

Language and Communication Considerations for Students who are Deaf or Hard of Hearing

This communication consideration tool should be completed for any student who is deaf or hard of hearing, even if this is not identified as the student's primary disability. This tool will be helpful in fulfilling the requirements of Special Factors (34 CFR 300.324 (a)(2)(iv), the Deaf Children's Bill of Rights (California Education Code 56000.5.), and U.S. Department of Education Policy Guidance 57 Federal Register 211 (1992) and 71 Federal Register 156 (2006)). The completed form should reflect a conscientious discussion and connection to services agreed to in the IEP.

Consideration of Special Factors (from IDEA-2004)

In developing each child's IEP, the IEP team must *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 communication 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* (34 CFR 300.324 (a) (2) (iv)).

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

Intent: To document the way the student uses language and/or communication in a variety of environments, with a variety of people and at home with their family.

Guiding Questions:

- What primary language and mode of communication does the student use to communicate at home, with his/her friends, in the community and in school?
- How successful is the student's mode of communication in a variety of situations? (consider "success" in terms of receptive and expressive communication skills, with adults and with peers)

The student's primary language and mode of communication is one or more of the following:

- American Sign Language
- English based Sign System
- Auditory
- Visual/Gestural
- Other

Comments:

Section II: . . . consider opportunities for direct communication* with peers and professional personnel in the child's language and communication mode,

(*Direct communication occurs person to person, not through an additional source, e.g., educational interpreter.)

Intent: To examine the level of access the student has within all aspects of their educational environment.

Guiding Questions:

- Are there adequate numbers of deaf or hard of hearing peers who use the student's language to enable the student to engage meaningfully and directly educational and social settings?
- What is the ability of the staff to communicate directly and meaningfully with the student so that the student can effectively engage in the educational process?

The IEP team has considered:

- Opportunities for direct communication with peers.
- Opportunities for direct communication with professional staff and other school personnel.
- Opportunities for direct instruction in the child's language

Comments:

Section III: . . . consider academic level,

Intent: To examine the language and communication necessary to acquire grade level academic skills and concepts of the general education curriculum.

Guiding Questions:

- What tools or resources have been considered to adequately determine the child's proficiency in their language ?
- Is the child's language supporting their progress in attaining higher level language, thinking, and academic skills?

Does the student have age appropriate language proficiency that is adequate to enable him/her to succeed in acquiring grade level skills and concepts of the general curriculum?

Consider: Does the student have age appropriate language proficiency that enables acquisition of grade level skills and concepts within the general education curriculum?

- Yes: What supports are needed to assure continued access to the general curriculum?
- No: What supports and opportunities will be provided to increase the child's proficiency in the child's language that best meets his/her needs, allow him/her to participate in the general curriculum and meet his/her IEP goals.'

Comments:

Section IV: . . . consider full range of needs,

Intent: To examine the level of access the student has within all aspects of their educational environment.

(34 CFR Section 300.117 requires accessibility to all components of the educational process, including school sponsored activities, e.g., related services, assemblies, field trips, extra-curricular activities, athletics.)
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Guiding Questions:

- How will the student have complete access to incidental learning, school sponsored activities, e.g., related services, assemblies, field trips, extra-curricular activities, athletics?
- Are adult language models available who use the student's language ?

The IEP team has considered the full range of needs:

- Opportunities for access and inclusivity to all education components of the school (related services, assemblies, field trips, extra-curricular activities, athletics, and conversations with members of the school community in and out of the classroom.)

Comments:

Section V: Continuum of placement options and Least Restrictive Environment

Intent: To examine an accurate and complete continuum of educational placement options pursuant to 34 CFR Sec. 300.115 that best meets the student's identified needs.

(IDEA mandates that the placement for each student with a disability be only as restrictive as the student's individual needs require.)

Guiding Questions:

- What options are available: the child's neighborhood school, district, inter-district, or (?) state supported California School for the Deaf.

Has The IEP team considered the full continuum of placement options:

- State special school (California School for the Deaf)
- General Education classroom
- Separate classroom with specialized academic instruction
- Non-public school
- Home instruction
- Instruction in hospital

Comments: