

IEP Communication Plan for Student Who Is Deaf or Hard of Hearing

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;

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 | |
| <input type="checkbox"/> | <input type="checkbox"/> | English |
| <input type="checkbox"/> | <input type="checkbox"/> | American Sign Language |
| <input type="checkbox"/> | <input type="checkbox"/> | 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 _____

- 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
 - Oral
 - Tactile
 - Other, please explain _____

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

4. Comments (optional):

II. ...consider opportunities for direct* 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 opportunities may be provided by the school or family)

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

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

3. Opportunities for direct* instruction.
Describe opportunities:

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?

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

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?

IV. ...consider full range of needs

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

Adapted from "Communication Considerations for Students who are Deaf or Hard of Hearing," New Mexico.