

# IEP/504 CHECKLIST: ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Note:** Accommodations provide access to communication and instruction and are appropriate for 504 services; Modifications alter the content, the expectations, and the evaluation of academic performance and usually require an IEP.

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## Amplification Accommodations

- Personal hearing instrument (hearing aid, cochlear implant, Baha, tactile device)
- Personal FM (hearing aid + FM or FM only)
- Hearing assistance technology (without personal hearing instrument)
- Classroom sound distribution system

## Assistive Devices Accommodations

- Videophone or Text Phone
- Alerting devices
- Other \_\_\_\_\_

## Communication Accommodations

- Priority seating arrangement: \_\_\_\_\_
- Obtain student's attention prior to speaking
- Reduce auditory distractions (background noise)
- Give student time/assistance to locate speaker in small or large group setting
- Reduce visual distractions
- Enhance speechreading conditions (avoid hands in front of face, mustaches well-trimmed, no gum chewing)
- Present information in simple, structured, sequential manner
- Clearly enunciate speech
- Extra time for processing information
- Repeat or rephrase information when necessary
- Frequent checks for understanding
- Speech to text software (speech recognition)
- Interpreting (ASL, signed English, cued speech, oral)

## Instructional Accommodations & Modifications

- Visual supplements (overheads, charts, vocabulary lists, lecture outlines)
  - Interactive whiteboard (e.g., Smart Board, Mimio)
  - Classroom captioning (CART, CPrint, TypeWell)
  - Captioning and/or scripts for television, videos, movies
  - Buddy system for notes, extra explanations/directions
  - Check for understanding of information
  - Down time/break from listening/watching
  - Extra time to complete assignments
  - Step-by-step directions
  - Interpreting (ASL, signed English, cued speech, oral)
  - Speech to text software (speech recognition)
  - Tutoring
  - Notetaker
  - Direct instruction (indicate classes): \_\_\_\_\_
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## Physical Environment Accommodations

- Noise/reverberation reduction (carpet & other sound absorption materials) reANSI.s12.60
- Special lighting
- Room design modifications: \_\_\_\_\_
- Flashing fire alarms/smoke detectors

## Curricular Modifications

- Modified reading assignments (shorten length, adapt phonics-based instruction)
- Modified written assignments (shorten length, adjust evaluation criteria)
- Extra practice
- Pre-teach, teach, post-teach vocabulary, concepts
- Strategies to adapt oral/aural curriculum/instruction to accommodate reduced auditory access
- Supplemental materials to reinforce concepts of curriculum
- Alternative curriculum

## Evaluation Accommodations & Modifications

- Reduce quantity of tests
- Alternate tests
- Reading assistance with tests for clarification of directions, language of test questions (non-reading items)
- Extra time
- Special setting
- Other

## Other Needs/Considerations

- Expanded core curriculum instruction (speech, language, pragmatic language/communication, audition and listening, speechreading, sign language, self-advocacy, transition planning, deaf studies)
  - Counseling
  - Family supports and training
  - Sign language instruction for family members
  - Deaf/Hard of Hearing peers
  - Deaf/Hard of Hearing role models
  - Recreational/Social opportunities
  - Transition Services:
    - \_\_ Vocational Rehabilitation services
    - \_\_ Linkages to higher education, job training
    - \_\_ Self-advocacy & personal responsibility training
    - \_\_ Financial assistance
  - Other \_\_\_\_\_
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