

IEP PLANNING GUIDE FOR STUDENTS WITH HEARING LOSS

Student: _____ Grade: _____

School: _____ IEP Due Date: _____

When discussing the development of an IEP for a student with hearing loss, the following areas should be considered *in addition* to traditional domains (academic, speech-language, motor, transition, etc.):

- **Speech Audibility:** Under typical classroom conditions, how does the student understand speech in noisy and quiet situations? What accommodations, technology and/or supports does he need to access instruction?
- **Speech Perception and Listening Skills:** What is the student's range of speech perception under typical classroom listening conditions? What is her level of listening skill development and how does each deficit area impact her academic achievement?
- **Self-Concept:** How would you rate the student's self-concept? Does he admit to having a hearing loss and can he explain its impact on social situations? What are peer relationships like? For example, is the student passive or assertive in getting his needs met?
- **Self-Advocacy:** Can the student maintain her amplification adequately? Does she transfer the transmitter as needed? Does he use the FM or aid consistently? Can she answer questions about its use? Can she describe her needs for accommodations and strategies she can use to address his hearing needs? Does she seat herself appropriately? Does she use mediated communication services effectively (interpreter, transliterator, notetaker, captionist, etc.)?
- **Social and Communicational Competence:** Does the student demonstrate pride in accomplishments? Know how to handle defeat, disciplinary action, negative comments, bullying? Establish friendships? Initiate conversations? Maintain topics? Give-and-take in conversation?
- **Communication Repair:** Does the student recognize when he is missing information? Ask for repetition or clarification when he doesn't understand? Clarify communication? How does the student's level of skill development in this area impact achievement?
- **Access to Instruction:** How does the student handle questions posed by the teacher during typical instruction? Does she understand various forms of figurative language, including idiomatic expressions used in conversation, instruction and in grade-level reading materials? Can she follow multi-part directions in both oral and written formats? Does she comprehend the print posted in the classroom and school environment? Can she comprehend grade-level texts adequately enough to access critical content? Is she able to fully participate in classroom rituals and routines? Can she demonstrate knowledge using typical testing procedures?
- **Additional Considerations (Please note:** The IEP team is required by IDEA to consider special factors related to the child's language and communication needs, ensuring that the student be provided with opportunities for direct communication with peers and professionals and instruction in his or her communication mode at his or her language and academic level. The need for assistive technology devices and services must also be considered in this context):

Kathleen A. Arnoldi, 2011