular support”. Regular support is defined as “frequent assistance at certain times during the day or week”. No further mention is made as to how or who carries out this support.

## 5.3 **My Thoughts**

It is widely understood that teachers often go well beyond the description of their roles, as such I did not enter this research intending to downplay or question the roles the teachers of deaf students are playing in actuality within schools. I came into this research genuinely interested in seeing what are the best practices for teachers of deaf and hard of hearing students according to literature and how they compare to the recommendations in provincial policy documents for the roles itinerant teachers should be playing in schools.

The benefit this research has on education is to inform educators, primarily teachers of the deaf, on the resources available to them by their Ministry of Education, and that the documents are truly informing teachers on best practice for their role. This is particularly important in light of the movement in education to place deaf students out of self-contained classrooms or residential schools into less restrictive environments. With these students now being integrated, it is critical students are provided adequate support services to succeed and

guidelines for best practice as provided by one's Province should be the first resource teachers turn to when informing their practice. I do not intend to give the reader the impression that just because a Province has put out an excellent policy document that all students within that Province are being adequately served, as that would require another study. However, by having such resources in place, you would hope the respective boards within that Province are enacting upon those provincial guidelines.

With this in mind, while there were a few missing elements from subcategories from a few of the documents analyzed, overall I was impressed to find all included tasks in each category that were mentioned as best practices in literature. I believe Manitoba's policy document to be the most comprehensive in terms of detail and providing extensive examples on how to carry out one's role in all categories. More interesting than what I found through this research, was what I did not find, and that was three out of seven provincial Ministry of Educations did not have policy documents. What was particularly disappointing was to find out that Ontario does not have a policy document. The reason I found this surprising was that Ontario should be at the forefront of Education, given they have the greatest population of students, and subsequently you would expect the greatest number of itinerant teachers. From personal experience, while the one year post graduate teacher of the deaf education program tried to prepare you best for work, as a new teacher in the field, I still found myself confused on what my role encompassed and looked for resources for best practice. Following this research and having understood the literature for best practices and the guidelines put out by British Columbia, Alberta, Manitoba and APSEA, I intend to reach out to the Special Education Policy and Programs Branch of Ontario and offer to work on the document they have labelled currently as a draft.

## **Conclusion**

This qualitative research study set out to investigate the availability of policy documents from each province in Canada relating to the roles and responsibilities of itinerant teachers of deaf and hard of hearing students, and then to analyze these roles in comparison to best practices in literature. There were four policy documents found through an internet search and were analyzed from British Columbia, Alberta, Manitoba and the Atlantic provinces. These documents were deemed as being satisfactory in comparison to best practices in literature, based on the fact that each document even existed as well that they included instances that were coded under each category. While the documents generally included similar aspects in defining the role of the itinerant teacher, document analysis indicates several inconsistencies in the emphasis of individual tasks and how often these tasks, if at all, were coded between the provinces. Generally, the responsibilities included designing and supporting students' learning programs by incorporating components such as academic support, language and speech development, communication skills auditory management, as well as personal, social and self-advocacy skills. Teachers of deaf students also provide support to parents of deaf students as well as school personnel often through in-services. The guidelines described how itinerant teachers were heavily involved in the creation of the students' individualized education plans through assessment as well as addressing the direct effects of hearing loss. Moreover, a more minor role discussed was in serving as a liaison between stakeholders through coordination, scheduling tasks and meetings. The main difference within the provinces was the role the itinerant teacher played in technology support. Here, British Columbia and Alberta utilized educational audiologists to take on a large part of the tasks with the itinerant teachers only troubleshooting, whereas Manitoba and the Atlantic provinces utilized their itinerant teachers to take on the full

role of both troubleshooting as well as in servicing staff on equipment use. Another notable difference was that while Alberta, Manitoba and the Atlantic provinces utilized acceptable terminology, as deemed by the deaf and hard of hearing community, British Columbia still referred to deaf students as having a hearing impairment, which is now seen as offensive in the deaf community. Another prominent finding from this research, which is disappointing and critical to note, is that Saskatchewan, Ontario and Quebec do not have policy documents in reference to educational services for deaf and hard of hearing students.

