

## COMMUNICATION PLAN FOR A STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND

Child's Name

### COMMUNICATION PLAN FOR A STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND (ANNOTATED)

School Age

The primary purpose of the Communication Plan is to establish discussion among IEP team members who review the student's needs based on communication skills and access. It is to be used to complete other sections of the IEP, including accommodations, appropriate specially designed instruction, and IEP goals. Therefore, the Communication Plan must be completed prior to the development of the IEP.

**Communication Plan Contributors** – please list your first and last name and role/ title:

<b>Name:</b>		<b>Role:</b>	
<b>Name:</b>		<b>Role:</b>	
<b>Name:</b>		<b>Role:</b>	

#### ANNOTATION

Contributions could be made by IEP team members present at the meeting or submitted to the LEA prior to the meeting by educators, related service providers, student, family members and/or other needed contributors.

#### SECTION I: LANGUAGE AND COMMUNICATION NEEDS

1. What evidence is available to substantiate the student's language and communication mode is/are an effective means to support the student's access to information, people, and experiences across multiple environments? For example, assessments, observations, student input, provider input, caregiver input.

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#### ANNOTATION

Assessment and observation data should inform the team whether the student needs additional support to improve communication skills and access to academic instruction. Examples of assessments may include: Test of Auditory Comprehension of Language, The Screening Instrument for Targeting Educational Risk (S.I.F.T.E.R.), Oral and Written Language Scales (OWLS), Clinical Evaluation of Language Fundamentals (CELF-5), Cottage Acquisition Scales For Listening, Language, and Speech, The MacArthur Communication Development Inventory. Please note this list is not exhaustive.

2. Are there other contributing factors that impact effective language and communication development and full range of needs? For example, medical diagnosis, social, cultural, or additional identified exceptionalities.

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#### ANNOTATION

Please detail any additional factors that may influence the student's language and communication skills. Those may include medical diagnosis, social factors, cultural factors, mental health concerns, homelessness, or other relevant issues.

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3. Using the key below, indicate the student's observed language(s) or communication modes. Only mark those that apply

Key: **Always = A** **Often = O** **Sometimes = S**

Student's Languages	Home		During Instruction		Non-Instructional Settings		Comments
	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	
American Sign Language (ASL)							
Spoken English							
Sign Language other than ASL (e.g., British/Spanish Sign Language)							
Other Spoken Language (e.g., Spanish, Nepali)							
No formal language							

Student's Communication Modes	Home		During Instruction		Non-Instructional Settings		Comments
	Receptive	Expressive	Receptive	Expressive	Receptive	Expressive	
American Sign Language							
Communication Device							
Cued Speech							
Gestures/Home Signs							
Listening and Spoken Language							
Manually Coded English Systems (e.g., Signed English)							
Object/Picture System							
Pidgin Signed English (PSE)							
Tactile sign language							
Touch cues							
Written or brailled English							
Other							

## ANNOTATION

This chart is to inform the school team regarding the student's preferred method for learning and communicating. Languages and communication modes checked are to be those used and preferred by the student to receive communication and express ideas. This may not be the same for receptive and expressive preferences and in different settings (i.e., classroom, extracurricular events, home). Non-instructional settings include settings such as lunch time, school clubs and extracurricular activities. The "Comments" column provides a place to note any additional communication modes used by the student.

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4. Does the student show a need for support/instruction to be able to communicate more effectively with family? Describe.

### ANNOTATION

Identify the mode(s) used and describe the communication experienced between the student and family members. This must address the preferred communication mode by the student and the family. If the current mode(s) is not adequate, the team should consider developing goals to improve the student's communication with family/caregivers.

- 5a. Describe the opportunities for direct communication with peers (hearing, deaf, hard of hearing, or deaf-blind) that are to be addressed in the IEP.

### ANNOTATION

Identify the mode(s) used and describe the communication experienced between the student and peers. This must address the preferred communication mode of the student and peers.

- 5b. Does the student show a need for support/instruction to communicate more effectively with peers? Describe.

