

## **Addendum for Students who are Deaf or Hard of Hearing Communication Considerations**

### **Consideration of Special Factors (from IDEA-04)**

In developing each student's IEP, the IEP team shall also 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 300.346 (a) (2) (iv)).

### **Section 1: The student's primary language and/or communication mode is one or more of the following (check all that apply):**

- American Sign Language     English based Sign System     Spoken Language  
 Written English     Visual Gestural     Other \_\_\_\_\_

What language(s) and/or mode(s) of communication do the parents use with their child? \_\_\_\_\_

#### Comments:

- What language(s) does the student use to communicate at home, with his/her friends, in the community and in school?
- What modes does the student use to communicate at home, with his/her friends, in the community and in school?
- How successful is the student's communication in a variety of situations?
- Are tactile communication strategies being used if the child has vision loss?

### **Section 2: Is the student's communication and language proficiency adequate to enable him/her to succeed in acquiring grade level skills and concepts of the general curriculum?**

- What tools or resources have been used to adequately determine the child's proficiency in a particular language?
- Is the team satisfied that we have enough information to make this determination? If not, what do we need to do?
- Is the mode of communication the child is using and being exposed to, helping him/her to progress in attaining higher-level language and academic skills: If not, what needs to be changed?

Yes: What supports are needed to assure effective access to the general curriculum?

- Interpreter, sound field, personal FM, notetaker, comprehension checks, desk top for note taking, augmentative communication systems (for students who are deafblind or who have other disabilities) etc.

No: What supports and opportunities will be provided to increase the child's proficiency in the language and/or communication mode that best meet his/her needs, allow him/her to participate in the general curriculum and meet his/her I.E.P. goals and objectives?

- Speech/language services, educational interpreter/aide, resource room, critical mass opportunities, etc.

**Section 3: The following supports have been identified and discussed:**

The ability of teachers, interpreters and other specialists to communicate fluidly with the student and accommodate his/her unique language and communication needs.

Issues considered:

- Relative to the placement(s) being considered and the child's needs, what is the proficiency of the student's potential service providers in that child's needed language and communication mode?
- What are the training needs of the staff?

Action plan, if any: \_\_\_\_\_  
\_\_\_\_\_

Accessibility to all components of the educational process, including the regular education classroom and all other school-sponsored activities (as appropriate), including recess, assemblies, field trips, extracurricular activities and athletics

Issues considered:

- How will the student have communication access to incidental learning, school sponsored special activities (e.g. assemblies, plays, field trips, movies) and social opportunities (i.e. cafeteria, recess)
- If the student is interested in extracurricular activities and/or athletics, how will the student have communication access during these activities?

Action plan, if any:

- Interpreters, FM system, sound field, etc.

Opportunities for direct communication with peers and professional personnel

Issues considered:

- What is the ability and opportunity of the student and the hearing staff and students to communicate directly and meaningfully with each other so that the student can effectively engage in the educational process?
- What is the opportunity for the student to engage in direct conversation with other deaf or hearing peers and adults who can converse at a fluent level in the student's language and mode, so that the student is able to expand his/her skills and meet grade level standards and benchmarks.

Action plan, if any: \_\_\_\_\_  
\_\_\_\_\_

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Opportunities for direct instruction in the child's language and communication mode

Issues considered:

- Are there adequate numbers of deaf/hh peers who use the student's language and mode of communication to enable the student to engage meaningfully and directly in the educational process?
- Are there adequate numbers of professionals who are native language users or highly fluent in the student's language and mode of communication?
- What is the need of the child to interact with other deaf/hh peers to support his/her development of his/her self-identity and self esteem?

Action plan, if any: \_\_\_\_\_

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#### **Section 4: Continuum of placement options and LRE**

An accurate and complete explanation of the continuum of educational placement options has been provided and considered. The IDEA mandates that the placement for each student with a disability be only as restrictive as the student's individual needs require. The basic regulatory requirement is that students are only removed from regular education classroom if they cannot be educated satisfactorily in regular classes with the use of supplementary aids and services (**34CFR Sec. 300.550**).

Language, communication, and other issues considered related to LRE:

- What options are available within the child's neighborhood school, availability of inter zone transfers to other programs in the district and the state-supported New Mexico School for the Deaf (or New Mexico School for the Blind and Visually Impaired for students who are Deafblind)?
- What parts of a school program can be adjusted to meet the needs of a student? (Representatives of the various programs should be available to discuss the programs and/or families should be encouraged to visit the various placement options.)

Complete action plan on page 12 of the state recommended IEP LRE section

#### **Section 5: Identify accommodations needed to support student success in accessing the general curriculum on page 15 of the state recommended IEP.**

- What supports does the student need to effectively access the general curriculum when considering the variety of placement options?
- What are the pros and cons of providing specific supports (i.e. interpreter vs. direct communication; personal amplification vs. FM system)

Who is responsible for ensuring that supports are provided? \_\_\_\_\_