Often times, new teachers are overwhelmed and look to mentors and tangible resources for guidance as to how they should best practice their role. This research intended to primarily examine those roles in literature and theory, and sought to compare those with the roles and responsibilities laid out in each of Canada's provincial legislation. I believe these documents to serve as a guideline for the varying boards within the Province to aid teachers, particularly ones that are new to the role to help them in better understanding their role and how to best cater to their deaf students. Overall, the main contribution of this research highlighted the available documentation available to teachers of deaf and hard of hearing students when looking to create thorough programming for their students. It demonstrated the strengths and weaknesses in each of the documents. Even more so, this study showcased the lack of documentation from three out of seven ministries of education within Canada. The significance is critical, as while it is true that deaf students are a minority, the attention they deserve is no less important than other students. Through this research process, I have come to understand there is a need for further research in the field of deaf and hard of hearing students, as well as the services that should be afforded to them, particularly as deaf students are now most often being placed in inclusive settings. Moving forward, some questions for further discussions to be had are:

- How do the policy documents put out by the provincial government compare to the policies made within the varying boards?
- How much time do teachers of deaf students spend on each category of tasks?
- What are the challenges teachers of deaf and hard of hearing students face in their role?
- What is the relation between student success and the differing levels of service afforded to students that are deaf and hard of hearing?
- What role do the policies, organizational structures, and supports currently in place at the board level have in improving the pedagogical practices of teachers of deaf students?

## References

- Alberta Education. (2004, June). *Essential components of educational programming for students who are deaf or hard of hearing*. Edmonton, Alberta.
- Assembly, U. G. (1989). Convention on the Rights of the Child. *United Nations, Treaty Series*, 1577(3).
- Atlantic Provinces Special Education Authority. (2014, September). *Standards of Practice for APSEA Teachers of the Deaf*. Halifax, Nova Scotia.
- Barron, S. R. (2018). “An Excuse for Being So Bold”: DW McDermid and the Early Development of the Manitoba Institute for the Deaf and Dumb, 1888–1900. In *Untold Stories: A Canadian Disability History Reader* (pp. 91-109). Toronto: Canadian Scholars.
- Berndsen, M., & Luckner, J. (2010). Supporting Students Who Are Deaf or Hard of Hearing in General Education Classrooms. *Communication Disorders Quarterly*, 33(2), 111-118.
- Bess, F. H., Dodd-Murphy, J., & Parker, R. A. (1998). Children with minimal sensorineural hearing loss: prevalence, educational performance, and functional status. *Ear and hearing*, 19(5), 339-354.
- British Columbia Ministry of Education. (2016, April). *Special Education Services: A Manual of Policies, Procedures and Guidelines*. Victoria, BC.
- Bullard, C., Luckner, J., & Frey, C. (2013). *The itinerant teachers handbook*. Hillsboro, OR: Butte Publications.

- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks: Sage.
- Community and Culture – Frequently Asked Questions. (n.d.). Retrieved from <https://www.nad.org/resources/american-sign-language/community-and-culture-frequently-asked-questions/>.
- Compton, M. V., Appenzeller, M., Kemmery, M., & Gardiner-Walsh, S. (2015). Itinerant Teachers' Perspectives of Using Collaborative Practices in Serving Students Who Are Deaf or Hard of Hearing. *American Annals of the Deaf*, 160(3), 255-272.
- Culbertson, J. L., & Gilbert, L. E. (1986). Children with unilateral sensorineural hearing loss: cognitive, academic, and social development. *Ear and hearing*, 7(1), 38-42.
- Davis, J. M., Elfenbein, J., Schum, R., & Bentler, R. A. (1986). Effects of mild and moderate hearing impairments on language, educational, and psychosocial behavior of children. *Journal of speech and hearing disorders*, 51(1), 53-62.
- DeLorenzo, J. (2013). Continuum of special education services for school-age students with disabilities. Albany: University of the State of New York, State Education Department.
- Driedger, D., Hansen, N., & Hanes, R. (2018). *Untold stories: A Canadian disability history reader*. Toronto: Canadian Scholars.



