Creating Comprehensive IEPs for Students Who are Deaf or Hard-of-Hearing:

Process, Compliance, and Resources

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PaTTAN's Mission)

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the) capacity of local educational agencies) to serve students who receive special) education services.)

Our goal for each child is to ensure Individualized Education Program IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a
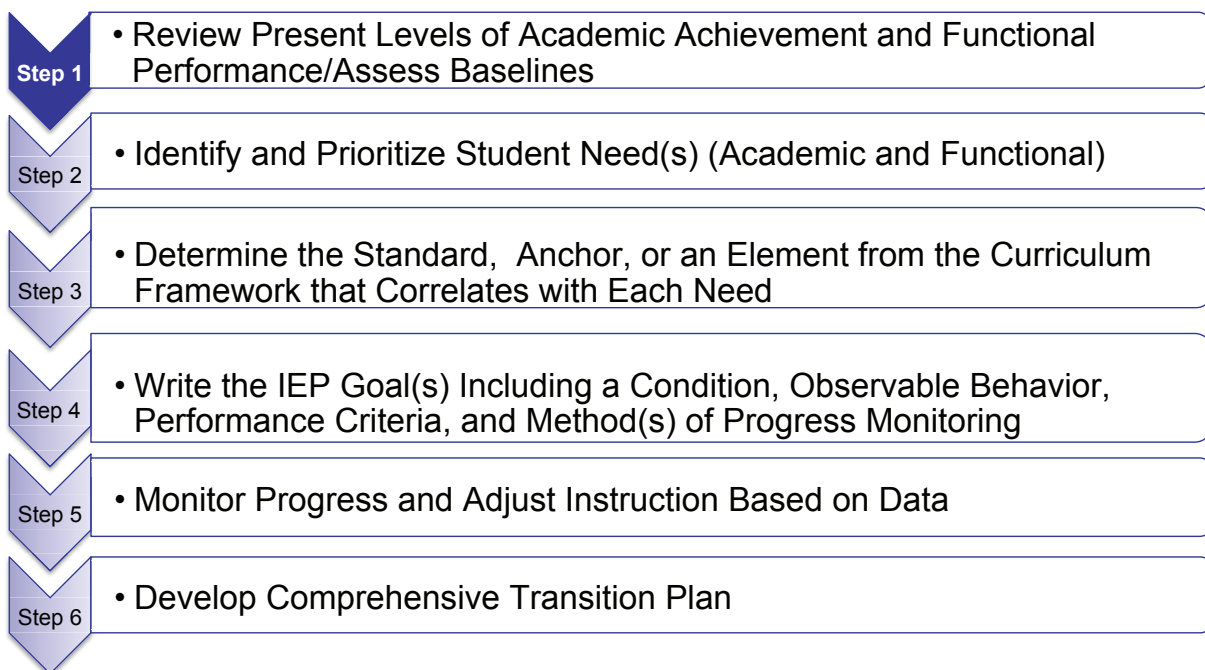more restrictive environment.

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Objectives:

- Write comprehensive and compliant Present Levels of Academic Achievement and Functional Performance

- Write precise measurable annual goals that are able to be progress monitored appropriately

- Create a transition plan that is person-centered and compliant to Indicator 13 standards

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Pre-Test)

Writing Standards Aligned IEPs)
6 Step Process)

Step 1	• Review Present Levels of Academic Achievement and Functional Performance/Assess Baselines
Step 2	• Identify and Prioritize Student Need(s) (Academic and Functional)
Step 3	• Determine the Standard, Anchor, or an Element from the Curriculum Framework that Correlates with Each Need
Step 4	• Write the IEP Goal(s) Including a Condition, Observable Behavior, Performance Criteria, and Method(s) of Progress Monitoring
Step 5	• Monitor Progress and Adjust Instruction Based on Data
Step 6	• Develop Comprehensive Transition Plan

