

## PARC: Placement And Readiness Checklists for Students who are Deaf and Hard of Hearing

PARC is a set of placement and readiness checklists designed to assist IEP teams, including students, teachers, specialists, parents and school administrators, when making decisions about programming and placement for students who are deaf and hard of hearing (DHH). Most DHH students are considered for placement in the general education classroom for at least part of their school day. Ultimately, inclusion in the general education classroom for these students should mean that when provided the necessary accommodations, modifications, and supports, they have the ability to actively and meaningfully participate in the communication, instruction, and social activities of their class using their identified communication mode(s). There are two components that should be considered when evaluating placement and service delivery; first, the *skills of the student* and, second, the *learning environment*. Specifically, students should be matched for the learning environment by 1) demonstrating a set of prerequisite skills that are based on their identified individual goals and 2) documenting that the instructional environment is designed to support the student to achieve those goals.

These checklists may be used as tools to assist the IEP team in examining the many factors that influence how well a student is able to function and perform in various classroom settings. Thorough assessment in academic, communication and social areas to identify strengths and challenge areas as well as frequent monitoring of performance is always necessary to ensure that student skills, services and placement are aligned. In some cases, students may be "ready" for some classes or situations while not "ready" for others.

Part 1, the *Readiness Checklists*, focus on essential skills that students require in order to actively and meaningfully participate in their education programs with the intended communication approach. There are four checklists: *General Education Inclusion Readiness*, *Interpreted/Transliterated Education Readiness*, *Captioning/Transcribing Readiness*, and *Instructional Communication Access*. These checklists can be used in combination or independently, depending on the student and the purpose of the review. The *General Education Inclusion Readiness Checklist* may be used to evaluate overall readiness for inclusion in the general education classroom and is appropriate for most students. The *Interpreted/Transliterated Education* and the *Captioning/Transcribing Readiness Checklists* identify skills that students need in order to fully benefit from these services in the general education classroom. The *Instructional Communication Access Checklist* contains indicators that analyzes how a student accesses instruction using listening and spoken language, sign or cues, or both, and how proficient the student is with that approach. This checklist may help determine what communication approach and supports a student may need for their instructional environment whether it is in the general education classroom, a resource room, or a special classroom. These checklists are intended to emphasize skills that may be needed for DHH students to have successful learning experiences. The *Readiness Checklists* can also be used to identify IEP goals that will assist a student with acquisition of the necessary skills as well as a tool to monitor the acquisition of the desired skills.

Part 2, the *Placement Checklist*, assists the IEP team in evaluating the accessibility and appropriateness of the general education setting to support students who are DHH. The appropriate age level checklist is selected (2A-Preschool/Kindergarten, 2B-Elementary, or 2C-Secondary) and then completed through observation, interview and discussion among team members. The Checklist considers the physical environment, the general learning environment, the instructional style of the teacher, the school culture, and how well the learning environment is matched to the student's communication, language, and social needs. The *Placement Checklist* is intended to be used as often as the classroom environment changes or other needs suggest monitoring.

Acknowledgements: These checklists were compiled and adapted from existing materials. I would like to recognize the original authors of the respective "readiness" checklists (Mary Ellen Nevins & Pat Chute, Brenda Schick, and the team at Children's Hospital of Boston) and the contributors and reviewers for the development of the placement checklists: Dinah Beams, the Colorado Home Intervention Program; Arlene Stedler Brown, formerly with the Colorado Home Intervention Program; Mandy Darr, deaf education consultant, Denver CO; Susan Elliott, teacher of the deaf/hard of hearing, Douglas County School District, Highlands Ranch, CO; Heather Abraham, previously Director of Outreach, Washington School for the Deaf, and Debbie Pfeiffer, Virginia Department of Education. Please contact Cheryl DeConde Johnson, Ed.D. at [cheryl@colorado.edu](mailto:cheryl@colorado.edu) or [cdj1951@gmail.com](mailto:cdj1951@gmail.com) with comments or for further information.

## PARC: General Education Inclusion Readiness Checklist<sup>1</sup>

Each year during the Individual Education Program (IEP) process, discussion of whether a student is benefitting from, or ready to benefit from, placement in the general education classroom should be based on analysis of pertinent skills as well as the student's academic performance. The items in this scale include ones suggested by Nevins and Chute in the Mainstream Checklist they designed for children with hearing impairments. The scale represents some of the basic critical skills and behaviors that are thought to contribute to successful participation and inclusion.

Directions: Rate each item using the rubric scale of 1 to 5 that best describes the student's performance.

Interpretation: Students with higher ratings (mostly 4s and 5s) will likely be able to participate more successfully in the general education classroom. Ratings in the 2-3 range indicate that the skill is emerging but still requires significant support to benefit from the general education setting. Students with lower ratings (mostly 1 and 2) will likely require specialized instruction from a teacher of the deaf with focus on language, communication, concept, and academic skill development. Participation should be determined on a class by class basis.

