IEP Checklist: (DHH)

Date which IEP due:_____

Date which RR is due:_____

Scheduled Date & Time of IEP meeting:_____

INVITES:	Person, method of invite, date and response (email, letter, phone call)	RSVP (yes or No)
Send Invitation to <mark>parent</mark> (and student if 14 yrs or older) *New Invite	Parent	
<mark>LEA</mark>		
<mark>Regular Education teacher (s)</mark>		
<mark>Special Education Teacher</mark>		
<mark>A person to interpret the data (This CAN BE a Special Ed, Gen Ed. Or LEA)</mark>		
Outside Agency		
Transition Coordinator		
OVR		
OT/PT/SLP/Other		

<mark>Highlighted persons MUST be invited and attend..legally</mark>

ASSESSMENTS: ACADEMIC ACHIEVMENT (Look at attachment) http://www.pdesas.org/module/assessment/pages/About/	Test Name or Check that you have this completed	Updated annually?
Formative:		
Summative:		
Benchmark:		
Diagnostic:		

Deaf HH Assessments: **FUNCTIONAL SKILLS** **(Karen Anderson book)** http://successforkiswithhearingloss.com & Expanded Core Curriculum for Students Who are Deaf and HH.		Check or name the assessment used
Self-Determination and Self-Advocacy Skills	Checklist, Informal inventory of Independence and Self-Advocacy Skills for Deaf/Hard of Hearing Students, SAID, SEAM, (KIP) Knowledge is Power	
Audiology	Understanding hearing loss, Amplification management, environmental management, CHILD, Functional Listening Evaluation (FLE)	
Speech Perception and Listening Skills	Functional Listening Evaluation, Speech Perception Breakdown, ADLR, Wepman's Auditory Discrimination Test, Checklist of Auditory Skills for Classroom Success, Listening Development Profile,	
Access to Instruction	ATCAT (all versions), classroom observation, SIFTER, LIFE-R, CHAPS, CHILD	
Social and Communicational Competence	Observation of Social Interactions, Social Interaction Checklist, Minnesota Social Skills Checklist for students who are Deaf and HH, Tracking Development of Conversational Competence, Home Communication Styles, Ling 6 Sound Test	
Speech Reading**	Craig Lipreading, ADLR, other	
Educational Functional Listening Assessment Functional Skills for Educational Success	Discrimination, following directions, distance, close, with and without background noise, etc) Speech Perception Breakdown, Speech Audibility Audiogram for Classroom Listening, Checklist of Auditory Skills for Classroom Success, Listening Development Profile, Concept Development skills, Comprehension, Study and Organizational Skills, Boehm Basic Concept Scale 3-Expressive and Receptive, Brigance Diagnostic Inventory of Essential Skills, LIFE	
Social Emotional Skills	SAC, SAC-A, SOAC-A, Guide to Assessment of Self-Concept, Children's Peer Relationship Scale, The Secondary School Survey, Child Behavior Checklist, Considerations for Activities to Support Psychosocial Scale, BASC-2	
Communication	SCRIPT, Communication Breakdown Worksheet, Arizona Articulation Proficiency Scale, ASSET (Assessing Semantic Skills Thru Everyday Themes, Assessment of Auditory Functioning of Deafblind Multihandicapped Children,	
Family Education	CHILD, ABEL	
Career Education (If UNDER age 14) (if age 14 and older)	Career awareness, Career Exploration, Career preparation, Career Assimilation	

Technology	AT evaluation, use of appropriate technology	

**May or May not be assessable

COLLECTED INPUT: (Look at Mapping guide)	YES/NO	Tool or Survey Used	Date of Tool/Survey
Parent			
General Ed Teachers (All)			
Student			
Special Education Teacher			
Transition			
Outside agency			
Other			

Present Ed Levels (look at IEP worksheet & IEP Review Checklist)	Yes/No	Notes:
Does the Present Level of Academic Achievement have all 4 assessment types? (Formative, Summative, Diagnostic and Benchmarks) Are they sectioned by topic?		
Does PLAAFP Read like a narrative?		

