Iowa Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing
Directions: Individual Family Service Plan (IFSP)

1. Consider the ECC content areas (Audiology, Career Education, Communication, Family Education, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) with any student who is deaf or hard of hearing being considered for or currently on an IFSP and receives services by a Teacher of Students who are Deaf or Hard of Hearing and/or Educational Audiologist.

2. The Teacher of Students who are Deaf or Hard of Hearing and/or Educational Audiologist shall complete the ECC-DHH Checklist with the family, student (as appropriate), and/or any team members. This should be completed prior to the IFSP meeting.
   a. Check “yes” if a skill area under a content area is a current need.
   b. Check “no” if a skill area under a content area is not a current need.
3. Before the IFSP meeting, review the skill areas checked “Yes” on the ECC-DHH Checklist
   a. Under each content area, determine which skill areas are a current priority by circling them

b. For each priority on the ECC-DHH Checklist, refer to the corresponding content area on the ECC-DHH Needs Assessment
4. Prior to the IFSP meeting, complete the **ECC-DHH Needs Assessment** under each prioritized ECC-DHH skill area from the **ECC-DHH Checklist**.
   a. Check each subskill that is a current need.
   b. Once the subskills are determined, circle the priorities for the upcoming IFSP.
   c. These are the priorities that will be addressed and documented on the IFSP.

5. At the IFSP meeting, discuss the subskills that are a priority (blue circle, above). Specific targets are listed in the Content Area(s) rubrics of the Expanded Core Curriculum or Students Who Are Deaf or Hard of Hearing document. Utilizing targets is an optional tool for developing the outcome.
6. Determine how each prioritized subskill will be addressed. Document team decisions on appropriate IFSP paperwork.
   a. Possible decisions.
      i. Awareness by all members of IFSP – the team is aware that there is either a concern(s) or there are no concerns but either way no further action will be taken at this time.
      ii. Family’s responsibility – the family will address this concern(s) outside of any home visit. Other IFSP team members will have a limited role.
      iii. Outcome – the concern(s) has been determined to be an instructional need and requires an outcome and data collection.
   b. Documentation of decision
      i. Awareness by all members of IFSP
         1. All areas, whether it is a concern or not, will be documented on the Evaluation and Assessments form under “Additional Information/Evaluations.”
ii. Family’s responsibility
   1. IFSP – all content areas, whether it is a concern or not, will be
documented on the Evaluation and Assessments form under “Additional
Information/Evaluations. The family’s future tasks will be described as it
relates to their needs in the identified content area.

iii. Outcome(s)
   1. Use the corresponding ECC-DHH content area rubrics and/or
assessment matrix to determine current child level.
   2. From those tools, develop measurable IFSP outcomes.
   3. The concern(s) and how it will be addressed will be documented on the
IFSP Evaluations & Assessments and Outcomes forms, in the following
manner.

<table>
<thead>
<tr>
<th>ECC-DHH Content Areas</th>
<th>IFSP Domains</th>
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<tbody>
<tr>
<td>Audiology</td>
<td>Adaptive</td>
</tr>
<tr>
<td>Career Education</td>
<td>Adaptive</td>
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<tr>
<td>Communication</td>
<td>Communication</td>
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<tr>
<td>Family Education</td>
<td>Adaptive</td>
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<tr>
<td>Functional Skills for Educational Success</td>
<td>Adaptive</td>
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<tr>
<td>Self-Determination and Advocacy</td>
<td>Adaptive</td>
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<tr>
<td>Social-Emotional Skills</td>
<td>Social-Emotional</td>
</tr>
<tr>
<td>Technology</td>
<td>Adaptive</td>
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</tbody>
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7. Repeat steps 2-6 annually.