

Planning Checklist for Self-Advocacy and Instructional Access

Student _____ Grade ____ Date _____ School _____

General Goals for a Student with Acceptable Curricular and Instructional Access

1. Enters school with language skills within one standard deviation of class peers.
2. Uses amplification consistently.
3. Maintains a learning pace typical of peers so that a widening gap in academic performance does not occur.
4. Attains at least one year's growth in academic progress annually.
5. Is able to recognize difficult listening situations and anticipate/respond via use of communication repair, an assertive communication style and self-advocacy skills.
6. Understands that hearing loss is permanent, amplification devices are necessary and why, and has a healthy self-concept as a whole person who just happens to have a hearing loss.
7. Develops and maintains rich social relationships, compensating for the "they talk fast, I can't listen fast" effect of hearing loss with a healthy self-concept and use of communication repair and self-advocacy skills.

The IEP team is **required by IDEA** to consider special factors related to (1) the student's language and communication needs, (2) opportunities for direct communication with peers and professionals in the student's language and communication mode at his academic level, and (3) the full range of needs, including (a) opportunities for direct instruction in the student's language and communication mode and (b) the need for assistive technology devices and services. The information below is provided to aid in this consideration. Some of these accommodations also are applicable to students who do not qualify for specialized instruction but warrant a 504 Plan and/or RTI accommodations.

School team: Consider the following adaptations, (✓) those appropriate to meet this student's needs.

COMMUNICATION ACCESS

Technology

The student with hearing loss has:

1. Appropriate amplification fitting for optimal perception of soft speech (35 dB HL).
2. Increasing responsibility for independently monitoring function of amplification device(s).
3. Appropriate classroom acoustics: maximum 35 dBA unoccupied and 0.6 second reverberation
4. Classroom sound field (sound distribution) system IF student has understanding of words/phrases of 90% or greater in quiet and 80% or greater in noise (+5 dB S/N) per Functional Listening Evaluation or clinical speech perception in noise evaluation (appropriate to use only when reverberation is at 0.6 seconds or less).
5. A personal FM system if student has understanding of words/phrases of less than 90% in quiet and noise (+5 dB S/N).
6. Use of captioned video media, an interpreter/transliterater and/or FM transmitter near video speaker.
7. Full access to computer audio by inputting FM transmitter into auxiliary access port.
8. Full access to school assemblies via use of FM transmitter, captioning, an interpreter/transliterater discussing expected content prior to the school assembly.
9. Full access to daily school announcements via use of FM transmitter by loudspeaker or video speaker, an interpreter/transliterater and/or writing relevant information on white board.

Environmental Adaptations

The classroom teacher:

1. Has a signal system with the student so the student can inform the teacher when difficulties occur.
2. Faces student during all verbal instruction (writes on the white board and then faces class and instructs).
3. Encourages student to (1) close door if hallway noise is interfering with listening, (2) remind teacher if FM transmitter is not in use, (3) request use of FM in small group/social situations, (4) use communication repair requests for clarification to advocate for own understanding needs.
4. Writes page numbers, assignments and other important information on white board prior to its presentation or simultaneous to presenting the information.
5. Routinely provides extra repetition of key, important, or new concept material beyond what most students in the classroom would require to understand the information.
6. Explains idioms and multiple meaning words as they spontaneously occur in the classroom environment.
7. Uses visual phonics support for access to early literacy instruction.
8. Ensures that student is able to effectively access audio books through hearing technology.
9. Repeats, restates, summarizes comments during classroom discussion; passes FM or classroom sound distribution microphone for student use; calls on students by name; allows only one person to speak at a time.

10. Allows the student's group to use the FM transmitter and/or to move out of the classroom to a place without competing conversation (e.g., hallway, library).
11. Encourages use of buddy system for alerting student to changing activities, directions or for simple one-on-one repetition if student is not able to access 90% or more of verbal instruction while using appropriate hearing technology (K-3, with dependence decreasing as communication repair and self-advocacy skills are integrated into student's communication).
12. Supports use of a class notetaker or captioning of classroom instruction if student is not able to access 90% or more of verbal instruction while using appropriate hearing technology (grade 4 and above).
13. Supports use of oral interpreter to provide guidance, reinforce classroom directives, provide one-on-one support if student is not able to access 75-80% of verbal instruction while using appropriate hearing technology and provides opportunities for successful peer-to-peer communication (encourages communication repair, self-advocacy, pragmatic social skills).
14. Supports use of sign language interpreter or cued speech transliterator to provide full access to classroom communication if student is not able to access at least 70-75% of verbal instruction while using appropriate hearing technology and provides opportunities for successful peer-to-peer communication (encourages communication repair, self-advocacy, pragmatic socialization skills, sign/cue clubs).

COMMUNICATION INTERACTION GOALS The student with hearing loss will:

1. Exhibit stage four conversational skill development.
2. Use effective communication repair skills when communication breakdown occurs due to not being understood or to not being able to understand the teacher, peers and others (skill use in role play, small group, classroom).
3. Use an assertive style of communication.
4. Understand and implement the rules of conversation.
5. Understand age-appropriate language related to directions.
6. Understand multiple meaning words typical of peers.
7. Understand idiomatic expressions typical of peers.
8. Be knowledgeable of the situations or conditions in which hearing problems can occur, what the effect is on functional listening and is prepared to advocate for full access to information in problematic situations.
9. Be able to respond appropriately and confidently if asked about hearing loss and hearing technology.
10. Improve listening in noise capability via the systematic practice of hierarchy of auditory skills (i.e., auditory: memory, closure, analysis, blending, figure ground, tracking, and comprehension).

ADDITIONAL SUPPORTS The deaf/hard of hearing specialist will:

1. In-service school staff date: _____ regarding student listening abilities, communication and access needs.
2. Perform classroom observation once a year to identify access, communication and classroom management issues present in new classroom.
3. Monitor classroom function at least 2-3 times per year (October, January, May) (e.g., Screening Instrument For Targeting Educational Risk (SIFTER) for preschool, school-age, secondary).
4. Provide guidance to ensure adult involvement in daily hearing technology listening check as appropriate to student age and level of independence.
5. Ensure that an annual hearing evaluation to monitor change in hearing ability, speech perception or hearing technology needs is completed, and share resulting information with pertinent school staff.
6. Ensure appropriate fitting of FM devices to ensure transparency and to identify optimal speech perception skills.
7. Ensure that biannual electroacoustic evaluation of hearing aids occurs to maintain appropriate amplification function for perception of speech.
8. Support student in identifying school situations in which listening and understanding are difficult (administration of the Listening Inventory For Education (LIFE) Student Appraisal), beginning at approximately age 8, and in using this information to discuss effectiveness of access accommodations with teacher.
9. Support the student's successful socialization (e.g., attention to pragmatics, socialization skill, social groups).
10. Support or provide a means of linkage to other students with hearing loss for emotional support and interactive learning about topics relevant to having hearing loss, especially if student is the only individual in school using hearing technology.

ADDITIONAL ADAPTATIONS FOR THIS STUDENT:
