



CONSIDERATION OF SPECIAL FACTORS WHEN AN INDIANA STUDENT IS DEAF OR HARD OF HEARING

NOTE: The intent of this form is to guide discussion among all members of the IEP team who review a student's needs based on language and communication skills and access. The result of this thoughtful discussion about the student's communication access, social, and instructional needs will be documented and utilized in determining the current performance levels as well as other components of the IEP, including: appropriate, specially designed instruction and IEP goals, and will, as appropriate, result in any necessary action plan to address the student's needs.

Indiana State Board of Education Special Education Rules Title 511 Article 7 511 IAC 7-42-6 developing an individualized education program

- (c) The Case Conference Committee (IEP team) must also consider the following special factors when applicable
- (4) In the case of a student who is deaf or hard of hearing or a student who is deaf-blind, the student's:
- (A) Language and communication needs;
 - (B) Opportunities for direct communications with peers and professional personnel in the student's language and communication mode;
 - (C) Academic level; and
 - (D) Full range of needs; including opportunities for direct instruction in the student's language and communication mode.

Date of this Form: _____

Completed By: _____

Child's Name: _____ Grade: _____

Language(s) Used in the Home Environment (i.e., English, ASL, Spanish, etc.): _____

NOTE: Identify all necessary assistive devices and environmental accommodations necessary to ensure access to and participation in the general education curriculum or required by the student to benefit from necessary specialized instruction.

What assistive technology devices are used by the child? (HA(s), CI(s), DM system, captioning, VP, etc.)

What age did child receive hearing aid(s)? _____ Cochlear implant(s)? _____

Include hours per day devices are used at home: _____ At school: _____

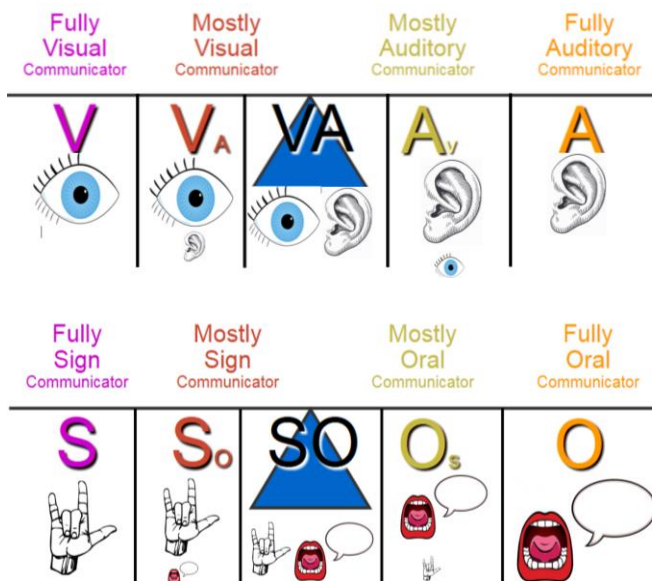
Additional factors impacting communication (e.g. vision, voice, AAC, trach, etc.):

What is needed to increase the proficiency of parents and family members in communicating with the child?

(A) The child's language and communication needs;

Expressive/Receptive Communication Continuum

To fill out the table below, please consider the following definitions/illustrations:



V: Depends on visual information ASL/signs

V_a: Depends on ASL/signs; obtains some benefit from auditory information

VA: Equally depends on and able to use ASL/signs and auditory information via spoken language

Av: Depends on spoken language, sometimes needs sign to clarify spoken language

A: Depends on auditory information via spoken language

S: Uses signs/ASL only

S_o: Uses signs/ASL; some oral communication

SO: Equally able to use sign and oral communication

O_s: Uses oral communication; signs for clarification

O: Uses oral communication only

Please fill out the chart below using the following code(s):

How the student understands: V-fully visual, Va-mostly visual, VA- visual=auditory, Av-mostly auditory, A-fully auditory, not observed

How the student expresses: S-fully sign, So-mostly sign, SO-sign=oral, Os-Mostly oral, O-fully oral, not observed

	How the student understands:	How the student expresses:
In the home with parent(s)/sibling(s):		
In the classroom or childcare setting with teacher(s):		
In the classroom or childcare setting with peer(s):		
In social situations with hearing adult(s):		
In social situations with Deaf adult(s):		
In social situations with hearing peer(s):		
In social situations with deaf peer(s):		

Document any additional communication needs or supports (e.g. pictures, cues, etc.):

(B) Opportunities for direct* communication with peers and professional personnel 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, class note-taker, etc.)

Specify opportunities for direct* instruction. _____

Specify opportunities for direct* communication with peers. _____

Specify opportunities for direct* communication with professional staff and other school/childcare personnel. _____

List strategies for increasing opportunities for direct communication/instruction as needed

(C) Academic level;

NOTE: Considering the mode or modes of communication used by the student, identify all supports needed by this student to participate in the general curriculum and extracurricular activities and benefit from other school services available to all students; this information assists with the development of specialized instruction as well as appropriate accommodations and modifications.

1 a. What supports have been provided to this child previously or currently to acquire the age/grade-level academic skills and concepts included in the general education curriculum?

1 b. What strategies are needed to increase the child's proficiency in language and communication to acquire age/grade-level academic skills and concepts?

2 a. What supports have been provided to this child previously or currently to acquire daily living/functional living skills?

2 b. What strategies are needed to increase the child's proficiency in communication and language development to acquire daily living/functional living skills?

(D) Full range of needs

The IEP team has considered the full range of needs, which is defined as encompassing academic, language, and social needs involving opportunities for direct instruction in the student's language and communication mode as well as incorporated this information in the student's IEP and reviewed annually.

Comments:

Historical record of document review:

School/District	Participants	Review Date Log