



NORTH CAROLINA COMMUNICATION PLAN WORKSHEET For A Student Who Is Deaf or Hard of Hearing

Student:	Student UID#:	DOB:
School:	Grade:	Age:
Type/Degree of Hearing Loss:		Type of Amplification:

I. Consider the Student’s Language and Communication Needs

1. The student’s language is one or more of the following: (check all that apply)

Language Used	Conversational		Instructional	
	Receptive	Expressive	Receptive	Expressive
English				
American Sign Language (ASL)				
Other Language: _____				
No Formal Language Established				

2. The student’s communication mode(s) and/or methods used to establish language is one or more of the following: (check all that apply)

Communication Used	Conversational		Instructional	
	Receptive	Expressive	Receptive	Expressive
American Sign Language (ASL)				
Alternative Augmentative Communication Specify: _____				
Cued Language				
English-Based Sign Language				
Spoken Language				
Tactile Signing				
Other Specify: _____				

3. Using the data from annual assessments measuring language necessary for literacy, describe the student’s functional language and vocabulary level.



4. Describe the language(s) and mode(s) of communication the parents and family members use.

5. What are ways that language and communication needs of the student and family can be addressed in the IEP?

6. Other comments: (optional)

II. Consider Opportunities for Direct Communication Instruction

1. Describe how the student accesses the general education curriculum and the supports that provide access, including direct services and accommodations/modifications.

2. Describe how the student communicates and what opportunities are provided for direct communication with **peers** during instructional and non-instructional opportunities.



3. Describe how the student communicates and what opportunities are provided for direct communication with **adults** during instructional and non-instructional opportunities.

4. What are ways in which opportunities for direct communication and instruction in the student's language and communication mode can be addressed in the IEP?

III. Consider Academic Level

YES	Does the student have communication, language, and literacy skills necessary to acquire grade-level academic skills and concepts in the general education curriculum?
NO	

If **yes**, describe the supports to consider for the student to continue communication, language and academic proficiency.

If **no**, describe the supports to consider to increase proficiency in communication, language and literacy.



IV. Consider Full Range of Needs

1. Describe the student's level of access to all other educational components of the school (related services, guidance counseling, recess, lunch, assemblies, extra-curricular activities, etc.) and the supports/accommodations to consider that allow for access.

2. Describe the potential opportunities for students to interact with other deaf or hard of hearing adults.

V. Consider Need for Amplification and Assistive Technology Devices and/or Services

1. Check all to consider.

<input type="checkbox"/>	No amplification
<input type="checkbox"/>	Hearing aid(s)
<input type="checkbox"/>	Cochlear Implant(s)
<input type="checkbox"/>	Other device: _____ (e.g. BAHA*, bone oscillator, etc.)
<input type="checkbox"/>	FM System <ul style="list-style-type: none"><input type="checkbox"/> Personal<input type="checkbox"/> Soundfield
<input type="checkbox"/>	Augmentative Alternative Communication Device
<input type="checkbox"/>	Assistive Technology Service

2. Describe why amplification/assistive technology devices and/or services are or are not being considered.



VI. Documentation of Data to be used in Placement Decisions

List formal and informal assessment measures used in Section I, Question 3 to describe the student's communication, language and vocabulary skills that will be relevant when placement is being considered.

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VII. IEP Team Participants

Name	Position	Date
	Parent/Guardian/Student	
	Parent/Guardian/Student	
	LEA Representative	
	Special Education Teacher	
	General Education Teacher	
	Interpreter of Instructional Implications of Evaluations	