

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

Consideration of Special Factors (from IDEA-04)

In developing each child's IEP, 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 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 300.324 (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: _____

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?

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

IF YES

IF NO

This state required IEP addendum stems from a U.S. Department of Education Policy Guidance issued in 1992. This policy guidance led to the 1997 and 2004 Special Considerations requirement in the IDEA reauthorization.

Intent of Section 1: Document the way the student uses language and/or communication in a variety of environments, with a variety of people and at home with their family.

Guiding Questions to Facilitate Dialogue:

- 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?

Intent of Section 2: Objectively examine whether or not the student is able to tackle grade level curriculum given their identified communication and language skills.

Guiding Questions to Facilitate Dialogue:

- 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?

ID what is needed for student to access the regular curriculum (i.e. 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.)

ID what is needed to boost the student's language proficiency (i.e. speech/language services, educational interpreter/aide, resource room, critical mass opportunities, etc.)

Intent of Section 3: Examine the level of access the student has within all aspects of their educational environment.

Guiding Questions to Facilitate Dialogue:

How fluidly can the staff in the placement(s) being considered communicate with the student according to their language and communication mode? Is there a need for change? What are the training needs of staff?

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?

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.

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?

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: _____

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, e.g. recess, assemblies, field trips, extracurricular activities and athletics (34 CFR Sec. 300.117)

Issues considered: _____

Action plan, if any: _____

- Opportunities for direct communication with peers and professional personnel

Issues considered: _____

Action plan, if any: _____

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

Issues considered: _____

Action plan, if any: _____

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 (34CFR 300.115). The IDEA mandates that the placement for each student 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. 300.114).

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

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

Intent of Section 4: Explore what educational placement option best meets the student's identified needs.

Guiding Questions to Facilitate Dialogue:

- 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.)

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

Who is responsible for ensuring that supports are provided? _____

Intent of Section 5: Review supports discussed in this dialogue. Are there others? Would supports change with placement selected? Use this info to ID accommodations.

Guiding Questions to Facilitate Dialogue:

- 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)