

Directions for the New Hampshire Communication Plan for a Student who is Deaf or Hard of Hearing

IDEA 2004, §300.324 (a)(2)(iv)-(v) Development, review, and revision of IEP.

(2) Consideration of special factors. The IEP Team must--

(iv) 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 communications 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; and

(v) Consider whether the child needs assistive technology devices and services.

For whom does the plan need to be completed?

A communication plan needs to be completed for any student with a hearing loss who is being considered for or is receiving special education and related services. *Students for whom hearing loss is a secondary disability, or who have concomitant visual impairments are included.* The Communication Plan may also be helpful in planning for services for students with hearing loss under Section 504.

Who needs to complete this plan?

The IEP team completes this plan with input from all members of the IEP team including the parents. A teacher of the deaf and hard of hearing, educational audiologist, speech and language pathologist, and/or counselor who is specifically trained to work with deaf and hard of hearing students must be included in the development of the communication plan. If the child utilizes an educational interpreter, it would be appropriate to also invite him/her. Team members bring information to facilitate completion of the plan.

How is the Communication Plan developed?

The Communication plan should be completed during the IEP meeting prior to the development of the IEP goals and service planning. The Communication Plan is individualized for each student and results from thoughtful discussion about that student and his/her communication access, social and instructional needs. Team members must insure that there is meaningful correlation between the Communication Plan, the student's IEP goals and how the student functions in his/her educational environment.

Where is the Communication Plan found?

The components of this form may be embedded within an IEP or attached.

How frequently must the Communication Plan be reviewed?

The Communication Plan must be reviewed annually at the IEP meeting and modified when necessary.

Directions for Completion of the Communication Plan

The team has considered each item below:

I. Consider the child's language and communication needs,

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

*The team discusses and indicates with a check the student's primary **receptive** language (first column) and primary **expressive** language (second column). It is critical that an experienced team member with expertise and knowledge of the expressive/receptive language provide input regarding consideration of the primary language.*

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2. The student's primary **communication mode** is one or more of the following (check all that apply):
 Receptive

*Based on information the team has collected; indicate how the student communicates **receptively**. The student may likely use more than one receptive communication mode, based on his/her communication partners and the environment. It is critical that an experienced team member with expertise and knowledge of the expressive/receptive language provide input regarding consideration of the expressive and receptive communication mode*

Expressive

*Based on information the team has collected; indicate how the student communicates **expressively**. The student may likely expressive him/herself in more than one communication mode based on his/her communication partners and the environment.*

A clear identification of mode and consensus on how the student is communicating and whether his/her language development is appropriate should be addressed. Consideration should be given to the changing communication needs in different environments (e.g. various classes, cafeteria, gym, computer lab, extra-curricular activities, home, and community) and with different communication partners.

3. What language(s) and mode(s) of communication do the parents use with their child?

Using information from the parents, describe the language(s) and mode(s) of communication they use with their child, receptively and expressively.

4. Comments (optional):

The team can add additional comments that are not already noted above.

II. Consider opportunities for direct communications with peers and professional personnel and opportunities for instruction in the child's language and communication mode,

Direct language/communication/instruction occurs person to person, not through an additional source e.g. educational interpreter, captioner.

The team has considered: (These opportunities may be provided by the school or family)

1. Opportunities for direct communication with peers.
 Describe opportunities:

The team describes opportunities for the student to communicate directly with hearing, deaf and/or hard-of-hearing peers, using the student's language and communication modes (as noted above). Consider varied environments in or out of the school setting. Does he/she have communication peers in the classroom? On sports teams? How will authentic peer relationships be supported and encouraged? Discuss opportunities for hearing peers to improve communication skills with the student.

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2. Opportunities for direct* communication with professional staff and other school personnel.
Describe opportunities:

The team describes opportunities for the student to communicate directly with professional staff and other school personnel, using the student's language and communication modes (as noted above). Professional staff and other school personnel could include related service personnel, teachers, principal, custodian, secretary, and lunch room personnel.

3. Opportunities for direct* instruction.
Describe opportunities:

The team describes opportunities for the student to receive direct instruction from professional staff and other school personnel, using the student's language and communication modes (as noted above) Direct instruction includes instruction in the general education curriculum and IEP goals.

III. Consider academic level,

1. Does the student have the communication and language necessary to acquire grade-level academic skills and concepts of the general education curriculum?

The team answers 'yes' or 'no' and provides additional written information.

- Yes: What supports are needed to continue proficiency in grade-level academic skills and concepts of the general education curriculum?

