

Educational Plan Checklist for D/HH-Plus Students

- Are appropriate assessments being conducted by someone who is specially trained in hearing loss with additional disabilities?
- Has video been considered for analysis of the student?
- Is a teacher of the deaf/hard of hearing an active member of the educational team?
- Does the teacher have specialized training in the “plus” of the D/HH student? If not, who on the team does?
- Do the “plus” specialists on the team have familiarity with hearing loss? If not, hearing loss simulations can be very helpful.
- Have non-verbal intelligence tests been administered?
- Has the impact of the hearing loss on involvement in the general education curriculum been clearly defined?
- Has the impact of hearing loss on social development been clearly defined?
- Has the impact of hearing loss on peer participation and involvement been clearly defined?
- Has the impact of “plus” on involvement in general education curriculum, social development, peer participation, visual and auditory information and incidental learning been clearly defined? What about the combination of those?
- Has the education plan been developed based on the hearing loss, the “plus” and combination?
- Are expected timelines modified to better suit the child’s development?
- Do area-specific specialists deliver services simultaneously/collaboratively?
- Has the team done “person centered planning” wherein the child, family and friends, and professionals participate in a series of meetings to learn as much as possible about the child and to plan for positive and functional outcomes for the child?
- Has the team considered language input AND output?
- Have all communication opportunities been explored and special consideration given to the unique challenges of the child (cerebral palsy, deafblind, etc.)?
- Have all technologies been examined, including static visual information such as pictures on an iPad (or like technology)?
- Is the student’s hearing and equipment being monitored as appropriate?
- Has cognition, behavior, social skills and language been evaluated in relation to how hearing loss may impact?
- Is the student’s potential being limited or assumed to be limited without documentation to support that premise?
- Are the student’s social/emotional needs being considered?
- Does the education plan involve a high level of structure and consistent routines?
- Are the objectives clearly stated and focused on the unique needs of the child?
- Is instruction step-by-step in nature?
- Are materials used developmentally appropriate for the child?
- Is the emphasis of the educational plan to on the child’s strengths, to motivate the child and provide successful experiences?
- Does the educational plan provide for practical experiences in natural environments?
Transfer of instruction to real life situations?
- Does the plan provide for over-learning and repetition for mastery?
- Has a paraprofessional been considered? An intervener for students who are deafblind?
- Is the educational environment emotionally manageable for a child with special concerns?