(2) Consideration of special factors. The IEP Team must--

(iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

The IEP team has considered each item below:

I.	…consider the child's language and communication needs,

1. The student's primary **language** is one or more of the following (check all that apply):

Receptive   *Expressive*

☐   ☐   English
☐   ☐   American Sign Language
☐   ☐   native language _____

> *In most cases, you will check "receptive and expressive English" as one of the primary languages. If the child also understands and uses ASL as a primary language, that would be checked also, although you would not check ASL if the child primarily uses a manually coded form of English. If the child uses another language in the home, such as Spanish, that would be written in by the third option of "Native Language."*

2. The student's primary **communication mode** is one or more of the following (check all that apply):

Receptive

☐ Auditory
☐ Conceptual signs [e.g. American Sign Language, Pidgin Signed English (PSE) also referred to as Conceptually
    Accurate Signed English (CASE)]
☐ English signs (e.g. Manually Coded English such as Signed English or Signing Exact English)
☐ Fingerspelling
☐ Gestures
☐ Speechreading
☐ Tactile
☐ Other, please explain _____
☐ Cued Speech

Expressive

☐ Conceptual signs [e.g. American Sign Language, Pidgin Signed English (PSE) also referred to as Conceptually
    Accurate Signed English (CASE)]
☐ English signs (e.g. Manually Coded English such as Signed English or Signing Exact English)
☐ Fingerspelling
☐ Gestures
☐ Spoken Language
☐ Tactile
☐ Other, please explain _____
☐ Cued Speech

> *Receptive:*
> *Check all avenues that the student uses to take in communication that hearing students would normally take in through audition. For the majority of our students, "Auditory" (residual hearing) will be checked, as will "Speechreading." For signing students, one of the two sign options will also be checked. Written English could be a possibility under "other," if others often communicate with the student in written form.*

> *Expressive:*
> *Check all avenues that the student uses to express himself when communicating. "Spoken English" will often be written in for "other", as this option was inexplicably omitted from the list of options, but is an expressive communication option for our many students that use speech, with or without sign. If a child uses speech, check "Spoken English" as one of the options, even if the child's speech is not clearly intelligible. (Please note the online form will be revised to include Spoken English as it is above)*

3. What language(s) and mode(s) of communication do the parents use with their child? What modes does the child use with peers?

> *Referring to the options listed above, explain which communication approaches are used in the home, in the school setting, and out in the community. Explain which communication mode(s) the child prefers and the degree of access the child has to clear two-way communication in the various settings (intelligibility of speech, success in using other options).*

4. Comments (optional):

> *In this section:*
> - *Describe the hearing loss: unilateral/bilateral, conductive/sensorineural/mixed, mild/moderate/moderately-severe/severe/profound, flat/sloping, stable/progressive/fluctuating.*
> - *Describe cochlear implant, if present, and processor use/benefit.*
> - *Describe amplification: hearing aid type, functional hearing level with aids, whether or not a consistent user, degree of independence in aid maintenance skills.*
> - *Describe how amplification is being monitored.*
> - *If the child is at the secondary level and independently monitors his/her own amplification, rather than district staff monitoring of amplification, include a statement such as: "The student has demonstrated independent mastery of amplification maintenance skills and independently monitors the functioning and maintenance of his/her personal amplification without staff assistance."*
> - *Describe the child's level of language development and communication functioning, and his or her needs in the areas of language development and communication.*
> - *Note if a child uses an interpreter, transliterator, or language facilitator in the regular classroom setting.*

II.   …consider opportunities for <u>direct</u>[*] communications with peers and professional personnel and opportunities for instruction in the child's language and communication mode,

[*]*Direct language/communication/ instruction occurs person to person, not through an additional source e.g. educational interpreter, captioner.*

The IEP team has considered: (These social, emotional and academic opportunities may be provided by the school or family)

1. ☐   Opportunities for <u>direct</u>[*] communication with peers.
    Describe opportunities:

> *Describe the child's communication mode(s) for social interactions and the opportunities the child has for direct communication using that/those communication mode(s). These social opportunities may be in school, during after school activities, at home, or in the community. If the child's preferred mode of communication is something other than spoken English (such as sign), describe the child's degree of success in direct communication with non-signing peers.*

2. ☐   Opportunities for <u>direct</u>[*] communication with professional staff and other school personnel.
    Describe opportunities:

> *Describe the opportunities for the child to interact with staff directly in his/her preferred mode (i.e., not through an interpreter, captioner or other third party). Describe both how communication occurs in person to person instruction and classroom interaction.*

3. ☐ Opportunities for <u>direct</u>[*] instruction.
    Describe opportunities:

> *Describe the communication mode used for instruction and whether that instruction is in the child's preferred mode (i.e., not through an interpreter, captioner or other third party). Describe both how communication occurs in large group and small group instruction.*

III.   …consider academic level,

1. Does the student have the communication and language necessary to acquire grade-level academic skills and concepts of the general education curriculum?

