

MEDIATED COMMUNICATION: STUDENT READINESS CHECKLIST

STUDENT: _____ AGE: _____ DATE: _____

TEAM MEMBERS: _____

SERVICE UNDER CONSIDERATION: _____

The purpose of this checklist is to aid the IEP Team in discussing and determining the student's potential for using communication-supporting services (e.g., sign language interpreter/transliterater, notetaker or captioner) and developing an IEP which will support skills development.

Key: R = Requisite skills present E = Emerging skills N = Requisite skills absent NA = Not applicable

Skill Area	Skill	Level of Proficiency
Self-Advocacy	Student is able to indicate when he doesn't understand.	
	Student can ask for repetition or clarification as needed.	
	Student can determine if he did not understand the content due to the way it was delivered.	
	Student can convey how he would like the message delivered (e.g., ASL or PSE; verbatim or modified notes or captions).	
	Student can determine where the service provider should stand or sit to support optimal use.	
	Student understands how to use the provided services appropriately.	
Cognitive and Language Development	Student has the reading (notetaking or captioning), receptive signing (sign language interpreting), or cueing (transliterater) ability necessary to access the service to the level needed for adequate communication access.	
	Student understands fingerspelling adequately enough to comprehend new vocabulary for which there may not be a sign.	
	Student has a strong content-related vocabulary.	
	Student has adequate problem-solving abilities.	
Social/Behavioral	Student maintains attention to the service deliverer.	
	Student can take in other visual information in the classroom and return attention to service provider.	
	Student understands the consequences of inattentiveness to service provider.	
	Student can use service to convey thoughts and ideas.	
	Student participates readily in classroom discussions via the service provider.	
	Student understands his need for mediated communication.	
Sensory	Student uses amplification to support comprehension.	
	Student's vision is adequate to access services.	
Service Utilization	Student understands the dynamics of third-party communication (e.g., who is actually sending the message, etc., who can provide clarification on content, etc.).	
	Student is able to indicate preference for a service provider appropriately (e.g., politely and with an acceptable rationale).	
	Student can transfer service utilization skills from one service provider to another.	
	Student can handle the lag time academically and behaviorally.	

Which type of situations does the student appear to require mediated communication services?

What academic information indicates the student needs mediated services?

Student's utilization strengths:

Areas of concern:

Discussion outcome:

Resources Used:

www.ClassroomInterpreting.org

Huff, C. (2010). Determining a student's readiness to successfully use interpreting services. *Odyssey*, 30-34.

Age Range: Grade 4+

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