

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

This addendum must be completed for any student who is deaf or hard of hearing, even if this is not identified as the student's primary disability. This tool will be helpful in fulfilling the requirements of Special Factors (34 CFR 300.324 (a)(2)(iv)) and the NM Deaf/Hard of Hearing Education Bill of Rights (28 -11C-3). The completed form should reflect a conscientious discussion and connection to services agreed to in the IEP.

***Completion of Communication Considerations Form is a required STARS data field in the Special Ed Events Template, Field #5 Event Type Code, enter 4 = A Communication Consideration Form was completed at their IEP.**

Consideration of Special Factors (from IDEA-2004)

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):

Student's Academic Language (classroom)	Student's Social Language (non-classroom settings in the school)	Student's Home Language
Languages(s) (check all that apply): <input type="checkbox"/> *American Sign Language (ASL) <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: Comments:	Languages(s) (check all that apply): <input type="checkbox"/> *American Sign Language (ASL) <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: Comments:	Languages(s) (check all that apply): <input type="checkbox"/> *American Sign Language (ASL) <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other: Comments:

Communication modes (check all that apply): (Classroom)	Communication modes (check all that apply): (Social)	Communication modes (check all that apply): (Home)
<input type="checkbox"/> English-based signed system <input type="checkbox"/> Gestural <input type="checkbox"/> Spoken <input type="checkbox"/> Written <i>*ASL is a complete signed language with complex grammar and syntax. Only mark "Gestural" if student is using non-standard gestures to communicate only or in addition to formal ASL.</i> <input type="checkbox"/> Other: Comments:	<input type="checkbox"/> English-based signed system <input type="checkbox"/> Gestural <input type="checkbox"/> Spoken <input type="checkbox"/> Written <i>*ASL is a complete signed language with complex grammar and syntax. Only mark "Gestural" if student is using non-standard gestures to communicate only or in addition to formal ASL.</i> <input type="checkbox"/> Other: Comments:	<input type="checkbox"/> English-based signed system <input type="checkbox"/> Gestural <input type="checkbox"/> Spoken <input type="checkbox"/> Written <i>*ASL is a complete signed language with complex grammar and syntax. Only mark "Gestural" if student is using non-standard gestures to communicate only or in addition to formal ASL</i> <input type="checkbox"/> Other: Comments:

Section 2:

What language(s) and/or mode(s) of communication does the family use with their child?

The family reports the following strengths and challenges when communicating with their child:

Comments:

Action Plan:

Section 3:

Does the student have age appropriate communication and language proficiency that is 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?

Issues considered:

Action plan:

- No: What supports and opportunities will be provided to increase the child's proficiency in the language(s) and/or communication mode(s) that best meet his/her needs, allow him/her to participate in the general curriculum and meet his/her IEP goals and objectives?

Issues considered:

Action plan:

Section 4:

The following factors have been identified and discussed:

The ability of teachers, interpreters and other specialists to communicate fluidly with the student.

Issues considered:

Action plan:

The ability of teachers to accommodate and to design an educational program that meets the student's unique language and communication needs.

Issues considered:

Action plan:

The consideration of the student's accessibility to and inclusivity in all components of the educational process, including the classroom and all other school activities (as appropriate), including, e.g. recess, assemblies, conversations with members of the school community in and out of the classroom, field trips, extracurricular activities and athletics. Regulations require each public agency to ensure that each child with a disability participates with nondisabled children in extracurricular services and activities to the maximum extent appropriate to the needs of that child and that supplementary aids and services determined by the child's IEP team to be appropriate and necessary for the child to participate in nonacademic settings (34 CFR Sec. 300.117).

Issues considered:

Action plan:

Opportunities for direct and fluid communication with a variety of peers and professional personnel.

Issues considered:

Action plan:

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

Issues considered:

Action plan:

Section 5: Continuum of placement options and LRE

An accurate and complete explanation of the continuum of educational placement options has been provided and considered pursuant to 34 CFR Sec. 300.115. The IDEA mandates that the placement for each student with a disability 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 (34 CFR Sec. 300.114). The regulations also require that the continuum of placements include instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions (34 CFR Sec. 300.115).

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

*Complete Least Restrictive Environment Rationale section of the IEP.

Section 6:

Identify accommodations and/or modifications needed to support student success in accessing the general curriculum:

*Complete Accommodations/Modifications section of the IEP