> *Indicate whether or not the child has the language level to perform on grade level academically.*

Adapted from "Communication Considerations for Students who are Deaf or Hard of Hearing," New Mexico, "IEP Communication Plan for Students Who Are Deaf or Hard of Hearing," Iowa and "Communication Plan for Child/Student Who is Deaf/Hard of Hearing," Colorado.

☐ Yes: What supports are needed to continue proficiency in grade-level academic skills and concepts of the general education curriculum?

Explain the direct and indirect specialized instruction needed by the child to continue academic performance on grade level. This may include "HI service" in the form of consultation and inservicing of regular education teachers by the teacher of the deaf/hard of hearing and collaboration between regular education teachers, teachers of the deaf/hard of hearing, and other EC teachers. "HI service" may also take the form of inclusive and pull-out instructional support if needed. Other special education services may be needed, as well as related services such as Speech/Language, Interpreter, Language Facilitator, and Audiology services.
Example:
Sue needs the support of teacher inservicing and consultation to insure accommodations are made to maximize her access to auditory information in the classroom. She also needs instruction to improve her understanding of her hearing loss and its impact on her auditory comprehension. Since she does not currently wear her hearing aids consistently, she needs to better understand the benefits of her amplification and work with a teacher of the deaf/hh to foster amplification use. She also needs instruction to foster self advocacy skills, so that she can move toward the ability to advocate independently for herself in relation to her hearing needs. Direct pre- and post-teaching of general education curriculum concepts and vocabulary is also necessary for Sue to continue to be successful in her general education classes.

☐ No: What supports are needed to increase the student's proficiency in his/her language and communication to acquire grade-level academic skills and concepts of the general education curriculum?

Explain the direct and indirect specialized instruction needed by the child to increase proficiency in language and communication and improve academic performance. This may include "HI service" in the form of consultation and inservicing of regular education teachers by the teacher of the deaf/hard of hearing and collaboration between regular education teachers, teachers of the deaf/hard of hearing, and other EC teachers. "HI service" will also generally take the form of inclusive and pull-out instructional support for students with academic delays. Very significant delays may require self-contained "HI service" instruction to increase the student's proficiency. Other special education services may be needed, as well as related services such as Speech/Language, Interpreter, Language Facilitator, and Audiology services. If the interpreter or language facilitator is providing more support than simply facilitating access to auditory information, the degree of that support should be explained here.
Example:
Sam needs direct instruction from a teacher of the deaf/hard of hearing to foster language and literacy development and increase his proficiency to age-appropriate levels. He also needs direct instruction in the subject areas of language arts, social studies, and science to allow him to acquire grade-level academic skills and concepts while he is also developing the requisite language skills necessary for mastery of these academic skills. In addition, he needs the support of teacher inservicing and consultation to insure accommodations are made to maximize his access to auditory information in the general education classroom in math and elective classes. He needs speech/language instruction to improve his articulation so that teachers and peers are better able to understand him. Sam needs the services of an interpreter in all academic and elective classes to provide access to information and also to target and note unfamiliar vocabulary and concepts requiring reteaching by the teacher of the deaf/hard of hearing.

IV.	…consider full range of needs

☐ The team has considered the full range of needs
Comments (optional):

1. Does the child have access to all educational components of the school (regular education classes, related services, guidance counseling, recess, lunch, assemblies, extra curricular activities, etc.) If not what supports are needed to allow for access?

Explain to what extent the child has access to auditory information in the school setting and what supports are needed to maximize access to auditory information. These supports might include consultation/ inservicing by the teacher of the deaf/hh, educational interpreters, language facilitators, notetakers or captioners, self advocacy instruction, etc. This is again a place where the level of support provided by interpreters or language facilitators could be explained, if it was not previously.

Adapted from "Communication Considerations for Students who are Deaf or Hard of Hearing," New Mexico, "IEP Communication Plan for Students Who Are Deaf or Hard of Hearing," Iowa and "Communication Plan for Child/Student Who is Deaf/Hard of Hearing," Colorado.

2. Are adult language models available who communicate in the student's language/communication mode?

> *Describe adult language models available in the school, home, and community setting who communicate in the student's language/communication mode.*

3. What accommodations/modifications are being provided? What additional accommodations/modifications were considered?

> *Describe the accommodations/modifications that are needed to maximize the student's access to auditory information. Those classroom accommodations/modifications commonly include preferential seating, captioned films and TV, and copies of teacher or student notes. Frequent testing modifications for students with language and literacy delays include separate setting, extended time, and read aloud/sign test. Consideration may be given for these common modifications and other modifications as well, but some may be rejected if they are not needed to ensure maximal access and allow the child to achieve to the best of his ability.*

V.	... consider amplification needs

- [ ] Personal hearing devices (hearing aid, cochlear implant, tactile device)
- [ ] Personal FM system
- [ ] FM system/auditory trainer (w/o personal hearing device)
- [ ] Soundfield system
- [ ] No Amplification needed

> *Check the appropriate amplification used by the student.*

Adapted from "Communication Considerations for Students who are Deaf or Hard of Hearing," New Mexico, "IEP Communication Plan for Students Who Are Deaf or Hard of Hearing," Iowa and "Communication Plan for Child/Student Who is Deaf/Hard of Hearing," Colorado.