### ANNOTATION

If data and/or observation show that the current communication mode(s) of the student and peers is not effective, the team should consider developing goals and/or specially designed instruction to improve the student's communication with peers.

6. Is the child deaf-blind? Yes ☐ No ☐

If yes, how does the student's vision loss impact access to communication and visual and environmental information. Describe.

### ANNOTATION

For those students who have both visual impairment and hearing loss, identify the mode(s) used and describe how it provides access to visual, auditory, and environmental information. This must address the mode of communication used for instruction. If the current mode is not effective, the team should consider developing goals for the student in order to improve the student's communication skills to access visual, auditory, and environmental information.

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

### ANNOTATION

Identify all settings/situations (in both the academic and social setting: in class, labs, etc.) which provide opportunities for (one on one and group) direct meaningful interaction between the student and professional staff/school personnel without the use of interpretation, transliteration, or captioning. If needed, the team should consider developing goals for the student that promote direct communication with school personnel. Also, if needed, provide school personnel additional support in order to promote opportunities for direct communication.

## SECTION II: ACADEMIC LEVEL, SERVICES, AND ASSISTIVE TECHNOLOGY

1. Does the student have grade-level academic language and communication skills to access and participate in grade-level curriculum and instruction?

Yes ☐ No ☐

### ANNOTATION

The student's present levels of functioning should indicate whether or not they have the needed language and communication skills to participate effectively in the educational setting.

2. How is the student accessing the grade-level curriculum through direct instruction in their communication mode? When direct instruction does not occur, describe how the curriculum is delivered using the student's language and communication modes.

### ANNOTATION

Describe how the student is accessing the grade level curriculum and instruction, and how it is delivered directly using the student's preferred language and communication mode (i.e. without mediation such as interpreting or captioning). Identify in the IEP the needed supports and related services to meet the student's needs to access the curriculum. The team must ensure that the student's input is documented and considered, if appropriate.

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3. What specially designed instruction and/or accommodations are needed for the student to have equal opportunity to participate and make progress in their educational program?

American Sign Language Interpretation	<input type="checkbox"/>
C-Print	<input type="checkbox"/>
Captioned Media	<input type="checkbox"/>
CART	<input type="checkbox"/>
Cued language transliteration	<input type="checkbox"/>
Deaf-blind Interpreting (tactile or visual)	<input type="checkbox"/>
If Deaf-blind, instruction and access to the educational setting delivered with the support of an Intervener	<input type="checkbox"/>
Direct instruction by a teacher proficient in the language(s) and communication	<input type="checkbox"/>
English Transliteration	<input type="checkbox"/>
Note-taking	<input type="checkbox"/>
Oral interpreting	<input type="checkbox"/>
Other	<input type="checkbox"/>

**ANNOTATION**

Identify all supports needed by this student for participation in their educational program. This information may be used to identify specially designed instruction, appropriate accommodations for instruction, related services, etc., in the IEP. American Sign Language Interpretation and English Transliteration must be provided by qualified interpreters. The team should ensure that the student's input is documented here if appropriate. Please refer to definitions in the Glossary for each listed support.

- 4A. Check the appropriate box(es) in the chart below to indicate observed technology used by the student.

<b>Technology</b>	<b>Sometimes at School</b>	<b>Consistently at School</b>	<b>Sometimes at Home</b>	<b>Consistently at Home</b>
Bone Anchored Hearing Aid (BAHA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Amplification System	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A
Cochlear Implant (CI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Device	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing aid(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing Assistive Technology (HAT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add additional comments on technology use here:				

**ANNOTATION**

Note the frequency of all technology currently being used by the student and staff.

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4B. Amplification technology use in school is monitored through:

Independent monitoring/reporting by the student: Yes ☐ No ☐Hearing technology checks done: Yes ☐ No ☐

Indicate frequency of monitoring and staff title for each type of amplification technology used:

Technology	Frequency (e.g., daily/weekly/monthly) by	(Staff title)	(Back-up staff title)

**ANNOTATION**

Note how all amplification technology currently being used by the student in school will be monitored and by whom. Also discuss whether there are training needs for any staff, family and/or peers and who will provide the training. Any identified training needs should be listed in the IEP.

