

SAMPLE IEP SUMMARY REPORT

Student:	Mary Jo Thomas
School:	South Elementary
Grade:	7th
Educational Interpreter:	Sally Signer
Date of the report:	December 1, 2014

1. In what classes does the student have an educational interpreter? Mary Jo utilizes an educational interpreter when she is included in the following general education classes: Family and Consumer Science, Art, Physical Education, Library. **2. How does the student who is Deaf or Hard of Hearing currently communicate with the teacher, other school personnel and his/her peers (include receptive and expressive communication)?** Mary Jo expressively and receptively communicates using Conceptually Accurate Signed English (CASE); however, she benefits from the use of features of American Sign Language such as gestures, expansion, and repetition.

3. What modifications to the teacher's message does the interpreter routinely make? Is the interpreter making decisions to simplify the teacher's language and concepts? If so, for what reasons? Mary Jo requires a significant amount of expansion through the use of gestures, examples, and classifiers. The interpreter must often simplify concepts and questions in order for Mary Jo to understand the message. Teacher questions must be changed by the interpreter to "multiple choice" format rather than remain open-ended. For example "Do you find enjoyment in cooking?" is changed to "COOK, YOU LIKE YES NO, WHICH?"

4. How well does the student understand the role of the interpreter? Mary Jo understands that the role of an interpreter is to voice her signed comments as well as sign what a teacher or peer is saying. Mary Jo needs to direct her comments/questions about her work/grades to her peers or to the teacher instead of the interpreter. She continues to ask for affirmation from the interpreter before proceeding with teacher directions by indexing to her paper/project and signing, RIGHT? The interpreter consistently redirects Mary Jo to the appropriate person for these types of comments or questions.

5. In general, how well does the student who is Deaf or Hard of Hearing attend to the educational interpreter? Mary Jo does not always attend to the entire interpreted message; therefore, she misses critical information and/or directions leaving her unsure of what to do. Although she has made considerable improvement in this area since last year, it continues to be a need. **6. How does the student use attention-getting techniques and respond to attention-getting techniques used by the interpreter?** Mary Jo will usually get the attention of the interpreter with a slight hand wave when she has a comment/question. She responds to attention-getting techniques used by the interpreter, such as slight hand wave or a light tap on her desk.

7. What kind of feedback does the student provide to the interpreter to positively impact the interpreting process? Mary Jo provides feedback to the interpreter to show whether or not she understands the message. For example, Mary Jo nods her head to indicate that she understands the message. When she does not understand a sign she will tilt her head and furrow her eyebrows with a puzzled look on her face while repeating the sign. This helps the interpreter to gauge whether or not she needs to alter the interpreted message or clarify the sign.

SAMPLE IEP SUMMARY REPORT

8. What interferes with being able to interpret in the classroom? Are there aspects of classroom management and interactions that could be changed to positively impact the interpreting process? When videos are shown in Family and Consumer Science, students are frequently expected to take notes while watching the video. It is difficult for Mary Jo to split her attention between the interpreter and the captioned video in order to complete the task.

9. Based on this student's unique profile of strengths and needs, are there any suggestions for goals? Mary Jo would benefit from instruction and role playing with the teacher for students who are deaf and hard of hearing and interpreter, that emphasize the following:

- Directing questions/comments to the teacher/peers instead of the interpreter.
- Consequences of attending or not attending to the entire interpreted message.

In order for Mary Jo to attend to the interpreter and gain full access to information shown during a video, it is suggested that Mary Jo receive a copy of the notes to reference at a later time.