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

P AAFP

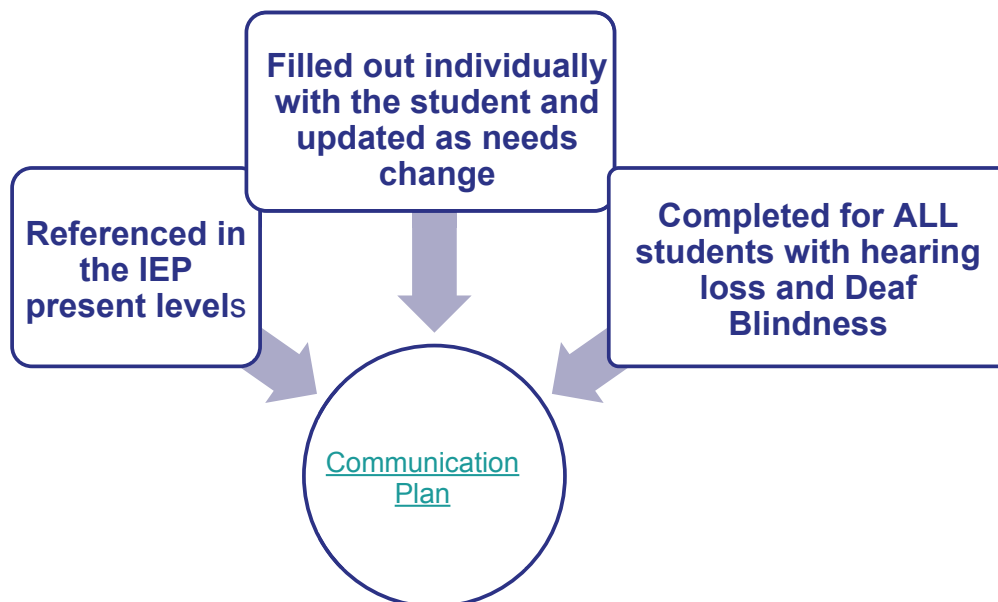| Review Communication Plan	Review Existing Data	Assessment
Accurate? Appropriate? Adjust?	Review Progress Reports Review Current Assessment Data Determine What Assessments Are Needed	Academic Assessments AND Functional Assessments Create Baselines
1	**2**	**3**

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Communication Plan)

Language and communication needs are not) *"considerations"*, they are <u>requirements</u>)

Filled out individually with the student and updated as needs change

Referenced in the IEP present levels

Completed for ALL students with hearing loss and Deaf Blindness

Communication Plan

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**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.

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
_____

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

Page 1 of 7   *December 2010 Revisions*

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**PaTTAN
Assistive
Technology
EXPO 2016**

Tuesday, November 8, 2016
Sheraton – Valley Forge, Pennsylvania – New Location!

Wednesday, November 9, 2016
PaTTAN – Harrisburg, Pennsylvania

Thursday, November 10, 2016
DoubleTree Cranberry – Mars, Pennsylvania
(Formerly Four Points Sheraton)

1 2 3 4 5   ROTATE ON OFF

About PaTTAN

The mission of the **Pennsylvania Training and Technical Assistance Network** is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

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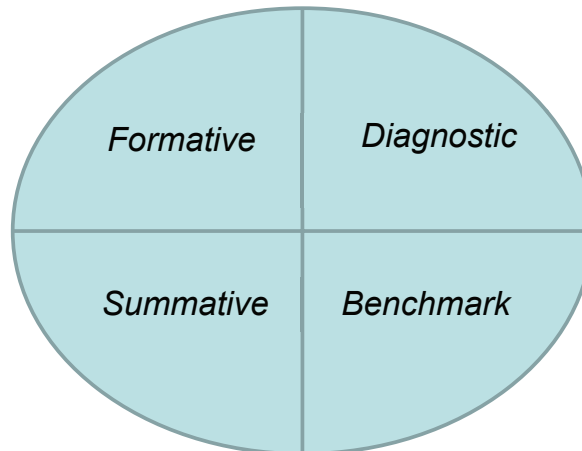- What's the difference between the two?)

Academic vs
Functional

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Pop Quiz!)

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Academic Assessments)

- There are FOUR types of assessment that) should be used for developing a PLAAFP)

| Formative | Diagnostic |
| Summative | Benchmark |

Academic Assessments

Classroom-based assessment that allows teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students

Used to ascertain each student's strengths, deficits, and skills prior to instruction

| Formative | Diagnostic |
| Summative | Benchmark |

Seek to make an overall judgement of progress at the end of a defined period of instruction

Measures achievement of important grade level content periodically during the year

"**When the cook tastes the soup, that's formative assessment;**
when the customer tastes the soup, that's summative assessment."

Paul Black

Activity

List as many "topics" as you can think of that you would assess when doing Functional Assessments

Functional "Topics" to Assess

1. _____
2. _____
3. _____
4. _____
_____
_____
_____
_____
_____

Functional Assessments

Self-Advocacy

Social Emotional Skills

Communication

Audiology

Access to Instruction

PROCESS

Functional Performance

Collect Input from ALL team Members

Student Information for Comprehensive IEP

Parent

General Ed Teacher(s)

Special Ed Teacher(s)

Transition Coordinator

Other Professionals

Activity)

Audiology

Career Education

Family Education

Communication

Social Emotional Skills

- Self-awareness
- Self management
- Personal responsibility
- Decision making
- Social awareness
- Conflict resolution