Students name, age, grade, graduation date, disability, current placement and school, related services like OT.PT, SLP, post-secondary goals?		
Have you included baseline information on current goals, and have you reported progress on goals?		
Have you specifically addressed transition in the areas of Employment, Independent Living, and Post-Secondary Ed? Are they Bulleted?		
Name, date of transition assessment, interpreted results of inventory and are these updated annually?		http://pepnet.org http://www.secondarytransition.org http://clerccenter2.gallaudet.edu/products/?id=216 http://www.deaftec.org/ http://education.state.mn.us?MDE/EdExc/SpecEdClass/DisabCateg/HardHear/ http://bit.ly/1ANGDco http://community.cec.sped.org/DCDD/home\ http://www.handsandvoicespa.org
Have you addressed Strengths and Weaknesses and how their disability will affect them in the general education classroom?		
How does functional Performance impact future goals? Where are the gaps?		
Is there useful parent information? Does input reflect strengths and weakness?		
How does the information given in Present Levels		

impact the student's ability to be successful in the curriculum?		

GOALS: **(Look at the Rubric)**	Condition	Student Name	Behavior	Criteria	How Assessed	When reported
1						
2						
3						
4						

Transition Grid **(Look at Planning for Future Checklist) OR (Michigan DOE-Sec. Transition Guide, TAGG:Transition Assessement)**	Goal	MAG	Service (MAG Related)**	At LEAST ONE activity?	CURRENT Course of study?
Post-Secondary					
Employment					
Independent Living					

*If any of these are NOT addressed is there a statement in the PLAAFP to state WHY it is not addressed?

Weaknesses:	Addressed as a goal	Addressed as an SDI	Addressed as a related service

M.Bilinsky 2015

(Are they aligned throughout the IEP? (See Alignment Sheet)			

DOUBLE CHECK WITH "DID YOU CHECKLIST"

COMMUNICATION PLAN: Is this referenced in the IEP/Present Levels?		

Has the Parent signed:	YES/NO/not applicable
IEP signature page?	YES/NO/not applicable
Procedural Safeguards page?	YES/NO/not applicable
NOREP	YES/NO/not applicable
Invite	YES/NO/not applicable
RR (if applicable)	YES/NO/not applicable
PTRE (if applicable)	YES/NO/not applicable
Medical Assistance	YES/NO/not applicable

Copy and send originals to District Office?	YES/NO
Copy to parent?	YES/NO
SDI review and signed off by Gen Ed teacher?	YES/NO

IEP Review Checklist
Present Levels of Academic Achievement and Functional Performance

Teacher Name_____   Date_____

Reviewer: ☐ Self   ☐Supervisor   ☐Other

1. Do Present Levels of Academic Achievement identify skills and skill deficits that were determined using age appropriate assessments?			
In Present Levels of Academic Achievement:	**YES**	**NO**	**Evidence**
A. Are age appropriate academic assessments conducted and documented?	☐	☐	
B. Are there at least 3 different types of assessment (summative, formative, benchmark, diagnostic)?	☐	☐	
C. Is assessment data interpreted and explained in parent-friendly terms?	☐	☐	
D. Do assessment results identify student performance in comparison to grade level expectations?	☐	☐	
E. Do assessment results identify specific skills as strengths or needs?	☐	☐	
F. Is there baseline data to support measurable annual goals and/or specially designed instruction?	☐	☐	
G. Is there evidence that assessments are updated each year?	☐	☐	
COMMENTS:			

2. Do Present Levels of Functional Performance identify skills and skill deficits that were determined using age appropriate assessments?			
In Present Levels of Functional Performance:	**YES**	**NO**	**Evidence**
A. Are age appropriate functional skill assessments conducted and documented?	☐	☐	
B. Are multiple types of assessments identified?	☐	☐	
C. Is assessment data interpreted and explained in parent-friendly terms?	☐	☐	
D. Do assessment results identify specific skills as strengths or needs?	☐	☐	
D. Is there baseline data to support measurable annual goals and/or specially designed instruction?	☐	☐	
E. Is there evidence that assessments are updated each year?	☐	☐	