4C. List any needed supports/trainings for student, family (if desired), staff, and peers in the IEP.

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**ANNOTATION**

Identify any additional elements that need to be addressed in the IEP (e.g., interaction with like peers, impact of progressive diagnoses or capabilities, changing programming, transition, development of adolescent social/emotional needs, placement changes, equity of cultural diversity and identity).

## **GLOSSARY OF TERMS USED IN THE COMMUNICATION PLAN**

**American Sign Language (ASL)** – ASL is a visual language used by people who are deaf and hard of hearing in the United States and Canada. ASL has syntactic (grammar/sign order), phonological (structure and organization of signs), morphological (how signs relate to one another), and semantic (how language structures meaning) rules that are distinct from English.

**American Sign Language Interpretation** – Is the process of a third party (interpreter) facilitating communication between persons who are hearing and persons who are deaf or hard of hearing by providing an interpretation of communication while working between spoken English and American Sign Language. This interpretation must be provided by a qualified interpreter, as defined in the Pennsylvania special education regulations contained in Chapters 14 and 711 of the Pennsylvania Code (see definition below).

**Audition** – The act or sense of hearing.

**Bone Anchored Hearing Aid (BAHA)** - A type of hearing aid which uses bone conduction of sound to deliver better hearing. BAHAs are primarily used for people who have conductive hearing losses and people with single-sided deafness (unilateral hearing loss).

**Captioned Media** – Films, DVDs, online videos, etc. that have the spoken word or the visual intent of the media represented by text displayed on the screen as it is occurring.

**CART** – (Communication Access Realtime Translation) The simultaneous verbatim translation of the spoken word into English text using a stenotype machine, notebook computer and real time software, which displays the text on a laptop computer, monitor or screen. CART service is often provided in classroom settings for a student who is deaf or hard of hearing.

**C-Print** – Provides a text of spoken information that is meaning – for – meaning rather than a verbatim transcription.

**Classroom Amplification Systems** – An environmental amplification system that utilizes a portable speaker system or placing a loudspeaker on one or more walls and/or ceiling. This type of system ensures that that speech signal is evenly distributed throughout the classroom with the end goal of improving the signal to noise ratio for each student in the room.

**Cochlear Implant** - A surgically implanted electronic device that stimulates the auditory nerve through electrodes placed in the cochlea of the inner ear, allowing some people who are deaf or hard of hearing to perceive sounds.

**Cochlear Implant Monitoring** – Follow-up on a continual basis to insure that the cochlear implant is performing correctly and that the child is receiving the intended benefit.

**Communication Device** - A physical object or device used to transmit or receive messages. Communication devices can range from paper and pencil to communication books or boards to apps and devices that produce voice output and/or written output.

**Communication Mode** – How a person expresses and receives communication. Examples include speaking, signing, gesturing, writing, etc. The method of communication being employed in the environment of the deaf or hard of hearing child.

**Cued Language Transliteration** – Is the process of a third party (transliterator) facilitating communication between persons who are hearing and persons who are deaf or hard of hearing by providing a transliteration of the communication by working between spoken English and Cued Speech.

**Cued Speech (Language)** – In this system, children learn to both “see” and “hear” speech and language. They focus on the movements that the mouth makes when one talks. This is combined with (a) eight hand shapes called cues: and (b) four positions around the face, indicating vowel sounds. The hand cues help the child distinguish the sounds that look alike on the lips.

**Deaf-Blind Interpreting** – The act of describing an environment in addition to relaying salient information to and from the deafblind student. This service is delivered in a manner most comfortable to the student and can include visual frame signing, close vision signing, tracking, tactile signing, tactile fingerspelling, or short cut signs.

**Direct Communication** – In the field of deaf education, communication that occurs without an interpreter or transliterator.

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**Direct Instruction** – Instruction delivered, received and reciprocated by the teacher using the primary language of the learner who is Deaf/HH without the need of a third party (interpreter/transliterater) or medium (captioning).