Present Level of Academic Achievement and Functional Performance Should Include:

Current Placement & Services

Disability Category

Transition Information

Anticipated Graduation Date

Baseline, Goals and Progress

How the disability affects him/her in the general education classroom, parent input and assessment information

Student's Age

Strengths and Needs

Perspective and Focus)

Person Centered Planning

- Service Delivery Models
- <u>Impact of Hearing Loss on Access to School Communication</u>
- Auxiliary Aids and Services
- Students Learning Styles
- Student Preferences
- Goals and Achievements
- Student's Experiences
- Accommodations and Modifications for Tests

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Writing Standards Aligned IEPs)
6 Step Process)

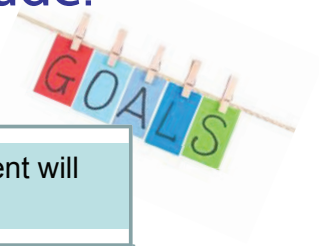|	
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Identify and Prioritize Student Need(s)
(Academic and Functional)

)

Strengths & Needs)

Is there data in the PLAAFP to support the following?

- <u>Academic Strengths and Needs</u>-identified through assessment and observation

- <u>Self-Determination/Self-Advocacy Skills-</u>Identified through checklists, observation, various assessment instruments.

- <u>Work Related/Transition Skills:</u> Identified through career assessments, interest inventories, job coaching etc.

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Needs
All Needs Should Be Addressed Throughout the IEP…

1 Measurable Annual Goals

2 Specially Designed Instruction (SDI) and Related Services

3 Transition services and activities

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Putting the Pieces Together

Communication

Audiological Considerations

Academic   Functional Skills

Person-Centered Perspective

Writing Standards Aligned IEPs)
6 Step Process)

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- SAS Portal – www.pdesas.org)

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Write the IEP Goal(s) to include:

Condition	Describe the situation in which the student will perform the behavior
Observable Behavior	Describe the target behavior in measurable and observable terms, using action verbs to state what the student will do
Baseline Data	Determine the accuracy the student is currently performing the task
Criteria	Indicate the performance level the student must demonstrate
Consistency of Task Performed	Indicate the number of times behavior must be performed at criterion level to reach mastery
Progress Monitoring Criteria	Indicate how frequently the student will be assessed and the method of assessment

Activity)

Using the *Expanded Core Curriculum* card, develop)
a MAG related to the assigned topic/skill)

Topic: *Audiology*
Skill: *Understanding Hearing Loss*
Goal:
Given a diagram of the ear and its parts, Emily will demonstrate knowledge of her hearing loss by labeling a diagram of the ear, identifying parts and functions of the ear, with 80% accuracy in 3 consecutive trials, assessed biweekly. (Baseline 20%)

Writing Standards Aligned IEPs)
6 Step Process)

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Step 5 | # Monitor Progress and Adjust Instruction Based on Data