- Foster, S., & Cue, K. (2009). Roles and Responsibilities of Itinerant Specialist Teachers of Deaf and Hard of Hearing Students. *American Annals of the Deaf*, 153(5), 435-449.
- Friel-Patti, S., & Finitzo, T. (1990). Language learning in a prospective study of otitis media with effusion in the first two years of life. *Journal of Speech, Language, and Hearing Research*, 33(1), 188-194.
- Friend, M. P., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals*. Boston: Pearson Education.
- Friend, M., & Cook, L. (1990). Collaboration as a Predictor for Success in School Reform. *Journal of Educational and Psychological Consultation*, 1(1), 69-86.
- Goepel, J. (2009). Constructing the Individual Education Plan: Confusion or collaboration? *Support for Learning*, 24(3), 126-132.
- Gravel, J. S., & Wallace, I. F. (1992). Listening and language at 4 years of age: Effects of early otitis media. *Journal of Speech, Language, and Hearing Research*, 35(3), 588-595.
- Holt, J., Hotto, S., & Cole, K. (1994). Demographic aspects of hearing impairment: Questions and answers. Center for Assessment and Demographic Studies: Gallaudet University, 3, 1-14.
- Hyde, M., & Power, D. (2004). Inclusion of deaf students: An examination of definitions of inclusion in relation to findings of a recent Australian study of deaf students in regular classes. *Deafness & Education International*, 6(2), 82-99.

- Khan, K. S., Kunz, R., Kleijnen, J., & Antes, G. (2003). Five steps to conducting a systematic review. *Journal of the royal society of medicine*, 96(3), 118-121.
- Kluwin, T. N. (1999). Coteaching Deaf and Hearing Students: Research on Social Integration. *American Annals of the Deaf*, 144(4), 339-344.
- Knackendoffel, A., Dettmer, P., & Thurston, L. P. (2018). *Collaboration, consultation, and teamwork for students with special needs*. New York, NY: Pearson.
- Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research*. McGraw-Hill Education (UK).
- Li, Y., Bain, L., & Steinberg, A. G. (2004). Parental decision-making in considering cochlear implant technology for a deaf child. *International Journal of Pediatric Otorhinolaryngology*, 68(8), 1027-1038.
- Lieu, J. E. C. (2004). Speech-language and educational consequences of unilateral hearing loss in children. *Archives of Otolaryngology–Head & Neck Surgery*, 130(5), 524-530.
- Luckner, J. L. (2017). Research synthesis. *Research in deaf education: Contexts, challenges, and considerations*, 325-340.
- Luckner, J. L. (2004). Building general education environments that maximize student success. *Deaf education at the dawn of the 21st century: Old challenges, new directions*, 105-149.

- Luckner, J. L., & Ayantoye, C. (2013). Itinerant Teachers of Students Who Are Deaf or Hard of Hearing: Practices and Preparation. *Journal of Deaf Studies and Deaf Education*, 18(3), 409-423.
- Luckner, J. L., & Howell, J. (2002). Suggestions for Preparing Itinerant Teachers: A Qualitative Analysis. *American Annals of the Deaf*, 147(3), 54-61.
- Luckner, J. L., & Miller, K. J. (1994). Itinerant Teachers: Responsibilities, Perceptions, Preparation, and Students Served. *American Annals of the Deaf*, 139(2a), 111-118.
- Luckner, J. L., Slike, S. B., & Johnson, H. (2012). Helping students who are deaf or hard of hearing succeed. *Teaching Exceptional Children*, 44(4), 58-67.
- Luft, P. (2016). What Is Different About Deaf Education? The Effects of Child and Family Factors on Educational Services. *The Journal of Special Education*, 51(1), 27-37.
- Lytle, R. K., & Bordin, J. (2001). Enhancing the IEP Team Strategies for Parents and Professionals. *TEACHING Exceptional Children*, 33(5), 40-44.
- Manitoba Education, Citizenship and Youth. (2009). *Educators' Resource Guide Supporting Students Who Are Deaf and/or Hard of Hearing*. Winnipeg, Manitoba.
- Mayer, C. (2007). What Really Matters in the Early Literacy Development of Deaf Children. *Journal of Deaf Studies and Deaf Education*, 12(4), 411-431.
- Meadow-Orlans, K. P., Sass-Lehrer, M., & Mertens, D. M. (2003). *Parents and their deaf children: The early years*. Gallaudet University Press.