**Effective** – Successful in producing a desired or intended result. This term is related to effective communication and the way that individuals who are deaf and hard of hearing interact in the communication process.

**English Transliteration** – A form of interpreting in which, the language base remains the same (e.g., the transliteration of spoken English to a signed English system or to a form which can be read on the lips). This interpretation must be provided by a qualified interpreter, as defined in the Pennsylvania special education regulations contained in Chapters 14 and 711 of the Pennsylvania Code (see definition below).

**Environmental information** - Sensory information regarding what is happening at a given moment to be able to understand the context. This includes visual, auditory, tactile and olfactory information.

**Gestures** – Movements of any part of the body to express or emphasize an idea, an emotion or a function. Not part of a formal communication system.

**Hearing Aid Monitoring** – Checking the hearing aid on a on-going basis to determine that it is functioning properly.

**Hearing Assistive Technology (HAT)** - Improves the signal-to-noise ratio for a student with hearing loss. Typically, the HAT works in conjunction with a student's personal hearing aid(s) or cochlear implant sound processor(s). There are also classroom HAT systems that may be recommended based on the age of the student and classroom set-up. HAT systems may include: remote microphone technology; frequency modulation (FM) systems; induction systems; infrared systems; special inputs for telephone, television or computers and amplified alarms and signals.

**Intervener** - An individual who is specially trained to provide clear and consistent sensory information to an individual who is deaf-blind. An intervener acts as the eyes and ears of the individual who is deaf-blind, making him or her aware of what is occurring in their environment and attaching language and meaning to all experiences.

**Language** – A system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves.

**Listening and Spoken Language (LSL)** – Using hearing and technology to listen and speak. LSL offers a set of strategies and principles to teach students with hearing loss to develop spoken language through listening.

**Manually Coded English Systems**- Manually Coded English (MCE) systems are made up of signs that are a visual code for spoken English. Many of the signs (hand shapes and hand motions) in MCE are borrowed from [American Sign Language \(ASL\)](#). But unlike ASL, the grammar, word order, and sentence structure of MCE are similar to the English language. Some examples of MCE systems are Signed English, Signing Exact English and Seeing Essential English.

**No formal language**—This describes students who have had such limited access to language that they have not developed formal language. This is not the same as students using a communication device.

**Object/Picture System** - Objects or pictures that are used as symbols for communication by individuals who are not able to communicate using more conventional symbol systems. These objects or pictures bear an obvious and concrete relationship to the visual or tactile properties of the entities that they represent.

**Oral Interpreting** – The art of moving the mouth in order to paraphrase what is being said. Communicates the words of a speaker or group of speakers to an individual by inaudible mouth movements so that they can be read on the lips.



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**Pidgin Signed English**- Pidgin Signed English (PSE) is a combination of American Sign Language (ASL) and English. ASL is a distinct language, and (like most other languages) it does not map perfectly to English. There is no equivalent for many specific words and the syntax is completely different. Culturally Deaf people, signing with each other, usually use ASL, but many people, (frequently deaf or hard of hearing) who learn to sign later in life, after hearing and using spoken English, do not sign strictly in ASL. Instead, they use a mixture of ASL and English that is known as PSE. With PSE, someone might sign most of the English words of a sentence and use approximately the English syntax.

**Qualified Interpreter** – The Pennsylvania special education regulations contained in Chapters 14 and 711 of the Pennsylvania Code state that educational interpreters must achieve a minimum score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned or be a qualified educational interpreter or qualified transliterator pursuant to the Sign Language Interpreter or Transliterator Act, Act 57 of 2004.

**Tactile** – Have or perceived by the sense of touch. The process of giving knowledge by using the sense of touch to understand and share information.

**Tactile Sign Language** – A communication method based on a manual sign language or system in which the receiver's hand(s) is placed lightly upon the hand(s) of the signer to perceive the signs for learners who are deaf-blind

**Touch Cues** - A touch made in a consistent manner directly on the body to communicate with a child.

**Written Language** – May refer to both handwritten and digital communication