Begin with the Measurable Annual Goal
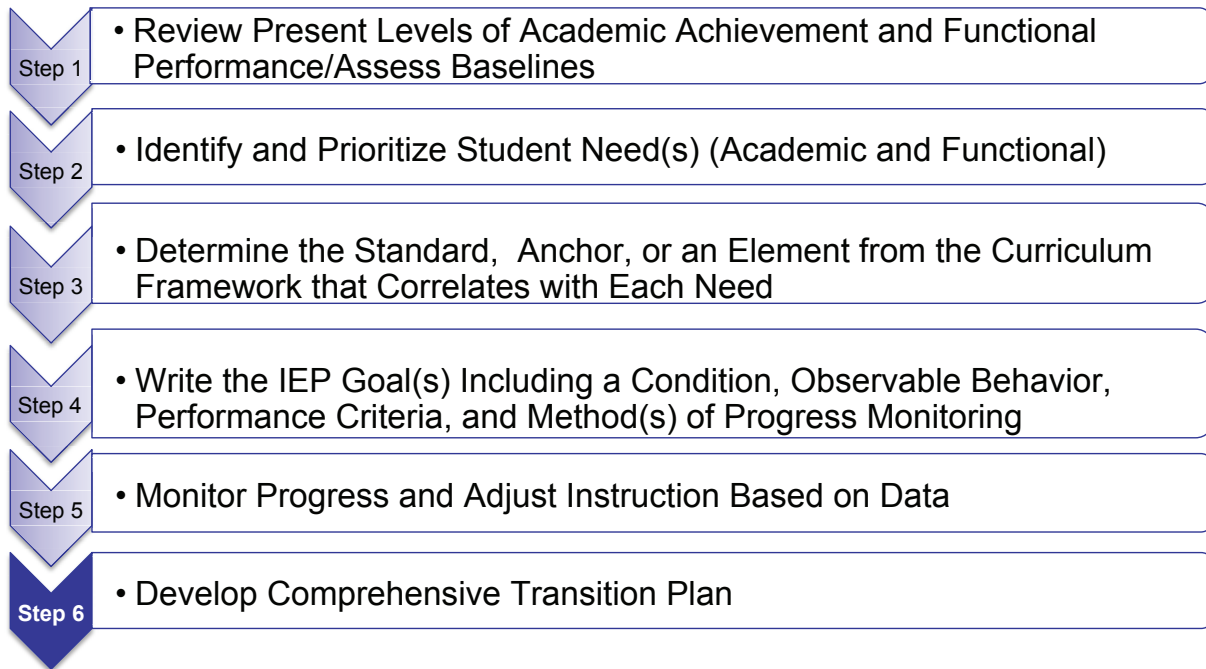
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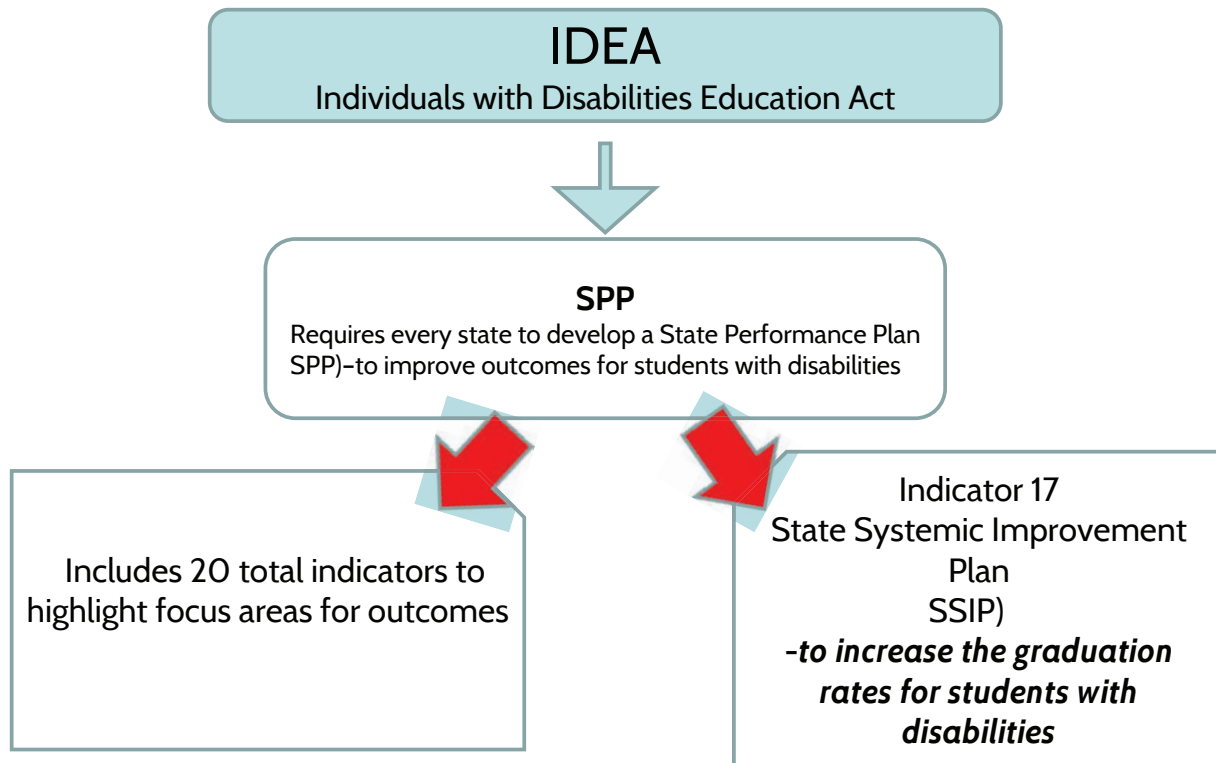
Monitor Progress and Adjust Instruction Based on Data

Begin with a baseline score of skill assessment

After instruction, assess to match the *condition* in the MAG

Record progress and chart the data

http://cliparts.co/clipart/2736099

Monitor Progress and Adjust Instruction Based on Data

Topic: *Audiology*
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Goal:
Given a diagram of the ear and its parts, Emily will demonstrate knowledge of her hearing loss by labeling a diagram of the ear, identifying parts and functions of the ear, with 80% accuracy in 3 consecutive trials, assessed biweekly. (Baseline 20%)

When the student scores 80% or higher on 3 consecutive assessments, given every 2 weeks, she has mastered this skill.

