I. Language and communication needs

1. The student’s current primary **LANGUAGE** is one or more of the following (check all that apply):
   - [ ] American Sign Language
   - [ ] Signed language other than ASL
   - [ ] Other: ________________________________
   - [ ] Spoken language other than English
   - [ ] Spoken English

2. The student’s current primary **COMMUNICATION MODE** is one or more of the following (check all that apply):
   - **Receptive:**
     - [ ] American Sign Language
     - [ ] Auditory/Oral
     - [ ] Cued Language
     - [ ] Finger spelling
     - [ ] Touch Cues
     - [ ] Gestures
     - [ ] Signed English
     - [ ] Tactile sign language
     - [ ] Object/Picture System
     - [ ] Other, please explain: ________________________________
   - **Expressive:**
     - [ ] American Sign Language
     - [ ] Cued Language
     - [ ] Finger spelling
     - [ ] Touch Cues
     - [ ] Gestures
     - [ ] Oral/Spoken English
     - [ ] Signed English
     - [ ] Tactile sign language
     - [ ] Object/Picture System
     - [ ] Other, please explain: ________________________________

3. Is the language and/or mode of communication the student using adequate with his/her family/caregivers?

4. Is the language and/or mode of communication the student using adequate with his/her peers?

5. If deafblind, does the mode of communication provide access to visual and environmental information?
II. Opportunities for direct communication

1. Describe opportunities for direct communication with peers that are to be addressed in the IEP:

2. Describe the opportunities for direct communication with professional staff and other school personnel that are to be addressed in the IEP:

3. Describe opportunities for direct instruction in the student’s language and communication mode that are to be addressed in the IEP:

III. Academic level, assistive technology, devices and services

What language and communication supports are needed for the student to participate and make progress in the general education curriculum?

- General education curriculum delivered directly by a teacher proficient in the language(s) and communication modality(s) identified in Part I questions 1 and 2.

- General education curriculum delivered through use of qualified interpreter and/or intervener (if deafblind):
  - American Sign Language Interpretation
  - English Transliteration
  - Oral Interpreting
  - Cued Language Transliteration
  - Deafblind Interpreting (tactile or visual)
  - Intervener
  - Other: ___________________________

- Assistive devices/services have been considered:
  - Captioned media
  - CART
  - C-Print
  - FM System
  - Hearing aid/Cochlear Implant monitoring
  - Note taking
  - Sound field system
  - Communication device
  - Other

Are the language and communication supports adequate to meet the student’s needs?
COMMUNICATION PLAN FOR A CHILD WHO IS DEAF OR HARD OF HEARING

Student’s Name:

IV. Full range of needs

☐ The IEP team has addressed the full range of needs (e.g. social, emotional, cultural) for this student, including:

Adapted from “Communication Considerations for Students who are Deaf or Hard of Hearing,” New Mexico, and from “IEP Communication Plan for Student Who Is Deaf or Hard of Hearing,” Iowa and Colorado.

For help in understanding this form, an annotated Communication Plan for a Child Who Is Deaf or Hard of Hearing is available on the PaTTAN website at www.pattan.net. Type “Annotated Forms” in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.