COMMENTS:

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3. Do Present levels related to postsecondary transition identify goals that were determined using age appropriate assessments?			
In Present Levels related to current post-secondary transition goals:	**YES**	**NO**	**Evidence**
A. Are age appropriate transition assessments conducted and documented?	☐	☐	
B. Is assessment data interpreted and explained in parent-friendly terms?	☐	☐	
C. Is each goal area (post-secondary education, employment and independent living) addressed?	☐	☐	
D. Is agency involvement addressed?	☐	☐	
E. Is there data to support post-secondary goals?	☐	☐	
F. Is there evidence that assessments are updated each year?	☐	☐	
COMMENTS:			

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4. Has parent input been obtained and documented?			
In Parental concerns for enhancing the education of the student:	**YES**	**NO**	**Evidence**
A. Is parent input sought regarding the student's strengths and needs?	☐	☐	
B. Is parent input summarized?	☐	☐	
COMMENTS:			

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5. Has it been documented how the student's disability affects their progress in the general education curriculum?			
In how does the student's disability affect involvement and progress in the general education curriculum:	**YES**	**NO**	**Evidence**

	YES	NO	
A. Is it clearly explained how the student accesses the general education curriculum?	☐	☐	
B. Is it clearly explained the barriers that prevent the student from being successful in the general education curriculum?	☐	☐	
C. Are solutions identified that could assist the student in overcoming the barriers?	☐	☐	
COMMENTS:			

6. Are student strengths identified?			
In Strengths:	**YES**	**NO**	**Evidence**
A. Are specific skills identified as strengths?	☐	☐	
B. Is there data in a previous section of Present Levels to support these skills as being strengths?	☐	☐	
C. Were all sources of data (including parent input) considered when identifying strengths?	☐	☐	
COMMENTS:			

7. Are student needs identified and prioritized?			
In Academic, developmental and functional needs related to the student's disability:	**YES**	**NO**	**Evidence**
A. Are specific needs identified as skill deficits?	☐	☐	
B. Is there data in a previous section of Present Levels to support each skill as being a need?	☐	☐	
C. Is each skill deficit addressed in some way in other sections of the IEP? (MAG, SDI, Related service, Transition Activity)	☐	☐	
COMMENTS:			

Did You? Checklist

Invitations to the IEP meeting:
- ☐ Invite the student to the IEP.
- ☐ Invite agency representative if appropriate.
- ☐ Invite Career Tech representative if enrolled or considering enrollment.

In the Present Levels (PLAAFP) of the IEP:
- ☐ Include an introductory paragraph that contains information on disability, current program and services being provided, modifications, level of independence and future goals related to education, employment, and independent living.
- ☐ Clear, understandable, and useful data in PLAAFP.
- ☐ Statement in academic and functional levels tying information provided to future goals

Under the Post-secondary Transition bullet of PLAAFP:
- ☐ Name and date the transition assessment(s) used to provide information on interests, preferences, and post-secondary goals.
- ☐ Include detailed results of the transition assessment(s).
- ☐ Include post secondary goals written to occur after high school.
    - ☐ Education: _____
    - ☐ Employment: _____
    - ☐ Independent Living: _____
- ☐ Include information on **AGENCY** contacts.