DON'T THROW AWAY THE GOAL! Modify It!

IOWA Expanded Core Curriculum)

Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing
Checklist

Student Name: _____ Date Completed: _____

	Parents/Guardian		General Education Teacher		Interpreter in Educational Setting
	Student		Special Education Teacher		Speech Language Pathologist
	Educational Audiologist		Teacher of the Deaf or Hard of Hearing		Others:

Consider the following content and skill areas. Check "yes" if it is a current need or "no" if it is not.

Determine which "yes" are priorities for the upcoming year and (circle.

Audiology
Understanding Hearing Loss _____ ✓ Yes _____ No
Amplification Management _____ Yes _____ No
Environmental Management _____ Yes _____ No

Career Education
Career Exploration and Planning _____ Yes _____ No
Work Skills _____ Yes _____ No
Job Seeking Skills _____ Yes _____ No
Money Management _____ Yes _____ No

Communication
Auditory Skills Development _____ Yes _____ No
ASL Development _____ Yes _____ No
Speech Development _____ Yes _____ No
Receptive Communication _____ Yes _____ No
Expressive Communication _____ Yes _____ No

Family Education

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Activity)

Using the *Expanded Core Curriculum* card and)
MAG, develop a tool to progress monitor the goal)

Topic: *Audiology*
Skill: *Understanding Hearing Loss*
Goal:
Given a diagram of the ear and its parts, Emily will demonstrate knowledge of her hearing loss by labeling a diagram of the ear, identifying parts and functions of the ear, with 80% accuracy in 3 consecutive trials, assessed biweekly. (Baseline 20%)

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Why Transition?

IDEA
Individuals with Disabilities Education Act

SPP
Requires every state to develop a State Performance Plan SPP)–to improve outcomes for students with disabilities

Includes 20 total indicators to highlight focus areas for outcomes

Indicator 17
State Systemic Improvement Plan
SSIP)
-to increase the graduation rates for students with disabilities

Indicators 1-17

1. Improve graduation rates for students with disabilities.
2. Decrease dropout rates for students with disabilities.
3. Improve the participation and performance of students with disabilities on statewide assessments.
4. Reduce suspension and expulsion rates for students with disabilities. 5. Provide services for school-aged students with disabilities in the least restrictive environment.
6. Provide services for preschool children with disabilities in settings with typically developing peers.
7. Improve learning outcomes for preschool children with disabilities.
8. Increase school facilitated parent involvement in their child's special education program.
9. Reduce disproportionality of racial and ethnic groups in special education.
10. Reduce disproportionality of racial and ethnic groups in specific disability categories.
11. Provide timely evaluations of students to determine eligibility for special education.
12. Ensure an effective transition from infant-toddler programs to preschool programs by the child's third birthday.

13. Provide effective transition services for students with disabilities age 16 and above age 14 in Pennsylvania).

14. Improve the outcomes for students moving from high school to post-secondary activities, including education and employment.

15. Increase the effective use of resolution sessions to resolve due process hearing complaints.
16. Increase the effective use of mediation services to resolve differences between families and schools.

17. State Systemic Improvement Plan (SSIP) increase the graduation rates for students with disabilities

Step 6 **Develop Comprehensive Transition Plan Alignment: Present Ed Levels to Goals**

PLAAFP	Present Levels of Academic Achievement and Functional Performance: Baseline information that gives a starting point
NEEDS	Needs: Areas of need that must be addressed in the IEP
GRID	Grid: Services or Activities listed in the Transition Grid that will help the student to achieve his/her post-secondary goals
MAGs	Measurable Annual Goals: Specific areas of skill deficits that will be targeted for instruction and monitoring
Progress Monitoring	Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal.

Transition in the PLAAFP)

- Mention the assessment used
- Address each area of the transition Grid: Independent Living, Post-Secondary Education and Employment
- Best Practice is to *bullet* these or differentiate them in the IEP

*Transition is not just additional information, it's the heart of the IEP, for students age 14 and older!

