

2. Please complete the attached "Guide to Self-Advocacy Skill Development" and check off the skills you have observed the student using consistently, if applicable.

Use this information to provide input to **Section II #1, 2, and 3*

3. Do you believe the student does or would benefit from any of these visual access considerations:

Does Would

- Preferential/Flexible Seating
- Line of Sight Considerations (ensuring ease of visual access for the DHH student in the classroom)
- Copies of assignments/lessons/reading material provided in advance
- Captioned Media (movies, videos, internet content)
- Alternative or AT/Assistive Technology Device(s)
- Considerations for visual fatigue
- Use of Visual Supports (document camera, key vocabulary written on board, use of pictures/graphics)
- Lighting Considerations (ensuring the student can see the interpreter and other visual information)
- Other (please describe): _____

Use this information to provide input to **Section II #4; Section V #1, 2*

4. Do you believe the student does or would benefit from any of the following service provider accommodations?

Does Would

- Note-taker or notes provided (to allow the student to watch the interpreter)
- Sign Language Interpreter/Cued Speech Transliterater
- Intervener (for dual-sensory impaired/deaf-blind students)
- Real-time Speech-to-Text Captioning Services (CART, C-Print, Typewell)
- Other (please describe): _____

5. Do you believe the student does or would benefit from any of the following tactile access considerations?

Does Would

- Tactile access to sign language
- Other (please describe): _____

Use this information to provide input to **Section II #4, 5, 6; Section V #1, 2*

6. Describe the student's skill in utilizing support and any actions needed (such as monitoring or training) for the staff or the student to ensure the student's effective use of their accommodations you identified above:

Use this information to provide input to **Section II #5, 8*

7. Using the attached "Informal Inventory of Independence and Self-Advocacy Skills for Deaf/Hard of Hearing Students" and/or "The Checklist of Student Use of Interpreter Services" please rate your student's ability to use an interpreter (if applicable).

Based on your ratings from the attached, please briefly describe your observations of the student's ability to appropriately use an interpreter:

Use this information to provide input to **Section II #5, 8*

8. Does the student have access to any of the following safety considerations:

videophones

visual alerts/alarms

tactile alerts

other (personal electronic devices, etc): _____

Use this information to provide input to **Section II #7, 8*

Section III - Consider Academic Level & Readiness to Engage in the Curriculum

1. Using the attached "Checklist of Socio-Pragmatic Language Behaviors" and/or all/portions of the "PARC Placement and Readiness Checklists" please indicate your observations of the student's language skills, if applicable.

Use this information to provide input to **Section I #5, 6; Section II #4, 5; Section III #1, 4*

2. Please describe the student's typical behaviors during a teacher-lead read-aloud:

Does not watch interpreter and follows text appropriately and independently

Does not watch interpreter and **cannot** follow text appropriately and independently

Watches interpreter and does not look at text

Watches interpreter and text simultaneously (such as with an interpreter next to a document camera or interactive white board)

Does not watch the interpreter or look at text

Student switches back and forth from watching the interpreter to looking at the text, but does not see both at the same time.

Use this information to provide input to **Section III #2, 5*

Section IV - Consider Opportunities for Direct Communication with Peers and Professional Personnel and Opportunities for Instruction in the Student's Language and Communication Modes

Definition of "direct communication": Direct language/communication/instruction occurs person to person, not through an additional source (e.g., educational interpreter, captioner, etc.)

1. How do you observe the student communicating with:

Peers (hearing and deaf/hard of hearing):

Does not communicate with peers

Communicates directly with peers using speaking/listening, sign language, gestures, a communication device, etc.

Communicates with peers through an additional source, such as an interpreter or captioner

Adults (librarian, principal, counselor):

Does not communicate with adults

Communicates directly with adults using speaking/listening, sign language, gestures, a communication device, etc.

Communicates with adults through an additional source, such as an interpreter or captioner

Teachers (signing and non-signing):

Does not communicate with teachers

Communicates directly with teachers using speaking/listening, sign language, gestures, a communication device, etc.

Communicates with teachers through an additional source, such as an interpreter or captioner

Use this information to provide input to **Section IV #1, 2, and 3*

2. Describe how instructional content is delivered to the student in various settings, such as with a classroom teacher, DHH itinerant teacher, Occupational Therapist, coach, speech-language pathologist, etc.

The student communicates directly with these teachers:

The student communicates through an additional source with these teachers:

Use this information to provide input to **Section IV #3*

3. In your opinion, do you feel that additional training could benefit you or any other staff involved with this student to provide an environment most conducive for language development and educational success? Please explain.

Use this information to provide input to **Section IV #4*

Section V: Considerations Regarding the Full Range of Needs

1. Describe any accommodations needed to provide communication access to non-classroom components of the school day, such as recess, lunch, assemblies, extracurricular activities, school plays, sports, field trips, etc.

Use this information to provide input to **Section V #2*

2. Describe any other areas of need or concern you have for this student that has not yet been addressed (e.g. social-emotional, cultural, etc.):

Use this information to provide input to **Section V (Full Range of Needs)*