<b>General Education Inclusion Readiness Checklist</b>				
Name: _____			Date: _____	
Completed by: _____				
1	2	3	4	5
<b>1. Knowledge of classroom routines and ability to handle transitions:</b>				
<input type="checkbox"/> Appears unaware of routine/does not make transitions	<input type="checkbox"/> Makes transitions with adult assistance	<input type="checkbox"/> Makes transitions by observing others	<input type="checkbox"/> Makes transitions with verbal/sign prompting	<input type="checkbox"/> Aware of routines/makes transitions independently
<b>2. Following Directions:</b>				
<input type="checkbox"/> Does not follow directions	<input type="checkbox"/> Follows directions with adult assistance	<input type="checkbox"/> Follows directions by observing others	<input type="checkbox"/> Follows directions verbal/sign prompt	<input type="checkbox"/> Follows directions independently
<b>3. Attention to classroom instruction (as compared to classmates):</b>				
<input type="checkbox"/> Student is disengaged	<input type="checkbox"/> Attends less than 25% of the time	<input type="checkbox"/> Attends 50% of the time	<input type="checkbox"/> Attends 75% of the time	<input type="checkbox"/> Attends 100% of the time
<b>4. Comprehension of classroom instruction:</b>				
<b>Example:</b>				
<input type="checkbox"/> Does not comprehend	<input type="checkbox"/> Appears to understand information that is familiar/highly structured	<input type="checkbox"/> Appears to understand information that is familiar/highly structured and some information that is new or less structured	<input type="checkbox"/> Appears to understand most information presented	<input type="checkbox"/> Appears to have complete understanding of all information
<b>5. Typical behavior when content is not understood:</b>				
<input type="checkbox"/> Drops out/engages in irrelevant activity	<input type="checkbox"/> Facial cues indicate lack of understanding	<input type="checkbox"/> Looks to another student for assistance	<input type="checkbox"/> Asks for assistance from teacher	<input type="checkbox"/> Indicates specific content not understood

<sup>1</sup> Adapted with permission from M.E. Nevins and P. Chute (1996). Mainstream Checklist: Checklist for observing classroom participation of hearing impaired student. In *Children with Cochlear Implants in Educational Settings*, (Appendix J). Singular Publishing Group, Inc.

1	2	3	4	5
<b>6. Typical response behavior:</b>				
<input type="checkbox"/> Student is disengaged	<input type="checkbox"/> Does not respond when called on	<input type="checkbox"/> Answers when called on but response is not related to topic	<input type="checkbox"/> Answers when called on with response on topic	<input type="checkbox"/> Volunteers response/comment and is on topic
<b>7. Student's response and comments in lecture/teacher directed activities:</b> Example:				
<input type="checkbox"/> None made	<input type="checkbox"/> Not related to the topic	<input type="checkbox"/> Incorrect but related to the topic	<input type="checkbox"/> Correct and related to the topic	<input type="checkbox"/> Enriching to the discussion
<b>8. Student's participation in group discussion and cooperative learning:</b> Describe context:				
<input type="checkbox"/> Student is disengaged.	<input type="checkbox"/> Attentive initially; gives up	<input type="checkbox"/> Attentive; participation not productive	<input type="checkbox"/> Attentive; comments appropriately some of the time	<input type="checkbox"/> Participates constructively
<b>9. Attends and processes chain of communication:</b>				
<input type="checkbox"/> Does not acknowledge speaker	<input type="checkbox"/> Aware of multiple speakers in chain of communication	<input type="checkbox"/> Follows chain of communication understanding 50% of information or less	<input type="checkbox"/> Follows chain of communication understanding 75% of information or more	<input type="checkbox"/> Follows chain of communication understanding 90% of information or more
<b>10. Independently initiates communication interaction within the classroom or self-initiates a comment:</b>				
<input type="checkbox"/> Does not initiate	<input type="checkbox"/> Initiates inappropriately	<input type="checkbox"/> Initiates appropriately 50-70% of the time	<input type="checkbox"/> Initiates appropriately 70-90% of the time	<input type="checkbox"/> Initiates appropriately 90% of the time or more
<b>11. Academic Performance (reading, writing, math):</b>				
More than 3 years below grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math	3 years below grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math	2 years below grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math	Within 1 year of grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math	At or above grade level: <input type="checkbox"/> reading <input type="checkbox"/> writing <input type="checkbox"/> math
<b>12. Language Skills:</b>				
more than 3 years below age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive	3 years below age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive	2 years below age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive	Within 1 year of age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive	At or above age level: <input type="checkbox"/> receptive <input type="checkbox"/> expressive
<b>13. Self-Advocacy Skills:</b>				
<input type="checkbox"/> does not know <i>when</i> information is misunderstood, does not know <i>how</i> to ask for assistance	<input type="checkbox"/> does not usually know <i>when</i> information is misunderstood; knows <i>how</i> to ask for assistance but manner is not appropriate	<input type="checkbox"/> does not usually know <i>when</i> information is misunderstood, but knows <i>how</i> to ask for assistance appropriately when needed	<input type="checkbox"/> most of the time recognizes <i>when</i> information is misunderstood, <i>how</i> to ask for assistance, and <i>when</i> it is appropriate to ask for repetition	<input type="checkbox"/> consistently recognizes <i>when</i> information is misunderstood, <i>how</i> to ask for assistance, and <i>when</i> it is appropriate to ask for repetition

Notes:

## PARC: Interpreted/Transliterated Education Readiness Checklist<sup>1</sup>

For students who utilize educational interpreting/transliterating services (oral, sign language, cued speech), access to instruction in the general education classroom is dependent on the ability of the interpreter/transliterator and classroom teacher to work together to support the student, the accuracy with which the information is interpreted/transliterated, and the skills of the student to utilize the interpreter/transliterator. This checklist contains skills that have been found to be important for a student to be a successful consumer of educational interpreting/transliterating services.

Each year during the Individual Education Program (IEP), discussion of a student's ability to fully benefit from placement in the general education classroom should be based on analysis of several skills as well as the student's academic performance.

Directions: Rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never* (<10%).

Interpretation: Students with mostly ratings of "always" and "frequently" are most likely to benefit from an interpreted/transliterated education program. Areas with ratings of "sometimes" indicate the skill is emerging but still may need significant support. Students with many ratings of "rarely" or "never" will require a program that utilizes more direct instruction from a teacher for students who are Deaf/HH. This checklist can also be used to identify student goals to develop interpreter/transliterator readiness skills as well as to monitor developing student competence with the skills.

