

COMMUNICATION PLAN FOR A CHILD WHO IS DEAF OR HARD OF HEARING

Student's Name:

COMMUNICATION PLAN FOR A CHILD WHO IS DEAF OR HARD OF HEARING **School Age**

Student's Name: _____

Date (mm/dd/yy): _____

Name and Address of Parent/Guardian/Surrogate:

I. Language and communication needs

1. The student's current primary **LANGUAGE** is one or more of the following (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Spoken language other than English |
| <input type="checkbox"/> Signed language other than ASL | <input type="checkbox"/> Spoken English |
| <input type="checkbox"/> Other: _____ | |

2. The student's current primary **COMMUNICATION MODE** is one or more of the following (check all that apply):

Receptive:

- American Sign Language
- Auditory/Oral
- Cued Language
- Finger spelling
- Touch Cues
- Gestures
- Signed English
- Tactile sign language
- Object/Picture System
- Other, please explain:

Expressive:

- American Sign Language
- Cued Language
- Finger spelling
- Touch Cues
- Gestures
- Oral/Spoken English
- Signed English
- Tactile sign language
- Object/Picture System
- Other, please explain:

3. Is the language and/or mode of communication the student using adequate with his/her family/caregivers?

4. Is the language and/or mode of communication the student using adequate with his/her peers?

5. If deafblind, does the mode of communication provide access to visual and environmental information?

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II. Opportunities for direct communication

1. Describe opportunities for **direct** communication with peers that are to be addressed in the IEP:

2. Describe the opportunities for **direct** communication with professional staff and other school personnel that are to be addressed in the IEP:

3. Describe opportunities for **direct** instruction in the student's language and communication mode that are to be addressed in the IEP:

III. Academic level, assistive technology, devices and services

What language and communication supports are needed for the student to participate and make progress in the general education curriculum?

- General education curriculum delivered directly by a teacher proficient in the language(s) and communication modality(s) identified in Part I questions 1 and 2.

- General education curriculum delivered through use of qualified interpreter and/or intervener (if deafblind):
 - American Sign Language Interpretation
 - English Transliteration
 - Oral Interpreting
 - Cued Language Transliteration
 - Deafblind Interpreting (tactile or visual)
 - Intervener
 - Other: _____

- Assistive devices/services have been considered:

<input type="checkbox"/> Captioned media	<input type="checkbox"/> Note taking
<input type="checkbox"/> CART	<input type="checkbox"/> Sound field system
<input type="checkbox"/> C-Print	<input type="checkbox"/> Communication device
<input type="checkbox"/> FM System	<input type="checkbox"/> Other
<input type="checkbox"/> Hearing aid/Cochlear Implant monitoring	_____

Are the language and communication supports adequate to meet the student's needs?

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IV. Full range of needs

- The IEP team has addressed the full range of needs (e.g. social, emotional, cultural) for this student, including:

Adapted from "Communication Considerations for Students who are Deaf or Hard of Hearing," New Mexico, and from "IEP Communication Plan for Student Who Is Deaf or Hard of Hearing," Iowa and Colorado.

For help in understanding this form, an annotated *Communication Plan for a Child Who Is Deaf or Hard of Hearing* is available on the PaTTAN website at www.pattan.net Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.