In the Transition Grid:
- ☐ List current courses by name under **EACH** post-secondary goal.
- ☐ List at least one **SERVICE linked to a Measurable Annual Goal** under each post-secondary goal
    - ☐ Education: _____
    - ☐ Employment: _____
    - ☐ Independent Living: _____
- ☐ List a minimal of one **ACTIVITY** (BEST practice 3-5) under each post-secondary goal.
    - ☐ Education: _____
    - ☐ Employment: _____
    - ☐ Independent Living: _____
    - ☐
- ☐ Career and Tech Education (CTE) Information:
    - ☐ If the student is taking a course at the CTE school, list the course under Employment
    - ☐ The post secondary employment goal needs to include the Career field the student is studying such as "competitive employment in the field of cosmetology"

- ☐ **All Measurable Annual Goals contain**:
    - ☐ Condition
    - ☐ Name
    - ☐ Clear behavior
    - ☐ Performance Criteria
        - ☐ Performance level (how well?)
        - ☐ Schedule of evaluation (how often will progress be assessed?)
        - ☐ Number of times to mastery (how consistently?)   *2011*

Writing a Clear Measurable Annual Goal

Topic: (Circle one)	Audiology	Technology	Self Determination & Advocacy	Social Emotional	Communication	Family Education	Functional Skills For Educational Success	Career Education

Skill:

Knowledge Taxonomy (Circle one)	Awareness	Comprehension	Application	Analysis	Synthesis	Evaluation

Condition	Observable Behavior	Baseline Data	Criteria	Consistency of task	How goal will monitored and How often

Communication Plan for a Child
Who Is Deaf or Hard of Hearing

ANNOTATION:
The primary purpose of the Communication Plan is to establish discussion among all IEP team members who review the student's needs based on communication skills and access. The result of this discussion should be used to identify the student's present educational levels as well as to complete other sections of the IEP, including appropriate specially designed instruction and IEP goals.

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   ☐ Spoken language other than   English
   ☐ Signed language other than ASL   ☐ Spoken English
   ☐ Other_____

ANNOTATION:
The primary language to be checked is the language most frequently used across settings by the student (i.e., classroom, extracurricular events, home). Other refers to any foreign language either spoken or signed. This information should inform the school team regarding the student's preferred method for learning.

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2. The student's current primary **COMMUNICATION MODE** is one or more of the following (check all that apply):

Receptive: Expressive:

  ☐ American Sign Language   ☐ American Sign Language
  ☐ Auditory/Oral   ☐ Cued Language
  ☐ Cued Language   ☐ Finger spelling
  ☐ Finger spelling   ☐ Touch Cues
  ☐ Touch Cues   ☐ Gestures
  ☐ Gestures   ☐ Oral/Spoken English
  ☐ Signed English   ☐ Signed English
  ☐ Tactile sign language   ☐ Tactile Sign Language
  ☐ Object/Picture System   ☐ Object/Picture System
  ☐ Other, please explain: ☐ Other, please explain
  _____   _____

ANNOTATION:
Communication modes checked are to be those modes that are most frequently used and preferred by the student to receive communication and express ideas across settings (i.e., classroom, extracurricular events, home). This may be different for receptive and expressive preferences. A glossary of these modalities can be found

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attached to this document. This information should inform the school team regarding the student's preferred method for learning.

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

_____

_____

ANNOTATION:
Identify the mode(s) used and describe the effectiveness of communication experienced between the student and family members. This must address the preferred communication mode by the student and the family. If the current mode(s) is not effective, the team should consider whether to develop goals to improve the student's effective communication with his/her family during this IEP.

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

_____

_____

ANNOTATION:
Identify the mode(s) used and describe the effectiveness of communication experienced between the student and his/her peers. This must address the preferred communication mode of the student and peers. If the current mode(s) is not effective, the team should consider whether to develop goals to improve the students effective communication with his/her peers during this IEP.

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

_____

_____

ANNOTATION:
For those students who have both a visual impairment and a hearing loss, identify the mode(s) used and describe how it provides access to visual and environmental information. This must address the mode of communication used for instruction. If the current mode is not effective, the team should develop goals to improve communication in order to make visual and environmental information more accessible to the student.

II. Opportunities for direct communication

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

_____

_____

> **ANNOTATION:**
> Identify settings/situations (in the academic setting, during extracurricular activities and clubs, etc.) which provide opportunities for (one on one and group) direct interaction between the student and peers without the use of interpretation, transliteration or captioning. If not, the team should consider developing goals that promote direct communication with peers.