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<sup>1</sup> Adapted with permission. Schick, B., (2004). Interpreter Use Inventory. In *Colorado Department of Education Educational Interpreter Handbook*, 2nd Edition.

## Interpreted/Transliterated Education Readiness Checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

	NEVER <10%	RARELY 10-39%	SOME 40-69%	FREQ 70-90%	ALWAYS >90%
<p>1. Does the student demonstrate the ability to:</p> <p>a. learn abstract and/or decontextualized material with minimal expansion?</p> <p>b. learn new vocabulary from typical classroom exposure?</p> <p>c. comprehend class content and instructions?</p> <p>d. understand what to do without the interpreter/transliterator directing?</p> <p>e. make age-appropriate progress without excessive assistance?</p> <p>f. complete class material and tests without interpreter assistance?</p> <p>g. store, retrieve, and organize information received through an interpreter/transliterator?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Does the student demonstrate understanding of the role of the interpreter/transliterator by:</p> <p>a. having appropriate expectations (based on the student's age) for the interpreter/transliterator?</p> <p>b. maintaining appropriate boundaries with the interpreter/transliterator?</p> <p>c. allowing the interpreter/transliterator to mostly interpret/transliterate?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Does the student demonstrate how to use the interpreter/transliterator by:</p> <p>a. recruiting interpreting assistance when needed?</p> <p>b. understanding when an interpreter is needed?</p> <p>c. advocating for communication needs?</p> <p>d. speaking up about missing information?</p> <p>e. requesting clarification from the interpreter?</p> <p>f. participating in class discussion?</p> <p>g. participating in small group discussion?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Does the student demonstrate appropriate social development by:</p> <p>a. interacting with peers about class materials?</p> <p>b. interacting with peers about social issues?</p> <p>c. appreciating a variety of traits and personalities?</p> <p>d. experiencing authentic peer relationships?</p> <p>e. arguing, playing, preferring, negotiating, or persuading peers?</p> <p>f. participating appropriately in class?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Attentional Factors - Does the student...</p> <p>a. attend to the interpreter/transliterator and the teacher?</p> <p>b. manage the multiple visual and/or auditory demands of complex visual and auditory environments?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## PARC: Captioning/Transcribing Readiness Checklist<sup>1</sup>

Captioning and transcribing are real time speech to text services that provide critical access to instruction for many students with hearing loss as well as English Language Learners (ELL) and other students with listening, attention, or learning disabilities. Before implementing these services, careful consideration must be made regarding the student's literacy skills and ability to use written information as well as social skills. An individual's reading rate is likely to be affected by the level of difficulty of the material<sup>2</sup> and also on the purpose for reading as well as other factors<sup>3</sup>. Depending upon the student's language and reading skills, a choice between a verbatim and a meaning-for-meaning service must be determined.

Captioning is a verbatim, word for word, transcription service while the meaning-for-meaning system adapts and condenses the vocabulary and modifies the language so that it is understandable to the user. CART (Computerized Access in Real-time) is an example of a formal captioning system with highly trained captioners delivering material. Meaning-for-meaning transcription systems utilize special equipment and/or software that assist with inputting the text with an on-site notetaker adapting the vocabulary and language. TypeWell ([www.typewell.com](http://www.typewell.com)) and C-Print ([www.ntid.rit.edu/cprint](http://www.ntid.rit.edu/cprint)) are examples of these types of systems. The delivery of captioning and transcribing requires specific training. The services can be provided with the captioner or transcriber in the classroom or remotely. Some systems may also have an option of using speech recognition software in place of a transcriber or captioner although at this time the accuracy of speech recognition software is highly variable. All systems utilize a laptop computer or hand-held device for the user; remote systems require internet access and some may also require a phone line. In addition to these formal programs, captioning may also be provided informally in the classroom as long as the captioners/transcribers are trained to appropriately provide the service.

In addition to a formal training in captioning and transcribing, an individual providing these services to a student should have a good understanding of the student's language, reading, and communication levels. Transcripts are useful tools for reviewing material discussed in class: for parents to review with their children to assist with homework; for teachers to reinforce concepts taught in class, and to help students who are not deaf or hard of hearing, but who may have missed class. Schools using these services should develop policy regarding who has access to the transcript.

For additional information on captioning and transcription services, see *Providing Real-time Captioning, C-Print®, Speech to Print Transcription and Assistive Listening Devices - Questions and Answers: A handbook that answers questions related to real-time captioning, C-Print and assistive listening devices*. Produced by MCPO. 2000. Item #: 109. Available from: <http://pdc.pepnet.org/content/PDFforms/PEPNetCatalog3.pdf>.

**Directions:** Rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never* (<10%).

**Interpretation:** Students with mostly ratings of "always" and "frequently" are most likely to benefit from the use of captioning/transcribing services with consideration given to the type of service that is most appropriate. Areas with ratings of "sometimes" indicate the skill is emerging, but still may need significant support. Students with many ratings of "rarely" or "never" should not utilize these services and will require other accommodations. This checklist can also be used to identify student goals to prepare students to use captioning/transcribing services in the future.

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<sup>1</sup> Adapted from Interpreter Use Inventory (B. Schick, 2004) by C.D. Johnson, D. Pfeiffer, and B.Parrish-Nowicki.

