

CONSIDERATIONS FOR TESTING DEAF AND HARD OF HEARING STUDENTS

It can be hard to know whether to assess, consult, or refer D/HH students who need neuropsychological or educational assessments. Here are some questions to help you find the best option for each student.

Will the test and testing situation be fair?

The student must be able to understand how to take the test.

The evaluator should understand how to choose, administer, and interpret an assessment fairly, given the student's needs and abilities.



Questions you could ask:

- Is the evaluator's communication fully accessible to the student?
- How much access to language has the student had?
- What accommodations does the student need?

Does the evaluator have the necessary knowledge?

To assess D/HH students, evaluators need to know:



The type, timeline, and intervention history of a student's hearing loss



Your student's health background, including delays, disabilities, and mental health difficulties



Hearing loss risk factors



A student's language access history



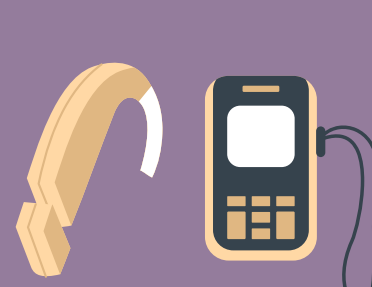
Clinical knowledge of hearing loss types and their impacts



Language and communication systems



A student's access to education, including academic performance and ability to communicate and socialize



Technical knowledge of devices that improve language access



Resilience factors

Does the evaluator have the necessary competencies?

To know if it's best to assess on your own or to work with an expert, you can ask:

- Is conducting this assessment within your professional scope of practice?
- Can you communicate in a language the student can access?
- How much training in cross-cultural assessment do you have?
- What other racial, ethnic, religious, or economic identities could intersect with learning and hearing differences?
- Do you know which test measures and assessment methods are appropriate for the student?
- Can you appropriately adapt assessments to meet the student's needs?



Is working with an expert the best option?

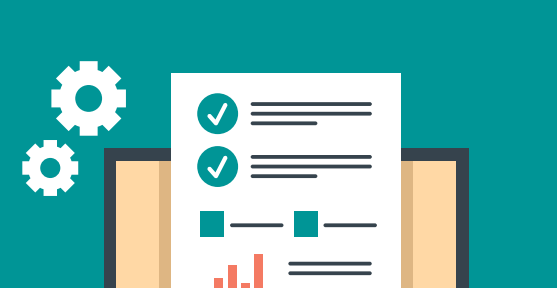
If you don't yet have the necessary knowledge and skills, it's a good idea to work with a trained professional who does.



A state's school for the deaf is an excellent resource for locating experts.



If you must use an interpreter, ensure they understand the goals and potential pitfalls in advance—and plan for a thorough debrief afterward.



Plan for a comprehensive evaluation with a team of practitioners with varied expertise.

Special Thanks to Peter Isquith, PhD and Rachel Landsman, PsyD.

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