

IEP/504 CHECKLIST: ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

Name: _____

Date: _____

Note: Accommodations provide access to communication and instruction and are appropriate for 504 or IEP services; modifications alter the content, the expectations, and the evaluation of academic performance and are generally provided through an IEP as part of specialized instruction. This checklist contains many supports and services that should be reviewed to comply with IDEA Special Factors (34CFR300.324(2)(i-v)).

Personal and Assistive Hearing Technology Accommodations

- Personal hearing instrument (hearing aid, cochlear implant, bone anchored, tactile device)
- Personal hearing assistance technology (HAT) (hearing aid + HAT)
- HAT only (without personal hearing instrument)
- Classroom sound distribution system (CADS)

Assistive Technology Accommodations

- Videophone or Text Phone
- Alerting devices
- Other _____

Communication Accommodations

- Priority seating arrangement: _____
- Ensure student's attention prior to speaking
- Reduce auditory distractions (background noise)
- Reduce visual distractions
- Allow student time/assistance to locate speaker in small or large group setting
- Enhance speechreading conditions (avoid hands in front of face,, mustaches well-trimmed, no gum chewing)
- Present information in simple, structured, sequential manner
- Enunciate speech clearly
- Allow extra time for processing information
- Repeat or rephrase information when necessary
- Frequently check for understanding
- Use speech to text software (speech recognition)
- Provide interpreting (e.g., ASL, signed English, cued speech, oral)

Instructional Accommodations & Modifications

- Visual supplements (overheads, charts, vocabulary lists, lecture outlines)
- Interactive whiteboard (e.g., Smart Board, Mimio)
- Classroom captioning (CART, CPrint, TypeWell)
- Captioning and/or scripts for television, videos, movies
- Buddy system for notes, extra explanations/directions
- Check for understanding of information
- Down time/break from listening/watching
- Extra time to complete assignments
- Step-by-step directions
- Interpreting (ASL, signed English, cued speech, oral)
- Speech to text software (speech recognition)
- Tutoring
- Notetaker
- Direct instruction (indicate classes): _____

Physical Environment Accommodations

- Noise/reverberation reduction (carpet & other sound absorption materials) reANSI.s12.60
- Special lighting
- Room design modifications: _____
- Flashing fire alarms/smoke detectors

Curricular Modifications

- Modified reading assignments (shorten length, adapt phonics-based instruction)
- Modified written assignments (shorten length, adjust evaluation criteria)
- Extra practice
- Pre-teach, teach, post-teach vocabulary, concepts
- Strategies to adapt oral/aural curriculum/instruction to accommodate reduced auditory access
- Supplemental materials to reinforce concepts of curriculum
- Alternative curriculum
- Expanded core curriculum:
 - o advocacy/self-determination
 - o audiology (understanding hearing loss and resulting communication accommodations, technology options (HAT, connectivity)
 - o assistive technology
 - o communication/pragmatic language
 - o Deaf studies
 - o disability rights
 - o functional skills
 - o family education
 - o listening skill development
 - o ASL/sign language
 - o social-emotional skills
 - o transition planning

Evaluation Accommodations & Modifications

- Reduce quantity of tests
- Alternate tests or methods
- Reading assistance with tests for clarification of directions, language of test questions (non-reading items)
- Extra time
- Special setting
- Other

Other Needs/Special Considerations

- Counseling
 - Family supports and training
 - Sign language instruction for family members
 - Deaf/Hard of Hearing peers*
 - Deaf/Hard of Hearing role models
 - Recreational/Social opportunities
 - Transition Services:
 - o disability rights
 - o financial assistance
 - o linkages to higher education, job training
 - o Vocational Rehabilitation services
 - Other
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