<sup>2</sup> Carver (1974) as cited in Shroyer & Birch, 1980

<sup>3</sup> Shroyer & Birch, 1980

### Captioning/Transcribing Readiness Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

	NEVER <10%	RARELY 10-39%	SOME 40-69%	FREQ 70-90%	ALWAYS >90%
<p>1. Does the student demonstrate the ability to:</p> <p>a. read English at the instructional language level used by the teacher?</p> <p>b. learn abstract and/or decontextualized material with minimal expansion?</p> <p>c. learn new vocabulary from typical classroom exposure?</p> <p>d. comprehend written class content and instructions?</p> <p>e. understand what to do without continuous prompting from a teacher or other adult?</p> <p>f. make age-appropriate progress without excessive assistance?</p> <p>g. complete class material and tests without frequent teacher assistance?</p> <p>h. store, retrieve, and organize transcription information received through captioning or transcribing?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Communication strengths/preferences. Does the student:</p> <p>a. prefer reception of academic information in print?</p> <p>b. require captioning/transcribing of classroom speech to support residual hearing or other support services?</p> <p>c. display motivation to read captions/transcripts of class content? (Note: studies show this to be an important factor in successful use of captioning/transcription services.)</p> <p>d. understand classmates' questions/inputs from captioning/transcribing services?</p> <p>e. communicate his/her own questions/comments in class? <i>TRANSCRIPTION is recommended if a student is unable to communicate his/her own questions/comments in class as captioning does not allow for the captioner to communicate for the student.</i></p> <p>f. need technology that would allow two-way communication with the transcriber? <i>TRANSCRIPTION is recommended in this situation (TypeWell and C-print provide this service).</i></p> <p>g. read at a speed or linguistic level that would require or benefit from condensing strategies? <i>TRANSCRIPTION is recommended if the student has reduced language and reading levels.</i></p> <p>h. read at a speed and linguistic level that would enable the student to receive the teacher's speech verbatim, using full text captioning. <i>CAPTIONING is recommended in this situation.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3. Does the student demonstrate how to use captioning/transcribing services by:</p> <p>a. asking for assistance when needed?</p> <p>b. understanding when additional support is needed (e.g., an interpreter, or teacher of the deaf)?</p> <p>c. advocating for communication needs?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. speaking up about missing information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. requesting clarification from the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. participating in class discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. participating in small group discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. utilizing captions/transcripts as notes for study after class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. utilizing highlighting/notetaking tools included in newer transcription software during class, if available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. using messaging technology to communicate questions/comments to captioner during class (if available in transcription software)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student demonstrate adequate social development to:					
a. interact with peers about class materials without support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. interact with peers about social issues without support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. participate appropriately in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. take the responsibility to doublecheck spelling of new vocabulary in notes after class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. benefit from remote captioning/transcribing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Attentional Factors - Does the student...					
a. attend to the captioning/transcribing and the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. manage the multiple visual and/or auditory demands of complex visual and auditory environments (reading captions/transcript; looking at teacher; looking at classmates to get the mood of the class; review graphics from board/book, etc)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:



## PARC: Instructional Communication Access Checklist<sup>1</sup>

The *Instructional Communication Access Checklist* contains indicators that are thought to represent skills necessary for students to access and fully participate in their learning environment. The checklist is designed to analyze the communication approaches used by a student to access instruction and how proficient the student is using that approach whether it is listening and spoken language (LSL), sign/cue, or both. The *General Skills* section considers competencies that lead to learner independence and may assist with Individual Education Program (IEP) team decisions regarding the level of instructional support needed. Responses to the remaining questions should be based on the student's present learning environment or the one being considered for the student. Examples of typical learning environments are: a special class with direct instruction from a teacher of the deaf or other special educator, a general education classroom with most instruction delivered by the classroom teacher that may also include an interpreter/transliterater, or a setting where class size is smaller and instruction, though provided by the classroom teacher, is more individualized for each student.

The growing number of students who have gained effective use of their listening and spoken language skills with cochlear implants and advanced hearing instrument technology has increased the emphasis on placements in typical learning environments. One aim of this checklist is to help the IEP team determine a student's readiness for instruction through a LSL approach as well as to monitor progress in these critical skill areas through the transition processes from sign/cue.

Due to changing student, instruction, and environmental conditions, consideration of whether a student is ready to benefit from placement and services in the general education classroom, or other setting, as well as the communication competencies of the student that are necessary to sustain meaningful participation in the desired learning environment, should be reconsidered each year through the IEP review process.

Directions: Using the column that represents the communication approach used by the student, rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never* (<10%). Some students may only use one approach and other students may use a combination. Then determine how proficiently the student is functioning by identifying the communication approach used and selecting a rating using a scale of 1 to 6 (1= not at all proficient; 6= completely proficient). Multiple colors or symbols can be used to rate proficiency with each approach if desired.

Interpretation: Compare the proficiency level of the student to the approach used to determine if that approach is appropriate or if adjustments may be needed to increase student access to instruction. Students with mostly ratings of "always" or "frequently" are most likely to be successful in the identified communication approach if their proficiency level is high. Areas with ratings of "sometimes" indicate the skill is emerging but still may need significant support. Students with several ratings of "rarely" or "never" in the LSL column will likely require a program that utilizes more sign-supported or cue-supported speech or other direct instruction support for clarification of information. Students with several ratings of "rarely" or "never" in the sign/cue column may require additional direct instruction support for clarification of information. Students with general skills at these rating levels ("rarely" or "never") likely have insufficient skills to be able to function in general education classes without significant support. This checklist can also be used to identify student goals to develop specific skills in the desired approach as well as to monitor developing competence with these skills.

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<sup>1</sup> Adapted with permission. *Competencies for Transition from Manual to Oral Instruction, the Child with a Cochlear Implant*. Boston Center for Deaf and Hard of Hearing Children, Children's Hospital of Boston, 2003.

