

Communication Plan

Student:

DOB:

School:

Grade:

Primary Area of Eligibility:

Hearing Age: _____

Secondary Area(s) of Eligibility (if applicable):

Date Communication Plan Was Completed: / /

I. CONSIDER THE STUDENT'S LANGUAGE AND COMMUNICATION

1. The student's language (i.e. English, Spanish) is one or more of the following (check all that apply and enter languages used):

Receptive	Expressive	
<input type="checkbox"/>	<input type="checkbox"/>	No emerging language
<input type="checkbox"/>	<input type="checkbox"/>	Spoken language
<input type="checkbox"/>	<input type="checkbox"/>	Sign language

2. The student's primary method(s) to access and use language is one or more of the following (check all that apply):

Receptive	Expressive	
<input type="checkbox"/>	<input type="checkbox"/>	Auditory-oral methods (spoken language)
<input type="checkbox"/>	<input type="checkbox"/>	American Sign Language (ASL)
<input type="checkbox"/>	<input type="checkbox"/>	Signed supported speech (sign supporting spoken English)
<input type="checkbox"/>	<input type="checkbox"/>	Bilingual, bimodal ASL and-English
<input type="checkbox"/>	<input type="checkbox"/>	English sign system
<input type="checkbox"/>	<input type="checkbox"/>	Gestures or /home signs
<input type="checkbox"/>	<input type="checkbox"/>	Tactile sign language
<input type="checkbox"/>	<input type="checkbox"/>	Cued speech
<input type="checkbox"/>	<input type="checkbox"/>	Print or braille
<input type="checkbox"/>	<input type="checkbox"/>	Assistive technology (AT) – communication devices or systems
<input type="checkbox"/>	<input type="checkbox"/>	Emerging language or no formal language established
<input type="checkbox"/>	<input type="checkbox"/>	Tangible symbol system

3. How do the parents currently communicate with the student? Describe language(s) and communication modes the parents use with the student. Document how information about communication with family was gathered.
4. What (if any) language and communication development services is the student receiving outside of the school?
5. Describe the student's receptive and expressive language(s) communication skills based on formal and informal language and communication assessment results (e.g., phonics and phonemic awareness, vocabulary, comprehension, fluency, morphology, grammar, pragmatics, sign language literacy).

6. What (if any) other factors influence language and communication development, such as physical, cognitive, social-emotional, medical diagnosis, or additional identified exceptionalities?
7. Describe information to be shared with the family to support effective communication and language development within the home environment.

II. CONSIDERATIONS FOR ACCOMMODATIONS AND ASSISTIVE TECHNOLOGY

In this section, using the results of auditory assessments and evaluations, a functional listening evaluation (FLE) in educational environments, assistive technology assessments, current use of accommodations and assistive technologies to access the curriculum and participate in classroom and school activities, determine the accommodations and assistive technologies required to increase and maintain proficiency in meeting state standards.

1. Consider auditory access – what does the student currently use and what supports are required?
 - No amplification
 - Personal amplification
 - Personally owned hearing aid(s)
 - School-provided hearing aid(s)
 - Hearing implant(s) (cochlear implant, bone anchored implant, etc.)
 - Assistive listening device
 - Personally owned device
 - School-provided FM system or auditory trainer
 - School-provided soundfield system
2. Is the amplification or assistive technology device used consistently?
 - Yes
 - No

Explain how amplification is monitored.

 - Daily hearing technology checks by school staff
 - Independent monitoring by the student
3. Describe the student’s skill level and level of independence in their use of amplification or hearing assistive technology devices and any actions needed (e.g., monitoring, training) for the student and staff to ensure the student’s effective use of their accommodations.
4. Consider visual access what does the student currently use and what supports are required? Refer to the student’s present level of reading and writing skills when considering written visual supports.
 - None (skip to Section III)
 - Preferential or flexible seating
 - Limit visual obstructions and ensure line of sight
 - Copies of text and work materials
 - Captioned media
 - Alternative or AT communication devices (specify)
 - Other, please describe:

5. Consider service provider accommodations. Describe the student's skill in utilizing support and any actions needed (e.g., monitoring, training) for the student and staff to ensure the student's effective use of their accommodations.
 - Note taker
 - Sign language interpreter or transliterator
 - Intervener
 - Captioning services (CART, C-Print, Typewell)
 - Other service provider:

6. Consider tactile access – Describe the student's skill in utilizing tactile access accommodations.

7. Consider safety and environmental access – Describe the site's provision of access or utilization of:
 - Videophones
 - Visual alerts and alarms
 - Tactile alerts
 - Other, please describe:

8. Consider communication and learning accommodations – Describe any other assistive technologies or accommodations which provide access or equitable participation for the student.

III. CONSIDER ACADEMIC LEVEL AND READINESS TO ENGAGE IN THE CURRICULUM

1. What supports are needed to **increase** the student's proficiency in his her language and communication to acquire grade-level academic skills and concepts of the general education curriculum?

2. Is the student on grade-level for reading? Yes No
 If no, what is the student's independent reading and fluency level?
 What action is needed to ensure access to content at the student's independent reading and fluency level?

3. Is the student on grade-level for writing? Yes No
 If no, what is the student's independent writing level?

4. Is the student able to participate in classroom activities, raise their hand, engage in lessons, etc.?

5. What accommodations (if any) are needed to allow the student to fully participate in reading and writing activities in the classroom?

IV. CONSIDER OPPORTUNITIES FOR DIRECT COMMUNICATION WITH PEERS AND PROFESSIONAL PERSONNEL AND OPPORTUNITIES FOR INSTRUCTION IN THE STUDENT’S LANGUAGE AND COMMUNICATION NEEDS (Definition of “direct communication”: Direct language, communication and instruction occurs person to person, not through an additional source [e.g., educational interpreter, captioner].)

1. Describe how the student communicates with peers and opportunities for **direct** communication with peers (hearing and other deaf or hard of hearing peers).
2. Describe how the student communicates with adults in the school environment and opportunities for **direct** communication with professional staff and other school personnel.
3. Describe opportunities for **direct** instruction; describe how the curriculum is delivered through direct instruction using the language and communication methods identified in Section I and through the use of qualified support staff.
4. If staff are not currently available at the school site or do not have the qualifications to provide direct language and communication instruction identified in Section I, describe the actions to provide qualified staff or place the student in the environment most conducive for language development and educational success.

V. CONSIDERATIONS REQUIRING THE FULL RANGE OF NEEDS

Title 34, Code of Federal Regulations (CFR) section 300.117, requires accessibility to all components of the educational process, including school-sponsored activities (e.g., related services, assemblies, field trips, extracurricular activities, athletics).

1. What services or accommodations are needed to allow for communication access to all educational components of the school (regular education classes, related services, etc.)?
2. What services or accommodations are needed to allow for communication access to all other components of school activities (school counselors, recess, lunch, assemblies, extracurricular activities, etc.)?