Examples might include: pre-teaching vocabulary, tutoring, speech-language services, educational interpreter.

- No: What supports are needed to increase the student's proficiency in his/her language and communication to acquire grade-level academic skills and concepts of the general education curriculum and prepare for independent living?

IV. Consider full range of needs

- The team has considered the full range of needs
Comments (optional):

The IEP team discusses other communication needs of the student including access to all educational components of the school (e.g., regular education classes, specialized instruction and classes, related services, guidance, counseling, recess, lunch, assemblies, extracurricular activities); available adult language models who communicate in the student's language/communication mode; accommodations/modifications that are provided or considered.

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V. Consider assistive technology devices and services needs

The IEP team discusses if any assistive technology is needed to access communication. It is critical that this discussion include the student's audiologist, teacher of the deaf and hard of hearing, speech and language pathologist and the student's educational interpreter when one is in place.

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 Section I. (Teachers and other specialist delivering the plan to the child/student have demonstrated proficiency in and are able to accommodate for the children/students primary communication mode or language)

Action plan, if any:

Special education providers must be fully qualified according to New Hampshire certification rules (teachers, SLPs, educational interpreters, counselors, paraprofessionals). The provider's skills should be linked to the child's individual communication needs based on their mode or language. The general educators working with this student should be trained to support the child's communication mode. Identify who is evaluating the "demonstrated communication proficiency" of the service providers and discuss if the evaluator is qualified to do so.

General education curriculum delivered through use of a certified educational interpreter.

Anyone acting in an interpreting capacity in the classroom must be certified under New Hampshire Certification Ed 507.35 Educational Interpreter/Transliterators for Ages 3-21

Other, please explain:

End of Directions for the Communication Plan

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 (v) Consider whether the child needs assistive technology devices and services.

The team has considered each item below:

I. Consider the child's language and communication needs

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

Receptive Expressive

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

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

Receptive

- Auditory/Oral
- American Sign Language
- Signed English (e.g. Manually Coded English, such as Signed English or Signing Exact English)
- Fingerspelling
- Gestures
- Cued Speech
- Tactile
- Other, please explain: _____

Expressive

- Oral/Spoken English
- American Sign Language
- Signed English (e.g. Manually Coded English, such as Signed English or Signing Exact English)
- Fingerspelling
- Gestures
- Cued Speech
- Tactile
- Other, please explain: _____

3. What language(s) and mode(s) of communication do the parents use with their child?

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4. Comments (optional):

II. Consider opportunities for direct communications with peers and professional personnel and opportunities for instruction in the child's language and communication mode

Direct language/communication/instruction occurs person-to-person, not through an additional source e.g. educational interpreter or captioner.

The team has considered:

- Opportunities for direct communication with peers.
Describe opportunities:

- Opportunities for direct communication with professional staff and other school personnel.
Describe opportunities:

- Opportunities for direct instruction.
Describe opportunities:

III. Consider academic level

Does the student have the communication and language necessary to acquire grade-level academic skills and concepts of the general education curriculum?

- Yes: What supports are needed to continue proficiency in grade-level academic skills and concepts of the general education curriculum?

- No: What supports are needed to increase the student's proficiency in his/her language and communication to acquire grade-level academic skills and concepts of the general education curriculum?

IV. Consider full range of needs

- The team has considered the full range of needs

- 1. Does the child have access to all educational components of the school (e.g., regular education classes, specialized instruction and classes, related services, guidance counseling, recess, lunch, assemblies, extracurricular activities, etc.)? If not, what supports are needed to allow for access?

- 2. Are adult language models available who communicate in the student's language/communication mode?

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3. What accommodations/modifications are being provided? What additional accommodations/modifications were considered?

V. Consider assistive technology devices and services needs

- Personal FM system
- Soundfield FM system
- No amplification needed
- Communication Access Realtime Translation (CART)
- C-Print
- TypeWell
- Note taking
- Captioned media
- Certified Educational Interpreter:
 - American Sign Language Interpreting
 - Signed English Transliterating
 - Cued Speech Transliterating
 - Oral Transliterating
 - Tactile Interpreting (for a student who is deafblind)
- Other, please explain:

What language and communication supports are needed for the student to participate in 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 Section I. (Teachers and other specialists delivering the plan to the child/student have demonstrated proficiency in and are able to accommodate for the children/students primary communication mode or language.)

Action plan, if any:

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General education curriculum delivered through use of a certified educational interpreter (Ed 507.35).

Action plan, if any:

Other, please explain: