

Administrative Unit Name

Date

_____	_____	_____
Legal Name of Child/Student	Child/Student ID	DOB

Communication Plan for Child/Student who is Deaf/Hard of Hearing

The IEP team has considered each area listed below, and has not denied instructional opportunity based on the amount of the child's/student's residual hearing, the ability of the parent(s) to communicate, nor the child's/student's experience with other communication modes.

1. The child's/student's primary communication mode is one or more of the following:
(check those that apply)

Aural, oral, speech-based

English based manual or sign system

American Sign Language

Issues considered:

Action plan, if any:

2. The IEP team has considered the availability of deaf/hard of hearing adult role models and peer group of the child's/student's communication mode or language.

Issues considered:

Action plan, if any:

3. An explanation of all educational options provided by the administrative unit and available for the child/student has been provided.

Issues considered:

Action plan, if any:

4. Teachers, interpreters, and other specialists delivering the communication plan to the child/student must have demonstrated proficiency in, and be able to accommodate for, the child's/student's primary communication mode or language.

Issues considered:

Action plan, if any:

5. The communication-accessible academic instruction, school services, and extracurricular activities the child/student will receive have been identified.

Issues considered:

Action plan, if any:

Must be reviewed at all IEP meetings for children/students with a hearing disability.

COMMUNICATION PLAN for CHILD/STUDENT WHO IS DEAF/HARD OF HEARING (Form 7b, Page 1 of 1)

1. The Plan must include a statement identifying the child's primary communication mode as one or more of the following: Aural, Oral, Speech-based, English Based Manual or Sign System, American Sign Language. The IEP team cannot deny instructional opportunity based on the amount of the child's residual hearing, the ability of the parent(s) to communicate, nor the child's experience with other communication modes [ECEA Section 4.02(4)(k)(I)].

When discussing these issues, the following questions may be helpful to clarify the child's needs: When considering the child's primary communication mode, is there just one? Does the child use a combination of modes? What mode do the parents use with their child? What mode does the child use to communicate with his/her friends?

2. The Plan must include a statement documenting that an explanation was given of all educational options provided by the school district and available to the child [ECEA Section 4.02(4)(k)(ii)].

When considering all educational options, are the options available in your school district? What about statewide options including the Colorado School for the Deaf & the Blind, the Magnet School for the Deaf in Denver and open enrollment in other schools or districts? Encourage the family to check out the **Colorado Program Directory for Students who are Deaf or Hard of Hearing** and the **Resource Guide** if they are interested in pursuing those kinds of options for their child. These resources will also prove helpful in locating peers and adult role models.

3. The Plan must include a statement documenting that the IEP team, in addressing the child's needs, considered the availability of Deaf and Hard of Hearing role models and a Deaf/Hard of Hearing peer group of the child's communication mode or language [ECEA 4.01 (4)(k)(iii)].

Because of the low incidence of a hearing disability, many students who are Deaf or Hard of Hearing find themselves without contact with other Deaf/Hard of Hearing children. Combine that with the fact that 95% of these children are born into families with normal hearing, and you have the potential for serious isolation. How about some time during the week to "chat" on-line with other Deaf/Hard of Hearing kids? Does the family know about the various regional activities, which occur during the year for Deaf/Hard of Hearing children? Explore all known opportunities.

4. The Plan must include a statement that the teachers, interpreters, and other specialists delivering the Communication Plan to the student must have demonstrated proficiency in, and be able to accommodate for, the child's primary communication mode or language [ECEA 4.02 (4)(k)(iv)].

Discuss the communication proficiency of the child/student's service providers and write a statement of the needs of the staff. Is training/in-service/mentoring a possibility? Is there an accommodation not being utilized? Review the IEP Checklist: Recommended Accommodations and Modifications that is available through CDE and addresses frequent accommodations used with children with a hearing loss.

5. The Plan must include a statement of the communication-accessible academic instruction, school services, and extracurricular activities that the student will receive [ECEA 4.02(4)(k)(v)].

These questions may help to clarify the student's needs: Is the student enjoying full access to academic instruction and services? To extra-curricular activities? The IEP checklist for Recommended Accommodations and Modifications (for students with a hearing loss) may be a useful resource for this discussion. Are TTY's, captioned television, interpreters for field trips, etc. being utilized?