**Communication Plan for Student Who is Deaf/Hard of Hearing or Deafblind**

The IEP team has considered each area listed below, and has not denied instructional opportunity based on the amount of the child’s/student’s residual hearing, the ability of the parent(s) to communicate, or the child’s/student’s experience with other communication modes. To the extent appropriate, the input about this child’s/student’s communication and related needs as suggested from adults who are deaf/hard of hearing has been considered. 300.324(a)(2)(IV) 4.03(6)(A)

1. **Language and Communication**
   1. a. The child’s/student’s *primary language* is one or more of the following. Check all that apply.
      - **Receptive**
        - [ ] English
        - [ ] Native language (ASL, Spanish etc), specify ___________________
        - [ ] Combination of several languages
        - [ ] Minimal language skills; no formal primary language

      *Describe:* ___________________

      *Action Plan, if any:* ___________________

   1. b. The child’s/student’s *primary communication mode* is one or more of the following. Supports 300.116(e).
      - **Receptive:**
        - [ ] Auditory
        - [ ] Speechreading
        - [ ] Fingerspelling
        - [ ] Tactile/objects
        - [ ] Home signs
        - [ ] Other, please explain ___________________

        - [ ] American Sign Language
        - [ ] Cued Speech/Cued English
        - [ ] Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)
        - [ ] Picture symbols/pictures/photographs

      *Expressive:* ___________________

      - [ ] Spoken language
      - [ ] Conceptual signs (Pidgin Signed English or Conceptually Accurate Signed English)
      - [ ] Tactile/objects
      - [ ] Cued Speech/Cued English

      - [ ] American Sign Language
      - [ ] Signing Exact English/Signed English
      - [ ] Fingerspelling
      - [ ] Gestures
      - [ ] Home signs
      - [ ] Pictures symbols/pictures/photographs
      - [ ] Other, please explain ___________________

      *Explanation for multiple modes of communication, if necessary:* ___________________

1. c. What supports are needed to increase the proficiency of parents and family members in communicating with the child/student? Parent Counseling Training 300.34(8)(i) and (iii)
   - **Issues considered:** ___________________

      *Action Plan, if any:* ___________________
**COMMUNICATION PLAN FOR STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND**

2. Describe the child's/student's need for deaf/hard of hearing adult role models and peer groups in sufficient numbers of the child's/student's communication mode or language. Document who on the team will be responsible for arranging for adult role model connections and opportunities to interact with peers. *(Section 3. 22-20-108 CRS II) 300.116 Placement Determination*

   **Opportunities considered:** *ECEA proposed 4.03(6)(a)(iii)*

   **Action Plan, if any:**

3. An explanation has been given of all educational options provided by the administrative unit and available for the child/student. *(Placement determination 300.115 and 300.116)*

   **Placements explained:**

   *Describe how the placement options impact the child's communication access and educational progress.*

4. Teachers, interpreters, and other specialists delivering the communication plan to the child/student must have demonstrated proficiency in, and be able to accommodate for, the child's/student's primary communication mode or language. *(ECEA 3.04(1)(f)*

   **Considerations:**

   **Action Plan, if any:**

5. The communication-accessible academic instruction, school services, and extracurricular activities the child/student will receive have been identified. The team will consider the entire school day, daily transition times, and what the child/student needs for full communication access in all activities. *(Considerations 300.324(a)(2)(iv) Communication plan, 300.107 Non-academic settings, 300.101 FAPE:)*

   **Action Plan, if any:**

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1/16/08; July 2012