Transition Grid

- The *Transition Grid* should reflect the person-centered-plan, or address the future goals of the student.
- The student should be involved in the IEP process and should be **directing** their own IEP transition plan.
- Each section, Post-Secondary Employment, Independent Living and Employment should relate to a *Measurable Annual Goal (MAG)*

Transition Grid Should:)

- Contain at *least* one activity for each section
- List the student's current course of study
- Be transition focused
- list "person(s) responsible" student and parent under supervision of school personnel)
- If there are no MAGs related to each section of the grid, then an explanation of why it is NOT addressed, *must* be included in the PLAAFP

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name: Phillip M.   updated for 2012 -2013   PaTTAN   *Example for Training Purposes Only!*

Postsecondary Education and Training Goal:					Measurable Annual Goal
Phillip has a goal of enrolling in postsecondary training in the area of automobile repair or a related field.					Yes /No (Document in Section V)

Courses of Study:
Auto Body Repair Program; English/Reading, Algebra II, Chemistry; US History

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
*Continue to improve writing and editing skills	High school, CTC	During the school day	Oct, 19, 2011	Oct, 17, 2012	LS Teacher, General ed. teachers
Continue to expand use of materials in digital format in content area classes	High school	During the school day	Oct, 19, 2011	Oct, 17, 2012	LS Teacher, General education teachers
Develop a list of questions to use when visiting postsecondary programs.	High School	One time	Oct, 19, 2011	Dec. 22, 2011	Transition coordinator
Investigate local Community College and trade school to explore program options via visits, virtual tours, and/or college fairs.	HS or Community College, ABC Trade School	One activity per school	Jan. 4, 2012	April 30, 2012	Guidance Counselor; family
Meet with personnel from above settings to explore potential supports and accommodations	Community College, ABC Trade School	One meeting per school	Jan. 4, 2012	Oct, 17, 2012	Guidance counselor; Transition coordinator, family
Provide information regarding registering for the PSAT	High school	One time	Oct, 19, 2011	Jan. 5, 2012	Phillip & family with support from HS counselor

Transition Grid)

How can you make the transition plan person-centered?

- Could begin with a Person-Centered-Plan
- Map It: What Comes Next? Map it
- Could facilitate a conversation using a transition timeline
- Could use the *Planning for the Future* Checklist to guide transition
- On-line assessment tools PA Transition Website
- Getting it Right in the IEP
- Interagency coordination
- Family Involvement

Example of a "Best Practice"

- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)

- Employment:
  In the School High Transition Survey given in March 2014, Sophia expressed an interest in seeking competitive employment in a career that involves children, animals or culinary arts. According to Sophia's School High Transition Survey, she has not had any volunteer experience. Sophia will have the opportunities to complete activities that will be used to provide guidance toward his goal. She will have the opportunity to complete sample work applications and practice following a schedule. Sophia will also have the opportunity to increase her math computation skills.

- Postsecondary Education and Training Goal:
  When given the School High Student Transition survey, Sophia expressed an interest in receiving additional training after graduating from high school to work in culinary arts field, work with animals or be a teacher. Sophia will have the opportunity to learn about careers of interest, to practice organization skills to complete and turn in assignments and to increase her reading comprehension.

  Teachers must obtain a bachelors degree and many are required to obtain a masters degree or equivalency. The requirements for entry into a 4 year college vary by institution. However, most schools require students to obtain a certain score on the SAT or ACT tests. Sophia scored Below Basic on the PSSA in both Reading and Math. Her most current grade equivalents on the WRAT 4 test are: Word Reading 5.5, Sentence Comprehension 3.4, Spelling 8.6, and Math Computation 6.3. According to ONET (Occupational Information Network), elementary teachers must have knowledge of English language (structure and content including meaning, spelling of words, rules of composition and grammar), mathematics (arithmetic, algebra, geometry, calculus, statistics and their applications), geography, and psychology (human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders).

  Teaching assistants require less formal education. According to ONET, a high school diploma is required and in the state of Pennsylvania an associates degree may be required. Nursing Assistants must have knowledge of customer and personal service (customer needs assessment, meeting quality standards for services), English language.

- Independent Living:
  Sophia expressed an interest to live independently with some support from her family. Sophia will have the opportunity to learn computer

Transition Timeline)

Deaf and Hard-of-Hearing Transition Timeline

CHECKLIST:	RESOURCES:
___ Get family connected to National Organizations	*Website:* National Association for the Deaf Hearing Loss Association of America Better Hearing Institute National Institute on Deafness Alexander Graham Bell Association for the Deaf and Hard of Hearing
___Get student and parents connected to Blogs about hearing loss	BLOG: Hands and Voices Parent Blog Article: Self-Advocacy for Teens *Websites:* Success for Kids with Hearing Loss *Website:* Hands and Voices/Guide by Your Side
___Get family connected with family organization(s)*	Insurance Guide for Parents Hands and Voices Pa IEP Planning
___Designing Individualized Employment for the student	Making Connections: Tools for College and Career Readiness: *PaTTAN Webinar Tools for College and Career Readiness* Community on Transition Conference, PaTTAN Video: Transitioning to College: PaTTAN Video Easing the Transition to College
___Meet with Guidance counselor to Make sure course align to transition plan	Communication Plans in the IEP, PaTTAN; CommPlanIEP
___Conduct Personal Learning Profile Checklist	
___Review communication plan & test for effectiveness*	*Team:* Request copy of IEP and review section on transition planning, COP, Secondary Transition Website: Transition Statements in IEP
___Review IEP for transition planning statements*	Indicator 13: Ensuring Success and Compliance, for information and guidance on writing good transition statements in the IEP. http://media.pattanpgh.net:15238/911Trans
___Get involved in extracurricular activities and community volunteer hours	*PepNet Transition*

