

IEP CONSIDERATION FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING

_____ County Schools

Student's Full Name _____

Date _____

School _____

Date of Birth _____

Parent(s)/Guardian(s) _____

Grade _____

Address _____

WVEIS# _____

City/State/Zip _____

Telephone _____

Consideration of special factors. 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 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. 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

☐☐☐

English

American Sign Language

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

Cued Speech

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

Spoken Language

Spoken English

Tactile

Cued Speech

Other, please explain _____

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

4. Comments (optional):

II. opportunities for <u>direct</u>* 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 social, emotional and academic 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. 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?
☐ The team has considered the full range of needs.

IV.	full range of needs
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1. Does the child have access to all educational components of the school (regular education classes, related services, guidance counseling, recess, lunch, assemblies, extra-curricular activities, etc.) If not what supports are needed to allow for access?
2. Are adult language models available who communicate in the student's language/communication mode?
3. What accommodations/modifications are being provided? What additional accommodations/modifications were considered?

V.	amplification needs
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- ☐ Personal hearing devices (hearing aid, cochlear implant, tactile device)
- ☐ Personal FM system
- ☐ FM system/auditory trainer (w/o personal hearing device)
- ☐ Soundfield system
- ☐ No amplification needed