Reviewer 2

Review 2 comments:	Author's comments changes:
The abstract could have been copied from multiple sources and has no citations	The abstract was not copied from another source. We wrote this ourselves based on the content of the manuscript. Following the manuscript style, and reviewing other articles in this journal, we followed the general rule that references are not included in the abstract, but rather when the information is first provided in the text a corresponding reference is provided. We will check with the editors for their preference on this item to align with the other manuscripts for this special issue.
Deafness is considered a disability throughout this manuscript, yet a discussion of explanation of this is not provided.	We have added We acknowledge that similar to views of deafness, DWD may be seen by some as a disability, but not by all; we respect opinions of professionals from both perspectives. We have used DWD [2] to include students who are Deaf, deaf, or hard of hearing who have a disability. We have also used terminology frequently used by researchers in the Special Education field.
P. 2 - "In fact, the numbers reported by teachers of students who are DWD in their classrooms and caseloads were one and a half to six times higher than those noted in Gallaudet University Research Institute's report (GRI) [8] across disability areas." Citation is incorrect	We have clarified the citation is in reference to the teachers report, not the GRI report.
P. 2 "The critical consideration for IEP teams is that the interaction between the hearing loss and the disability(ies) is not simply additive but rather multiplicative, impacting communication, cognition, social development, and behavior." Needs a citation	We have added two citations here. 1. Nelson, C.; Bruce, S. M. Children who are deaf/hard of hearing with disabilities: Paths to language and literacy. *Educ Sciences*, **2019**, *9*, 134. doi.10.3390/educsci9020134. 2. Van Dijk, R.; Nelson, C.; Postma, A.; van Dijk, J. Deaf children with severe multiple disabilities: Etiologies, intervention, and assessment. In *Oxford Handbook of Deaf Studies, Language, and Education*; Marschark, M., Spencer, P.,

	Eds.; Oxford University Press: New York, NY, USA, **2010**; Volume 2, pp. 171–192.
P. 3 - “Additionally, whereas specialized schools once provided a curriculum that was specialized to their more homogeneous student population and provided a significant number of research participants, this is no longer the case. When searching for research that targets students who are DWD and evidence-based teaching practices for them, these same complications apply.” - more explanation needed to clarify meaning, as I know many schools for the deaf that have populations of DWD learners in their setting a staff that specializes in this population. What are these 'same complications'??	The following was edited/added: Additionally, whereas specialized schools once provided a curriculum that was focused to their more homogeneous student population and provided a significant number of research participants, this is no longer the case as the population of students who are DWD is highly heterogeneous When searching for research that targets students who are DWD and evidence-based teaching practices for them, these same complications apply (e.g., heterogeneity of the population, wide variety of diagnoses, as well as lack of replication of studies).
P. 3, 2nd paragraph - EBP discussion should be DWD specific	Added the following: Specifically, research related to practices that can be classified as EBPs that can be used to increase the outcomes of learners who are DWD.
P. 3, 3rd paragraph - no review of current literature	We moved the EBP section from later in the manuscript to here for the review of current lit and to eliminate the redundancy mentioned below
P. 4 - shortage discussion should consider generational context - all fields are having a shortage of teachers due to retirements of the 'baby boomer' generation and smaller population numbers of following generations resulting in shortages across most fields and industries within the past few years. This isn't mentioned to provide context and a 'crisis' is mentioned - which I agree it is a crisis but not necessarily due to lack of interest.	We agree, that the shortage may not have anything to do with a lack of interest in the field. We have added a statement that this shortage is not just in DHH teachers Following trends across all teaching related fields, … And added a new citation Luft, P., Fischgrund, J.E., Eardley, A., Tanner, C., & Reusser, J. (2022). Identifying Well-Prepared Teachers of Deaf and Hard of Hearing Students: Federal Legislation Versus Inconsistent State Requirements. *American Annals of the Deaf 167*(2), 101-122. doi:10.1353/aad.2022.0024.

	Added: Other potential reasons for the current shortage identify by Luft and her colleagues [30] include inconsistent state licensing/certification policies and procedures and high retirement rates of current educators.
Medical-based terminology (e.g., co-morbidity as a section header) and the discussions are framed under 'challenges' and then suggestions for improvement which his very deficit-based - they could benefit from an asset-based approach and this would require major re-writes.	We have edited the manuscript to include more asset based terminology – for example changed diagnosis to identification, and changed the heading excluding comorbidity. However, we have continued to use terminology used in Special Education literature for citations and references.
p. 5 - "….outcomes of cochlear implantation habilitation specific categories within the population of DWD…" - this section of the sentence is confusing and requires editing	We have edited this section and provided more information on what are the areas in emerging research. While students who are DWD use a wide range of communication and language options, there is limited existing research surrounding the benefits and outcomes of communication choices. There is some emerging research regarding strategies for We have also added families should explore all communication options and follow their child's lead showing what communication options work best.
P. 8 - 'General Education Access' - I'm not clear on the rationale for this paragraph and the purpose of including, more info would be needed and what about schools for the deaf….and again begins the paragraph with a deficit-based framework. The next paragraph transitions regarding 'educational placement' but that is not what this section is titled and placement discussions should be expanded.	Edited the following: For educators responsible for providing access to the GEC for DWD students, access to education, let alone the GEC, has long presented difficulties. Added a transition sentence:

	Keeping access in mind, there are instructional strategies that can prove helpful to educators.
p. 8 - the 10 strategies listed are from an article 17 years ago and are not updated? They could be provided in a table or numbered to highlight them.	There is a lack of research that identifies instructional strategies so these have not been updated. Added numbers to the in-text list: (1) independent reading, (2) use of technology, (3) phonemic awareness and phonics, (4) metacognitive reading strategies, (5) writing to promote reading, (6) reading in content areas, (7) shared reading and writing, (8) semantic approaches to vocabulary, (9) morphographemic approaches to vocabulary, and (10) fluency interventions [66].
p. 9, EBP paragraph - "For this reason, 422 they suggest looking to the broader field of special education to identify methodologies that may be successful when working with DWD students." is almost verbatim from 2 other publications yet there is not citation or quotes provided. The info throughout is very redundant and merely a review of the literature throughout the entire manuscript with minimal additional information provided to the field that wasn't already available.	Added the citations: For this reason, they suggest looking to the broader field of special education to identify methodologies that may be successful when working with DWD students [69, 70]. Furthermore- The editors provided the context for the manuscript- we followed their guidelines in gathering current information and suggesting trends for the 21 st century.
p. 10-11 - conclusion paragraph - again, this info is quite redundant with other publications and doesn't summarize all the info in the manuscript	We rearranged some of the content (EBA) and moved it earlier in the manuscript to help with the redundancy. We have also added a statement of the purpose of the article and edit the entire section to align more closely with the major headings in the paper.