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

_____

_____

> **ANNOTATION:**
> Identify settings/situations (in class, labs, etc) which provide opportunities for (one on one and group) direct interaction between the student and instructor without the use of interpretation, transliteration or captioning. If not, the team should consider developing goals that promote direct communication with school personnel or if school personnel need additional supports in order to promote opportunities for direct communication.

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

_____

_____

> **ANNOTATION:**
> Identify settings/situations in which instruction is delivered using the student's preferred language and communication mode without the use of an interpreter, captionist or technology (other than CI, hearing aid or FM system).

III. Academic level, assistive technology, devices and services..

What language and communication supports are needed for the child 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 one and two.

☐ 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   ☐ Note taking

☐ CART   ☐ Sound field System

☐ C-Print   ☐ Communication Device

☐ FM System   ☐ Other _____

☐ Hearing aid/Cochlear Implant monitoring

Are the language and communication supports adequate to meet the child's needs?

_____

_____

ANNOTATION:
Identify all supports needed by this student for participation in the general curriculum. Definitions of services can be found attached to this document. This information should be used to identify specially designed instruction as well as appropriate accommodations for assessments. American Sign Language Interpretation and English Transliteration must be provided by qualified interpreters; see definition in glossary.

IV. Full range of needs

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

_____

_____

ANNOTATION:
Identify any additional needs that are not addressed earlier throughout this plan.

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.

GLOSSARY OF TERMS USED IN THE
COMMUNICATION PLAN

Adequate – meeting requirements; sufficient or suitable

American Sign Language – ASL is a visual language used by deaf and hard of hearing people in the United States and Canada. ASL has syntactic (grammar/sign order), phonological (structure and organization of signs), morphological (how signs relate to one another), and semantic (how language structures meaning) rules that are distinct from English.

American Sign Language Interpretation – is the process of a third party (interpreter) facilitating communication between persons who are hearing and persons who are deaf or hard of hearing by providing an interpretation of communication while working between spoken English and American Sign Language. This interpretation must be provided by a qualified interpreter, as defined in the Pennsylvania special education regulations contained in Chapters 14 and 711 of the Pennsylvania Code (see definition below).

Assistive Listening Devices – Any and all types of devices that increase the sound and aid in the understanding of speech. These devices may include personal hearing aids, frequency modulation (FM) systems, induction loop systems, infrared, special inputs for telephone or television and amplified alarms and signals.

Audition – The act or sense of hearing

Auditory/Oral Mode of Communication – (Auditory/Verbal Education) – The development of speech and verbal language through the maximized use of residual hearing. An Auditory/Oral approach allows for visual cues, typically speechreading. Auditory/Verbal approach focuses specifically on residual hearing and would not encourage relying upon visual cues.

Captioned Media – Filmstrips, films, videos, etc. that have the spoken word or the visual intent of the media represented by written language displayed on the screen as it is occurring.

CART – (Communication Access Realtime Translation) The simultaneous verbatim translation of the spoken word into English text using a stenotype machine, notebook computer and real time software, which displays the text on a laptop computer, monitor or screen. CART service is often provided in classroom settings for a student who is deaf or hard of hearing.

C-Print – C-Print is printed text of spoken English displayed in real time similar to open captioning. It is an effective means of acquiring information for some individuals who are deaf or hard of hearing. C-Print provides a text of spoken information that is meaning – for – meaning rather than a verbatim transcription.

Cochlear Implant Monitoring – Follow-up on a continual basis to insure that the cochlear implant is performing correctly and that the child is receiving the intended benefit.

Communication Device - a physical object or device used to transmit or receive messages. Communication devices can range from paper and pencil to communication books or boards to devices that produce voice output and/or written output.

Communication Mode – how a person expresses and receives communication. Examples include speaking, signing, gesturing, writing, etc. The method of communication being employed in the environment of the deaf or hard of hearing child.