Age 12-14

Created by Susanne Morgan Morrow – New York Deaf-Blind Collaborative
Adapted by PaTTAN PA Deaf-HH initiative

Alignment Checklist)

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?	☐	☐	

Brain Stretch...)

Legally – Who Needs to Be Invited To an IEP?)

- A representative of the school qualified to supervise or provide) information regarding special education services (LEA)
- Parent or guardian)
- Student (if 14 years or older within the duration of current IEP)
- General Education Teacher(s)
- Someone who can interpret the data This person *may be* someone listed above)
- Other service providers, with parent permission, if applicable

Accommodations and Modifications

Accommodations

Modifications

How are they different?

Accommodation	Modification
Does not change what a student is expected to learn	Changes what a student is expected to learn
Promotes access to student assessment	Compromises validity of student assessment
Changes the "how"	Changes the "what"
Levels the playing field	Changes the playing field

Pop Quiz!

http://bit.ly/2enKPQb

If you have a smartphone get it out and play along.

Either go to Kahoot.it OR download the app.

Enter the Code

1 - Accommodation or Modification?)

A class is required to provide an oral presentation to fellow students on a specific ecosystem and its attributes and contributing factors. The teacher has provided a graphic organizer to include all content that needs to be included. Joe will be using the same graphic organizer, but because of his fear of standing up and talking in front of the class, his presentation will be taped and shown in succession with the others.

2 - Accommodation or Modification?)

During a lesson on figurative language, the class will be learning to describe, recognize, and locate examples of simile, metaphor, personification, and alliteration within fictional texts. Millie will be assessed on recognizing, describing, and locating examples of personification.

3 - Accommodation or Modification?)

Frank is included with his 7th grade math class. This unit of study involves applying place value concepts by using the number line to order and compare decimals, fractions, and mixed numbers. Frank will be learning the same concepts. The class will be using positive and negative decimals to 1000; Frank will be assessed on place value for positive and negative decimals to 10.

4 - Accommodation or Modification?

During a unit on Pennsylvania history, fifth grade students will be using a text and supporting worksheets to learn details about famous people, events, and facts. Jamie will be using digital text to learn about Pennsylvania's famous people, events and facts and will be responsible for completing the worksheets with sections highlighted and reworded.

Do You Know the Difference?)

LRE: Time with Nondisabled Peers

Inside the regular classroom 80% or more of the day.

Inside the regular classroom 40-79% of the day.

Inside the regular classroom less than 40% of the day.

Type of Support

B. Type of Support

1. Amount of special education supports

☐ Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day

☐ Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day

☐ Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of special education supports

☐ Autistic Support

☐ Blind-Visually Impaired Support

☐ Deaf and Hard of Hearing Support

☐ Emotional Support

☐ Learning Support

☐ Life Skills Support

☐ Multiple Disabilities Support

☐ Physical Support

☐ Speech and Language Support

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Type of Support (amount)

- Itinerant – special education services for less than 20% of the day.

- Supplemental – special education services for 20% – 80% of the day. (Think of this as resource or part-time)

- Full Time – special education services for more than 80% of the day

Placement is concerned with the amount of time special education services are delivered; this can be in general education or special education classrooms.

Calculate only professional staff time; not paraprofessional

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Type of Support (service)

- This denotes the type of support service for) the student.
  - Examples:
    - Autistic Support
    - Emotional Support
    - Learning Support
    - Life Skills Support
    - Physical Support

It does not matter what 'label' a student has, any type of support can be designed for the student. It is individualized based upon the student's need.

LRE: Calculation: *Example*

80% or more
In general education

40-79% in general education

40% or less in general education

Cindy spends **1 hour a day in a learning support room**.
The **school day is 6 hours** long.   (6-1 = 5)
She spends **5 hours a day in regular education**.

