

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
- Gestures
- Signed English
- Tactile
- Other, please explain: _____

Expressive:

- American Sign Language
- Cued Language
- Finger spelling
- Gestures
- Oral/Spoken English
- Signed English
- Tactile
- Other, please explain: _____

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

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

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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:

[Empty text box for answer 1]

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

[Empty text box for answer 2]

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

[Empty text box for answer 3]

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:

American Sign Language Interpretation

English Transliteration

Oral Interpreting

Cued Language Transliteration

Deaf/Blind Interpreting

Other: _____

Assistive devices/services have been considered:

Captioned media

Note taking

CART

Sound field system

C-Print

Other: _____

FM System

Hearing aid/Cochlear Implant monitoring

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

[Empty text box for answer]

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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.