

**Directions for Iowa's  
IEP Communication Plan  
for a Student Who Is Deaf or Hard of Hearing**

A Communication Plan is a required IEP component for any student with a hearing loss who is receiving a service, support or activity from an audiologist and/or teacher of the deaf and hard of hearing. The components of this form may be embedded within an IEP or attached. The plan implements the following component of the Individuals with Disabilities Educational Improvement Act 2004 (IDEA 2004):

§300.324 Development, review, and revision of IEP.

(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;

This Communication Plan replaces the earlier version published in the Iowa Department of Education IEP Guidebook "Their Future...Our Guidance," April 1998.

**For whom does the plan need to be completed?**

A communication plan needs to be completed for any student with a hearing loss who is receiving a service, support or activity from an audiologist and/or teacher of the deaf and hard of hearing and is being considered for or has an IEP. This includes children who are Deafblind.

**Who needs to complete this plan and when is it completed?**

The IEP team completes the communication plan during the IEP meeting. The educational audiologist and/or teacher of the deaf and hard of hearing must be members of the team. If the child utilizes an educational interpreter, it would be appropriate to also invite him/her. Team members bring information to facilitate completion of the plan. Development of the Communication Plan prior to consideration of IEP goals and service planning is most appropriate.

**Directions for Completion of the Communication Plan**

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

The IEP discusses and indicates with a check the student's primary **receptive** language (first column) and primary **expressive** language (second column).

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

Based on information the team has collected; indicate how the student communicates **receptively**. The student may likely use more than one receptive communication mode, based on his/her communication partners and the environment.

## S17 Link Three

### Expressive

Based on information the team has collected; indicate how the student communicates **expressively**. The student may likely expressive him/herself in more than one communication mode based on his/her communication partners and the environment.

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

Using information from the parents, describe the language(s) and mode(s) of communication they use with their child, receptively and expressively.

4. Comments (optional):

The team can add additional comments that are not already noted above.

<b>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,</b>
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*\*Direct language/communication/instruction occurs person to person, not through an additional source e.g. educational interpreter, captioner.*

The IEP team has considered: (These opportunities may be provided by the school or family)

1.  Opportunities for direct\* communication with peers.  
Describe opportunities:

The team describes opportunities for the student to communicate directly with hearing, deaf and/or hard-of-hearing peers, using the student's language and communication modes (as noted above). Consider varied environments in or out of the school setting.

2.  Opportunities for direct\* communication with professional staff and other school personnel.  
Describe opportunities:

The team describes opportunities for the student to communicate directly with professional staff and other school personnel, using the student's language and communication modes (as noted above). Professional staff and other school personnel could include related service personnel, teachers, principal, custodian, secretary, and lunch room personnel.

3.  Opportunities for direct\* instruction.  
Describe opportunities:

The team describes opportunities for the student to receive direct instruction from professional staff and other school personnel, using the student's language and communication modes (as noted above) Direct instruction includes instruction in the general education curriculum and IEP goals.

<b>III. ...consider academic level,</b>
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1. Does the student have the communication and language necessary to acquire grade-level academic skills and concepts of the general education curriculum?

The team answers 'yes' or 'no' and provides additional written information.

### S17 Link Three

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

Examples might include: pre-teaching vocabulary, speech-language services, educational interpreter, items listed on page F.

- 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?

<b>IV. ...consider full range of needs</b>
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- The team has considered the full range of needs  
Comments (optional):

The IEP team discusses other communication needs of the student including devices and/or technologies. How will media (DVD, internet, videotapes) used during the school day be made accessible? Are there Expanded Core Curriculum areas that need to be addressed?