### Instructional Communication Access Checklist

Name: _____ Date: _____ Grade: _____ Completed by: _____ Title: _____	LISTENING & SPOKEN LANGUAGE (LSL)					<input type="checkbox"/> SIGN/CUE ONLY <input type="checkbox"/> LSL WITH SIGN/CUE					HOW PROFICIENT?						
	Never<10%	Rarely 10-39%	Some 40-69%	Frequently 70-0%	Always >90%	Never<10%	Rarely 10-39%	Some 40-69%	Frequently 70-0%	Always >90%	APPROACH: <input type="checkbox"/> LSL <input type="checkbox"/> SIGN/CUE <input type="checkbox"/> LSL WITH SIGN/CUE Not at all-Completely 1 2 3 4 5 6						
<b>1. General Skills</b> Does the student demonstrate the ability to...																	
a. learn abstract and/or decontextualized material with minimal expansion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
b. store, retrieve, and organize information received?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
c. learn new vocabulary from typical classroom exposure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
d. understand what to do without on-on-one direction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
e. make age-appropriate progress without excessive assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
f. complete class material and tests independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
g. self-advocate for communication and learning needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
<b>2. Receptive Language</b> Does the student...																	
a. understand connected discourse used by adults in the proposed education setting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
b. comprehend and follow directions related to the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
c. understand the language of instructional activities and posses a language base strong enough to learn topics in depth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
d. attend to group conversations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
e. demonstrate incidental learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
f. exhibit relative speed in processing of new information comparable to classroom peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
g. demonstrate the above receptive skills for language in the following settings:																	
■ one-on-one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
■ small group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	
■ large group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6	

Name: _____ Date: _____ Grade: _____ Completed by: _____ Title: _____	LISTENING & SPOKEN LANGUAGE (LSL)					☐ SIGN/CUE ONLY ☐ LSL WITH SIGN/CUE					HOW PROFICIENT?					
	Never<10%	Rarely 10-39%	Some 40-69%	Frequently 70-0%	Always >90%	Never<10%	Rarely 10-39%	Some 40-69%	Frequently 70-0%	Always >90%	APPROACH: ☐ LSL ☐ SIGN/CUE ☐ LSL WITH SIGN/CUE Not at all-Completely 1 2 3 4 5 6					
<b>3. Expressive Language</b> Does the student... a. express him/herself in a manner that is easily understood by ■ familiar adults? ■ less familiar adults? ■ peers in academic and social conversations? b. use no more than 2 to 3 repairs/rephrases per conversation with an adult? c. carry on a conversation with one peer ■ independently? ■ with assistance? d. participate in group conversation (NOTE: group number should be comparable to the typical size in the proposed educational setting) ■ independently? ■ with facilitation by an adult? e. express ideas and convey a meaningful message using connected language? f. adjust expressive style (pragmatics) to match environmental conditions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
<b>4. Written Language Skills (reading and writing)</b> Does the student... a. demonstrate reading skills comparable to potential classmates/peers? b. demonstrate written skills comparable to potential classmates/peers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5	6

Notes:

## PARC: Placement And Readiness Checklists

### Part 2A: Placement Checklist for Children who are Deaf and Hard of Hearing PRESCHOOL/KINDERGARTEN

Before the Individual Education Program (IEP) team makes a decision regarding services and placement for a child who is deaf or hard of hearing, two areas should be considered. First, is the child ready for the placement under consideration and, second, is the classroom environment under consideration sufficiently prepared to support the child? This checklist is the *Placement* component of this two part instrument. Its purpose is to guide considerations and decisions related to placement and service options for children who are deaf or hard of hearing for preschool and kindergarten. Ratings may also guide the IEP team in providing for supports when needed. The companion set of checklists consider the readiness of the child for the various learning environments and situations under consideration.

The information to complete this placement checklist should be obtained through observation and discussion with the current early intervention provider, the prospective teacher(s), the parents and other members of the IEP team. Placement decisions should consider the child's communication, language, pre-academic, and social needs in the context of the proposed learning environment. Note: Each area or item may not be applicable to every child.

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_ Title: \_\_\_\_\_

Name of School: \_\_\_\_\_ Level:  PS  K

Type of Classroom:  Special education class  General education class  At-risk class  
 Deaf education class  Co-taught class  Other \_\_\_\_\_

Primary Instructor:  Deaf education teacher  Preschool or Kindergarten teacher  
 Special education teacher  Other \_\_\_\_\_

If not a deaf education teacher/specialist, describe previous experience with children who are deaf or hard of hearing: \_\_\_\_\_

IEP Deaf education services:  Consult/Itinerant  Direct- in classroom  Direct- out of classroom  other\_\_

Days/week program offered: \_\_\_\_\_ Hours per day: \_\_\_\_\_

Child's communication mode(s): \_\_\_\_\_ Mode(s) observed in classroom: \_\_\_\_\_

Total number of children in classroom: \_\_\_\_ Number of children with hearing loss: \_\_\_\_ Child: adult ratio: \_\_\_\_

Age span of children: \_\_\_\_ to \_\_\_\_ yrs Number of children who are typical language models: \_\_\_\_

Personal Hearing Instrument:  Hearing Aid(s)  Cochlear Implant(s)  Bone anchored device  none/other\_\_

Hearing Assistance Technology used:  None  Personal FM System  Classroom Audio Distribution System  
 Other \_\_\_\_\_

**IEP Related and Support Services:**

<u>Area</u>			<u>Training</u>		<u>If provided, is service...</u>
	<u>Yes</u>	<u>No</u>	<u>with D/HH?</u>		
Speech-language therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
English Language Learner (ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
Educational audiology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Occupational therapy/physical therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Psychology/mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Counseling (by psychologist or social worker)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behavior/Positive Behavior Intervention/Support Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Other support services:  Deaf/Hard of Hearing Role Models  
 Parent counseling and training  Parent Support Groups/Activities  
 Transportation  After school programs

NOTE: If an item is not relevant for a child, please write "NA" in the "NO" column.