- Mitchell, R. E., & Karchmer, M. (2004). Chasing the mythical ten percent: Parental hearing status of deaf and hard of hearing students in the United States. *Sign Language Studies*, 4(2), 138-163.
- National Research Council. (2004). *Hearing loss: Determining eligibility for social security benefits*. National Academies Press.
- Norman, N., & Jamieson, J. R. (2015). Social and Emotional Learning and the Work of Itinerant Teachers of the Deaf and Hard of Hearing. *American Annals of the Deaf*, 160(3), 273-288.
- Ontario Ministry of Education. (2016, October 18). *Ministry of Education Special Education Update*. Retrieved from [http://www.edu.gov.on.ca/eng/general/elemsec/speced/special\\_ed\\_update.html#\\_Toc445455669](http://www.edu.gov.on.ca/eng/general/elemsec/speced/special_ed_update.html#_Toc445455669)
- Ontario Ministry of Education. (2014, October). *Ministry of Education Special Education Update*. Retrieved from <https://docplayer.net/12656171-Ministry-of-education-special-education-update-october-2014.html>
- Osgood, R. L. (2008). The history of special education: A struggle for equality in American public schools. *Choice Reviews Online*, 45(12).
- Quebec Ministry of Education. (2007). *Organization of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties*.
- Saskatchewan Human Rights Commission. (2016). *Access and Equality for Deaf, deaf and Hard of Hearing People: A Report to Stakeholders*.

- Saskatchewan Pediatric Auditory Rehabilitation Center. (2016, August 10). Retrieved from [http://healthsciences.usask.ca/sparc/what\\_we\\_do/educational-support.php](http://healthsciences.usask.ca/sparc/what_we_do/educational-support.php).
- Sebald, A., & Luckner, J. (2007). Successful Partnerships with Families of Children Who are Deaf. *TEACHING Exceptional Children*, 39(3), 54-60.
- Schreier, M. (2012). *Qualitative content analysis in practice*. London: Sage Publications.
- Statistics Canada. (2016, October 13). Health Fact SheetsHearing loss of Canadians, 2012 to 2015 Health Fact SheetsHearing loss of Canadians, 2012 to 2015. Retrieved from <https://www150.statcan.gc.ca/n1/pub/82-625-x/2016001/article/14658-eng.htm>
- Stinson, M. S., & Kluwin, T. N. (2011). Educational Consequences of Alternative School Placements. *Oxford Handbooks Online*.
- Towle, H. (2015, June). *Disability and Inclusion in Canadian Education*(Canada). Retrieved from [http://www.communitylivingkingston.org/Portals/11/Disability\\_and\\_Inclusion\\_in\\_Education.pdf](http://www.communitylivingkingston.org/Portals/11/Disability_and_Inclusion_in_Education.pdf)
- Traxler, C. B. (2000). The Stanford Achievement Test: National norming and performance standards for deaf and hard-of-hearing students. *Journal of deaf studies and deaf education*, 5(4), 337-348.
- U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. (2009). *28th annual report to Congress on the*

*implementation of the Individuals with Disabilities Education Act, 2006 (Vol. 1)*. Washington, DC.