5 ÷ 6 = .83   (x100)   =   83% in the LRE

IEP)

VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

SECTION A: For Students Educated in Regular School Buildings with Nondisabled Peers – Indicate the percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:	Using the calculation result – select the appropriate percentage category
5	6	5÷6 .83	83 % of the day	☑ INSIDE the Regular Classroom 80% or More of the Day ☐ INSIDE the Regular Classroom 79–40% of the Day ☐ INSIDE the Regular Classroom Less Than 40% of the Day

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day – select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

☐ Approved Private School (Non Residential) _____
☐ Approved Private School (Residential) _____
☐ Other Private Facility (Non Residential) _____
☐ Other Private Facility (Residential) _____
☐ Other Public Facility (Residential) _____

☐ Other Public Facility (Non Residential) _____
☐ Hospital/Homebound _____
☐ Correctional Facility _____
☐ Out of State Facility _____
☐ Instruction Conducted in the Home _____

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Go Back and Double Check!

Use the Did You? Checklist

IEP writing alignment chart)

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Determining the amount of time for DHH Services

Hearing Itinerant Service Rubric

Student:_____ School:_____ Grade:_____ Date:_____

5	4	3	2	1
1. FOLLOWING CLASSROOM ROUTINES:				
Student appears unaware of classroom routines.	Student follows classroom routines with adult assistance.	Student follows classroom routines with prompting.	Student follows classroom routines by observing others.	Student follows classroom routines independently.
2. COMPREHENSION OF CLASSROOM INSTRUCTIONS:				
Student does not comprehend instruction.	Student appears to understand information that is familiar and highly structured.	Student appears to understand information presented in a familiar context and fairly structured.	Student appears to understand most information presented.	Student appears to understand all information presented.
3. PARTICIPATION IN WHOLE-CLASS LESSONS:				
Student is disengaged.	Student does not respond when called on.	Student will answer when called on but response is off-topic.	Student will answer when called on and response is on-topic.	Student volunteers and enriches the discussion.
4. PARTICIPATION IN SMALL GROUP DISCUSSION/COOPERATIVE LEARNING:				
Student is disengaged.	Student is attentive initially but does not participate.	Student is attentive but participation is not productive.	Student is attentive and comments appropriately some of the time.	Student participates consistently and constructively.
5. ACADEMIC PERFORMANCE IN READING, WRITING AND MATH:				
Student is more than 3 years below grade level in Reading.	Student is 3 years below grade level in Reading.	Student is 2 years below grade level in Reading.	Student is Within 1 year of grade level in Reading.	Student is at or above grade level in Reading.
Student is more than 3 years below grade level in Writing.	Student is 3 years below grade level in Writing.	Student is 2 years below grade level in Writing.	Student is Within 1 year of grade level in Writing.	Student is at or above grade level in Writing.
Student is more than 3 years below grade level in Math.	Student is 3 years below grade level in Math.	Student is 2 years below grade level in Math.	Student is Within 1 year of grade level in Math.	Student is at or above grade level in Math.

Karen Anderson, Building Skills for Success in the Fast-Paced Classroom
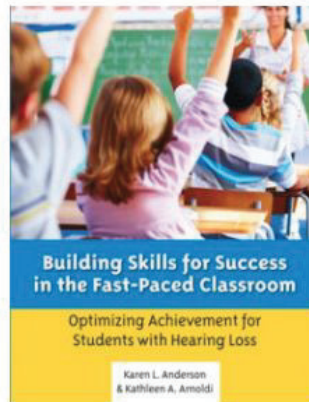
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Resources)

Expanded Core Curriculum)

For Students Who Are Deaf and Hard of) Hearing)

August 2010)

Iowa Department of Education)

Bureau of Student Family Support Services)

https://wvde.state.wv.us/osp/ECC-DHHJanuary) 2013.pdf)

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Resources)

- Karen Anderson, *Building Skills for Success in the Fast Paced Classroom*
- http://successforkidswithhearingloss.com/)

Resources)

- *Tools for Formative Assessment*
- Compiled by K Lambert, OCPS Curriculum Services, 4/2012

- Tools for Formative Assessment -
- Techniques to Check for Understanding -
- Processing Activities -

1.	Index Card Summaries/ Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
2.	Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
3.	One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
4.	Analogy Prompt	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
5.	Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html
6.	Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
7.	Student Conference	One on one conversation with students to check their level of understanding.

http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf

Resources)

- *Secondary Transition Guide, for Students who are Deaf and Hard of Hearing, Michigan Department of Education*
- *https://mdelio.org/…/**Secondary_Transition_Guide**.pdf*

SECONDARY TRANSITION GUIDE
FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING
Michigan Department of Education – Low Incidence Outreach

Resources

- Writing Effective Individualized Education) Program (IEP) Goals, PaTTAN Publication)
- (file:///C:/Users/mBilinsky/AppData/Local/Microsoft/Windows/INetCache/IE/VGJLG4JK/Writing_IEP_Goals_12_14.pdf

Post-Test)

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Commonwealth of Pennsylvania

Tom Wolf, Governor