I. Classroom- Physical Environment	YES	NO
1. Is the room size conducive to learning? (A large room/high ceiling can distort sound; a small room may be noisier.)	_____	_____
2. Is the room adequately lit? (Lighting and shadows may affect speechreading and signing abilities.)	_____	_____
3. Is the ambient noise level for the classroom within recommended standards (noise $\leq 35\text{dbA}$ and reverberation $\leq .6$ msec, ANSI S12.60-2009/10)?	_____	_____
4. Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)?	_____	_____
5. Are noise sources in the classroom minimized (e.g., fish tanks, ventilation/heater fans, computers)?	_____	_____
6. Does noise from adjacent spaces (hallways, outside the building) spill over into classroom?	_____	_____
Comments _____		

II. General Learning Environment	YES	NO
7. Does teacher(s)/adult(s) use a variety of techniques to elicit positive behavior from children?	_____	_____
8. Are there a variety of centers (fine motor, art, manipulatives, science, music, dramatic play, sensory, literacy)?	_____	_____
9. Is there a visual schedule identifying daily routines and child expectations?	_____	_____
10. Is there a visual behavior management system that provides clear structure for the class and consistent rules?	_____	_____
11. Is the curriculum standards-based, including a variety of themes, topics, and children's literature?	_____	_____
12. Does the teacher use lesson plans to guide daily activities?	_____	_____
13. Are activities modified to meet a variety of children's needs?	_____	_____
14. Are special services children receive		
a. usually in the general education classroom?	_____	_____
b. Supportive of the general education content?	_____	_____
Comments _____		

III. Instructional Style	YES	NO
14. Classroom Discourse and Language		
a. Are the teacher(s) and other adults good language models for the children?	_____	_____
b. Is language consistently accessible to the child? (If sign/cuing is used, do all adults in the classroom consistently sign/cue, including their communications with other adults?)	_____	_____
c. Are peer responses repeated?	_____	_____
d. Is vocabulary and language expanded by an adult?	_____	_____
15. Teacher's Speaking Skills		
a. Is enunciation clear?	_____	_____
b. Is rate appropriate?	_____	_____
c. Is loudness appropriate?	_____	_____
d. Is facial expression used to clarify the message?	_____	_____
e. Are gestures used appropriately?	_____	_____
f. Are teacher's (or other speaker's) lips available for speechreading?	_____	_____
g. Is teacher's style animated?	_____	_____
h. Is a buddy system available to provide additional assistance or clarification?	_____	_____

16. Use of Visual Information
- a. Are props or other visual materials used for stories and activities? \_\_\_\_\_
  - b. Are appropriate attention-getting strategies utilized? \_\_\_\_\_
  - c. Are fingerplays, action songs, and dramatic play used in circle time, story time, centers, etc. \_\_\_\_\_
17. Small Group/Circle Time
- a. Are all children encouraged to share and participate? \_\_\_\_\_
  - b. Does the teacher face children when speaking? \_\_\_\_\_
  - c. Do the children face one another when speaking? \_\_\_\_\_
  - d. Does the teacher lead group activities in an organized, but child-friendly manner? \_\_\_\_\_
  - e. Is appropriate wait time utilized to encourage children to think and participate? \_\_\_\_\_
  - f. Are children seated within the teacher's "arc of arms"? \_\_\_\_\_
  - g. Does teacher obtain eye contact prior to and while speaking? \_\_\_\_\_
  - h. Is the FM microphone passed around to all speakers? \_\_\_\_\_
18. Use of Sign (note: Direct instruction is preferable to use of an interpreter/transliterator for preschool children. The IEP team may find the *Interpreted/Transliterated Education Readiness Checklist* a useful tool for assessing readiness levels of young children and suggesting supports that may be needed). ☐ Not Applicable
- a. Is sign consistently used by all adults in the class? \_\_\_\_\_
  - b. Is sign consistently used by all children in the class? \_\_\_\_\_
  - c. Does the type of sign used in the classroom match the signs used by this child? \_\_\_\_\_
  - d. Is fingerspelling used? \_\_\_\_\_
  - e. Does the interpreter/transliterator adjust the language in order to make it more accessible to the child? \_\_\_\_\_
  - f. Does the interpreter/transliterator make changes to content vocabulary for the child? \_\_\_\_\_
  - g. Does the interpreter/transliterator expand on concepts presented in class? \_\_\_\_\_
  - h. Are gestures used appropriately? \_\_\_\_\_
  - i. Are there opportunities for parents and peers to learn to sign? \_\_\_\_\_
19. Opportunities for Hands-on Experience
- a. Are a variety of materials available? \_\_\_\_\_  
 Check those used: ☐ books ☐ visual props ☐ audio tapes ☐ video tapes  
 ☐ objects for dramatic play ☐ manipulatives
  - b. Are stories experienced in a variety of ways? \_\_\_\_\_
  - c. Are there field trips? \_\_\_\_\_
  - d. Are cooking experiences available? \_\_\_\_\_
  - e. Are art and sensory activities conducted? \_\_\_\_\_
20. Amplification/Technology ☐ Not Applicable
- a. Are personal hearing instruments (hearing aids/cochlear implants) and hearing assistance devices (FM, infrared) checked at school each day? \_\_\_\_\_
  - b. Is amplification used consistently in all learning environments? \_\_\_\_\_
  - c. Are current instructional technologies used (Smart boards, computers, internet)? \_\_\_\_\_

Comments \_\_\_\_\_

IV. School Culture		YES	NO
21.	Is there evidence that the school administration supports children with disabilities?	_____	_____
22.	Is the school welcoming of parents and does it encourage parent involvement?	_____	_____
23.	Is the school/district administrator knowledgeable about hearing loss or willing to learn about hearing loss?	_____	_____
24.	Is the school committed to making the necessary accommodations for children with hearing loss?	_____	_____
25.	Is the teacher open to consultation with other professionals or specialists?	_____	_____

