Iowa Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing,
Directions: Individual Education Plan (IEP)

1. Consider the ECC-DHH 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 IEP and who 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 IEP 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 IEP 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

   ![ECC-DHH Checklist]

   b. For each current priority on the **ECC-DHH Checklist**, refer to the corresponding content area on the **ECC-DHH Needs Assessment**

   ![ECC-DHH Needs Assessment]

4. Prior to the IEP meeting, complete the **ECC-DHH Needs Assessment** under each prioritized ECC 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 IEP.
c. These are the priorities that will be addressed and documented on the IEP.

5. At the IEP 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 for Students who are Deaf or Hard of Hearing document.

6. Determine how each prioritized subskill will be addressed. Document team decisions on appropriate IEP paperwork.
   a. Possible decisions.
i. Awareness by all members of IEP – the team is aware that this 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 the school day. Other IEP team members will have a limited role.

iii. Accommodations – the concern(s) requires materials, strategies, and/or accommodations used throughout the student’s day, at home or school. These could be implemented by any IEP team member.

iv. Goal – the concern(s) has been determined to be an instructional need and requires a goal and data collection.

b. Documentation of decision

   i. Awareness by all members of IEP

      1. All areas, whether it is a concern or not, will be documented on Page B of the IEP in the “Other information essential for the development of this IEP” section.

   OR

   i. Family’s responsibility

      1. All content areas, whether it is a concern or not, will be documented on Page B of the IEP in the “Other information essential for the development of this IEP” section. The family’s future tasks will be described as it relates to their needs in the identified content area.

   ii. Accommodations

      a. All content areas, whether a concern or not, will be documented on Page B of the IEP under “Other information essential for the development of this IEP” section. The family’s future tasks will be described as it relates to their needs in the identified content area.
iii. Goal area
1. Use the corresponding ECC-DHH rubric and/or assessment matrix to determine current student level.
2. From those tools, develop measurable IEP goals.
3. All content areas, whether it is a concern or not, will be documented on Page B of the IEP under “Other information essential for the development of this IEP” section. The content area that requires specially designed instruction will be addressed on a Goal page and services delivered will be described on Page F.
7. Repeat steps 2-6 annually.