

Virginia Communication Plan for a Student Who Is Deaf or Hard of Hearing

Student Name: _____

Date: _____

IDEA 2004, § (14 9d) (3) (B) (iv) Development, review, and revision of IEP.

(2) Consideration of special factors. The IEP Team must –

(iv) 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 communications 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;

The IEP team has considered each item below:

I. . . . the child's language and communication needs,

1. The student's language includes one or more of the following (check all that apply):

Primary Language Used	Instructional		Conversational	
	Receptive	Expressive	Receptive	Expressive
English				
American Sign Language				
Other Language: _____				
Emerging Language (state in columns)				
No formal language established				

2. The student uses one or more of the following to communicate (check all that apply):

Communication Used	Instructional		Conversational	
	Receptive	Expressive	Receptive	Expressive
Auditory/Oral				
Auditory/Verbal				
Cued Speech				
Speechreading				
Gestures				
Fingerspelling				
Sign Language				
American Sign Language (ASL)				
Contact Varieties Sign Language (Pidgin)				
Conceptually Accurate Signed English				
Signed English				
Signing Exact English (SEE)				
Tactile Signing				
Augmentative Communication (specify)				

Other, please explain _____

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3. What assistive technology devices are used by the student? (hearing aids, cochlear implant, FM system, etc.)

How consistently are devices used?

4. What language(s) and mode(s) of communication do the parents and family members use with the student?

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

II. . . . opportunities for direct* communications with peers and professional personnel. . . including opportunities for direct instruction 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, captioner).*

The IEP team has considered opportunities for direct communication which may be provided by the school and/or family:

1. Opportunities for direct* instruction.

Describe opportunities:

2. Opportunities for direct* communication with peers.

Describe opportunities:

3. Opportunities for direct* communication with professional staff and other school personnel.

Describe opportunities:

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

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III. . . . academic level,

1. Does the student have the communication and language necessary to acquire the grade-level academic skills and concepts included in the general education curriculum?

Yes: What supports are needed to continue proficiency in grade-level academic skills and concepts?

No: What supports are needed to increase the student's proficiency in language and communication to acquire grade-level academic skills and concepts?

2. Does the student have the communication and language necessary to acquire daily living/functional living skills?

Yes: What supports are needed to continue proficiency in the acquisition of daily living/functional living skills?

No: What supports are needed to increase the student's proficiency in communication and language development to acquire daily living/functional living skills?

IV. . . . full range of needs,

The IEP team has considered the full range of needs.

Comments (optional):

This document was prepared by:

Name	Signature	Title	Date

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