- |     |  |     |     |
|-----|--|-----|-----|
| 26. | Does the teacher provide opportunities for individualized attention?   | ___ | ___ |
| 27. | Is the teacher welcoming of children with special needs?   | ___ | ___ |
| 28. | Is the teacher willing to use and troubleshoot hearing assistance technology (FMs) and other technologies (captioning, transcription)? | ___ | ___ |

Comments \_\_\_\_\_

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### Reflection

<b>V. Individual Child Considerations</b>	<b>YES</b>	<b>NO</b>
---	------------	-----------

- |     |  |     |     |
|-----|--|-----|-----|
| 29. | <b>Communication and Language</b><br>Think about how the child communicates thoughts, ideas, and needs. Think about how the child interacts with other children. Are there sufficient opportunities for direct communication with peers and professionals in the child's language and communication mode and at the child's academic level? Is there direct instruction in the child's language and communication mode? Will the child's communication needs be nurtured in this classroom environment? Does the child have sufficient language abilities to benefit from instruction in the classroom? Will this child develop English language competency in this environment? | ___ | ___ |
| 30. | <b>Social Interactions and Self-Concept</b><br>Think about how the child plays alone and in groups. Think about how the child interacts with other children. Will the child's self-concept and social needs be nurtured in this classroom environment? Will this child be encouraged to develop self-advocacy skills?  | ___ | ___ |
| 31. | <b>Listening Skills</b><br>Does the child attend well? Is the child able to listen and process information in noise? Think about what the child does when he/she cannot hear? Does the child take responsibility for his/her personal hearing instruments? Will the child's listening needs be supported in this classroom environment? In the lunchroom and other school environments? Is the staff qualified and able to support the child's listening needs?  | ___ | ___ |

□ Not Applicable

Comments \_\_\_\_\_

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## PARC: Placement And Readiness Checklists

### Part 2B: Placement Checklist for Students who are Deaf and Hard of Hearing: ELEMENTARY

Before the Individual Education Program (IEP) team makes a decision regarding services and placement for a student who is deaf or hard of hearing, two areas should be considered. First, is the student ready for the placement under consideration and, second, is the classroom environment under consideration sufficiently prepared to support the student? This checklist is the *Placement* component of this two part instrument. Its purpose is to guide considerations and decisions related to placement and service options for students who are deaf or hard of hearing in elementary school. Ratings may also guide the IEP team in providing for supports when needed. The companion set of checklists consider the readiness of the student for the various learning environments and situations under consideration.

The information to complete this placement checklist should be obtained through observation and discussion with the current teacher, the prospective teacher(s), the parents and other members of the IEP team. Placement decisions should consider the student's communication, language, pre-academic, and social needs in the context of the proposed learning environment. Note: Each area or item may not be applicable to every student.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_ Title: \_\_\_\_\_

Name of School: \_\_\_\_\_ Grade: \_\_\_\_\_

Type of Classroom:      Special education class      General education class      At-risk class  
                                   Deaf education class      Co-taught class      Other \_\_\_\_\_

If primary instructor is not a deaf education teacher/specialist, describe any previous experience with students who are deaf or hard of hearing: \_\_\_\_\_

IEP Deaf education services:      Consultation/Itinerant      Direct- in classroom      Direct- out of classroom  
     Special School      other \_\_\_\_\_

Observers:    Deaf education teacher:     check type:    classroom    itinerant    consultative    co-teacher  
     General education teacher      Special education teacher      Parent      Other \_\_\_\_\_

Total number of students in classroom: \_\_\_\_     Number of students with hearing loss: \_\_\_\_     Student: adult ratio: \_\_\_\_

Student's communication mode(s): \_\_\_\_\_     Mode(s) observed in classroom: \_\_\_\_\_

Receptive language level:    above grade level    at grade level    below grade level    >2 yrs below grade level

Expressive language level:    above grade level    at grade level    below grade level    >2 yrs below grade level

Personal Hearing Instrument:    Hearing Aid(s)    Cochlear Implant(s)    Bone anchored device    None/other \_\_\_\_

Hearing Assistance Technology used:    Personal FM System    Classroom Audio Distribution System    None  
     Other \_\_\_\_\_

Educational Interpreter assigned?    Yes    No     Meets state's minimum standard?    Yes    No

IEP Related and Support Services:	<u>Area</u>	<u>Has had training</u> <u>with D/HH?</u>	<u>If provided, is service..</u>
Speech-language therapy	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
English Language Learner (ELL)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
Educational audiology	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Occupational therapy/physical therapy	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Psychology/mental health	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Counseling (by psychologist or social worker)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Behavior/Positive Behavior Intervention/Support Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other support services:			
<input type="checkbox"/> Parent counseling and training		<input type="checkbox"/> Deaf/Hard of Hearing Role Models	
<input type="checkbox"/> Transportation		<input type="checkbox"/> Parent Support Groups/Activities	
		<input type="checkbox"/> After school programs	



NOTE: If an item is not relevant for a child, please write "NA" in the "NO" column.