Cued Speech (Language) – In this system, children learn to both "see" and "hear" speech and language. They focus on the movements that the mouth makes when one talks. This is combined with (a) eight hand shapes called cues; and (b) four positions around the face, indicating vowel sounds. The hand cues help the child distinguish the sounds that look alike on the lips.

Cued Speech (Language) transliteration – is the process of a third party (transliterator) facilitating communication between persons who are hearing and persons who are deaf or hard of hearing by providing a transliteration of the communication by working between spoken English and Cued Speech.

Deafblind Interpreting – The act of describing an environment in addition to relaying salient information to and from the deafblind student. This service is delivered in a manner most comfortable to the student and can include visual frame signing, close vision signing, tracking, tactile signing, tactile finger spelling or short cut signs.

Direct Communication – In the field of deaf education, communication that occurs without an interpreter or transliterator.

Direct Instruction – Instruction delivered, received and reciprocated by the teacher using the primary language of the learner who is Deaf/HH without the need of a third party (interpreter/transliterator) or medium (captioning)

English Transliteration –A form of interpreting in which, the language base remains the same (e.g., the transliteration of spoken English to a signed English system or to a form which can be read on the lips). This interpretating must be provided by a qualified interpreter, as defined in the Pennsylvania special education regulations contained in Chapters 14 and 711 of the Pennsylvania Code (see definition below).

Fingerspelling – Representation of the alphabet by finger positions in order to spell out individual words or connected/longer strings of language.

FM System – An assistive listening device that transmits the speaker's voice via a microphone to an electronic receiver in which the sound is amplified and transmitted to the student's personal hearing aids or cochlear implant through direct audio input or through a loop cord worn around the neck. This reduces the problems of background noise interference and distance from the speaker.

Gestures – Movements of any part of the body to express or emphasize an idea, an emotion or a function. Not part of a formal communication system.

Hearing Aid monitoring – Checking the hearing aid on a continual basis to determine that it is functioning properly.

Intervener - An individual who is specially trained to provide clear and consistent sensory information to an individual who is deafblind. An intervener acts as the eyes and ears of the individual who is deafblind, making him or her aware of what is occurring in their environment and attaching language and meaning to all experiences.

Language – The systematic use of syntactic, semantic, pragmatic, phonological, and morphological symbols for communication within a community by engaging in listening and speaking, and sometimes reading and writing.

Object/Picture System - objects or pictures that are used as symbols for communication by individuals who are not able to communicate using more conventional symbol systems. These objects or pictures bear an obvious and concrete relationship to the visual or tactile properties of the entities that they represent.

Oral English – (Oral Education) A philosophy of teaching deaf or hard-of-hearing individuals to make efficient use of residual hearing through early use of amplification, to develop speech and to use speechreading skills.

Oral Interpreting – The art of moving the mouth in order to paraphrase what is being said. Communicates the words of a speaker or group of speakers to an individual by inaudible mouth movements so that they can be read on the lips.

Primary Language –The language predominantly used by the child across settings.

Qualified Interpreter – The Pennsylvania special education regulations contained in Chapters 14 and 711 of the Pennsylvania Code state that educational interpreters must achieve a minimum score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned or be a qualified educational interpreter or qualified transliterator pursuant to the Sign Language Interpreter or Transliterator Act, Act 57 of 2004.

Signed English – The Signed English system was devised as a semantic representation of English for children between the ages of 1 and 6 years of age. ASL signs are used in English word order with 14 sign markers being added to represent a portion of the inflectional system of English.

Sound Field System – An environmental amplification system that utilizes a portable speaker system or placing a loudspeaker on one or more walls and/or ceiling. This type of system ensures that that speech signal is evenly distributed throughout the classroom with the end goal of improving the signal to noise ratio for each student in the room.

Tactile – have or perceived by the sense of touch. The process of giving knowledge by using the sense of touch in order to understand and share information.

Tactile Sign Language - a common means of communication used by people with both a visual impairment and hearing loss which is based on a standard system of sign language.

Touch Cues - A touch made in a consistent manner directly on the body to communicate with a child.