

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

**Consideration of Special Factors (from IDEA-04)**

When developing a student'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):**

- American Sign Language     English based Sign System     Spoken Language  
 Written English     Visual Gestural     Other \_\_\_\_\_

What language(s) and/or mode(s) of communication do the parents use with their child? \_\_\_\_\_

Comments: \_\_\_\_\_

**Section 2: Is the student's communication and language proficiency 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?

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

**Section 3: The following supports have been identified and discussed:**

- The ability of teachers, interpreters and other specialists to communicate fluidly with the student and accommodate his/her unique language and communication needs.

Issues considered: \_\_\_\_\_

Action plan, if any: \_\_\_\_\_

- Consider the student's accessibility to all components of the educational process, including the regular education classroom and all other school-sponsored activities (as appropriate), including, e.g. recess, assemblies, field trips, extracurricular activities and athletics. 34 CFR Sec. 300.117 requires each public agency to ensure that each child with a disability participates with nondisabled children in extracurricular services and activities 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.

Issues considered: \_\_\_\_\_  
\_\_\_\_\_

Action plan, if any: \_\_\_\_\_  
\_\_\_\_\_

- Opportunities for direct communication with peers and professional personnel

Issues considered: \_\_\_\_\_  
\_\_\_\_\_

Action plan, if any: \_\_\_\_\_  
\_\_\_\_\_

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

Issues considered: \_\_\_\_\_  
\_\_\_\_\_

Action plan, if any: \_\_\_\_\_  
\_\_\_\_\_

**Section 4: 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 (34CFR Sec. 300.114).

Language, communication, and other issues considered related to LRE: \_\_\_\_\_  
\_\_\_\_\_

Complete action plan on page 12 of the state recommended IEP LRE section

**Section 5: Identify accommodations needed to support student success in accessing the general curriculum on page 11 of the Preschool/Elementary IEP and page 15 of the Secondary IEP.**

Who is responsible for ensuring that supports are provided? \_\_\_\_\_