



About Our Client

IDLance partnered with the Georgia Department of Education, Atlanta Speech School, and Cox Campus to create groundbreaking eLearning for teachers who support Deaf and Hard of Hearing (DHH) students.

These courses represent the first effort in the U.S. to align Science of Reading principles with instructional strategies specifically designed for DHH learners — a resource educators have been requesting for years.

Why IDLance?

This project reflects what we do best at IDLance: bring together specialized expertise, instructional design talent, and thoughtful collaboration to solve real learning challenges.

Our model lets us assemble the right mix of freelance IDs, subject matter experts, accessibility specialists, and creative thinkers for each project, so every course gets exactly the attention it needs. Because when you're serving learners with unique needs, "good enough" isn't good enough.

We believe in building learning that's research-driven, accessible, and rooted in empathy. And we love supporting mission-driven partners who are expanding access, equity, and opportunity through education.



CASE STUDY

Advancing Literacy
for Deaf & Hard of
Hearing Learners

What We Created

A series of accessible, research-backed digital learning experiences designed for:

- DHH classroom teachers
- Teachers supporting DHH learners in general education settings
- Parents and early interventionists supporting language at home

Course topics include:

- Science of Reading for DHH learners (eLearning and instructor-led cohort for teachers)
- Writing in meaningful contexts (eLearning for teachers)
- Systematic language instruction (eLearning for teachers)
- Supporting language development at home (eLearning for parents and early interventionists)

These courses were developed by IDLance's expert instructional designers in collaboration with DHH specialists, literacy researchers, and state education teams.

Why It Matters

While many states require educators to demonstrate mastery of Science of Reading practices, there have historically been few resources tailored to the unique language and literacy needs of DHH learners.

This work helps bridge that gap by giving educators actionable tools and accessible techniques rooted in the latest research, including multisensory approaches that make spoken language visible and tactile for learners.

A Research-Driven Approach

The instructional model draws on research from specialists like Dr. Amy Lederberg at Georgia State University, emphasizing that all children, including those with hearing differences, benefit from:

- Early, consistent access to language
- Multisensory input (auditory, visual, tactile)
- Symbol-to-concept connections

Impact

By making research-aligned, accessible literacy instruction widely available and pairing it with flexible self-paced and instructor-led learning, this initiative supports educators, families, and students with tools designed to strengthen language and literacy outcomes for DHH learners.

How Can We Help You?

Have a complex learning challenge or a specialized audience to support? **Let's talk about how we can partner on solutions like this.**



Book a Consultation Call