<b>I. Classroom- Physical Environment</b>		<b>YES</b>	<b>NO</b>
1.	Is the room size conducive to learning? (A large room/high ceiling can distort sound; a small room may be noisier.)	_____	_____
2.	Is the room adequately lit? (Lighting and shadows may affect speechreading and signing abilities.)	_____	_____
3.	Is the ambient noise level for the classroom within recommended standards (noise $\leq 35\text{dbA}$ and reverberation $\leq .6$ sec, ANSI S12.60-2009/10)?	_____	_____
4.	Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)?	_____	_____
5.	Are noise and movement sources in the classroom minimized (e.g., computers, ventilation/heater fans, fish tanks, small group activities)?	_____	_____
6.	Does noise from adjacent spaces (hallways, outside the building) spill over into classroom?	_____	_____
Comments _____			

<b>II. General Learning Environment</b>		<b>YES</b>	<b>NO</b>
7.	Do teacher(s)/adult(s) use a variety of techniques to elicit positive behavior from students?	_____	_____
8.	Are there a variety of centers (fine motor, art, manipulatives, science, music, dramatic play, sensory, literacy) or opportunities for demonstrating learning?	_____	_____
9.	Is there a visual schedule identifying daily routines and student expectations?	_____	_____
10.	Is there a visual behavior management system that provides clear structure for the class and consistent rules?	_____	_____
11.	Is the curriculum standards-based including a variety of themes, topics, and children's literature?	_____	_____
12.	Does the teacher use lesson plans to guide daily activities?	_____	_____
13.	Are activities modified to meet a variety of students' needs?	_____	_____
Comments _____			

<b>III. Instructional Style</b>		<b>YES</b>	<b>NO</b>
14.	Classroom Discourse and Language		
a.	Are the teacher(s), students, and other adults good language models for the student?	_____	_____
b.	Is language consistently accessible to this student? If sign/cueing is used, does the interpreter/transliterater, or all adults in the classroom if no interpreter, consistently sign/cue, including communications with other adults?	_____	_____
c.	Are peer responses repeated or signed/cued?	_____	_____
d.	Is vocabulary and language expanded by the teacher?	_____	_____
15.	Teacher's Speaking Skills		
a.	Is enunciation clear?	_____	_____
b.	Is rate appropriate?	_____	_____
c.	Is loudness appropriate?	_____	_____
d.	Is facial expression used to clarify the message?	_____	_____
e.	Are gestures used appropriately?	_____	_____
f.	Are teacher's (or other speaker's) lips available for speechreading?	_____	_____
g.	Is teacher's style animated?	_____	_____
h.	Is a buddy system available to provide additional assistance or clarification?	_____	_____
16.	Use of Visual Information		
a.	Are props or other visual materials used for stories and activities?	_____	_____
b.	Are appropriate attention-getting strategies utilized?	_____	_____
c.	Are overhead projectors, VCRs, LCDs, Smart Boards and other equipment to provide visual supplements utilized?	_____	_____
d.	Is computer assisted notetaking, or a comparable procedure, utilized to support	_____	_____

- access to course content, instruction, and discourse amongst the class? \_\_\_\_\_
- e. Is visual information accessible to the student (e.g., within view, written in appropriate language)? \_\_\_\_\_
17. Oral Discussion/Small Groups
- a. Are all students encouraged to share and participate? \_\_\_\_\_
- b. Does the teacher face the students when speaking? \_\_\_\_\_
- c. Do the students face one another when speaking? \_\_\_\_\_
- d. Does the teacher lead group activities in an organized and student-friendly manner? \_\_\_\_\_
- e. Is appropriate wait time utilized to encourage students to think and participate? \_\_\_\_\_
- f. Are students seated within the teacher's "arc of arms"? \_\_\_\_\_
- g. Does the teacher obtain eye contact prior to and while speaking? \_\_\_\_\_
- h. If used, is the FM microphone passed around to all speakers? \_\_\_\_\_
18. Use of Sign/Cued Speech  Not Applicable
- a. If an educational interpreter/transliterator is assigned to the student, does the interpreter/transliterator promote student self-advocacy yet assure full access to all communication in the classroom? \_\_\_\_\_
- b. Is the interpreter/transliterator familiar with the student's IEP, and does s/he know his/her role in its implementation? \_\_\_\_\_
- c. Does the interpreter/transliterator adjust the language in order to make it more accessible to the student? \_\_\_\_\_
- d. Does the interpreter/transliterator make changes to content vocabulary for the student? \_\_\_\_\_
- e. Does the interpreter/transliterator expand on concepts presented in class? \_\_\_\_\_
- f. Is sign/cued speech consistently used by all adults in the class? \_\_\_\_\_
- g. Are teachers and paras proficient in the sign/cued mode of the student? \_\_\_\_\_
- h. Is sign/cuing consistently used by all students in the class? \_\_\_\_\_
- i. Does the type of sign/cuing used in the classroom match the signs/cues used by this student? \_\_\_\_\_
- j. Is fingerspelling used? \_\_\_\_\_
- k. Are there opportunities for parents and peers to learn to sign/cued speech? \_\_\_\_\_
- l. Do they take advantage of them? \_\_\_\_\_
19. Opportunities for Hands-on Experience
- a. Are a variety of materials available? \_\_\_\_\_
- Check those used:  books  visual props  audio/video CDs/DVDs  
 objects for dramatic play  manipulatives
- b. Are stories experienced in a variety of ways? \_\_\_\_\_
- c. Are there field trips? \_\_\_\_\_
- d. Are art and sensory activities conducted? \_\_\_\_\_
20. Amplification/Technology  Not Applicable
- a. Are personal hearing instruments (hearing aids/cochlear implants) and hearing assistance devices (FM, infrared) checked at school each day? \_\_\_\_\_
- b. Is amplification used consistently in all learning environments? \_\_\_\_\_
- c. Are current instructional technologies used (Smart boards, computers, internet)? \_\_\_\_\_

Comments \_\_\_\_\_

IV. School Culture		YES	NO
21.	Is there evidence that the school administration supports students with disabilities?	_____	_____
22.	Is the school welcoming of parents and does it encourage parent involvement?	_____	_____
23.	Is the school/district administrator knowledgeable about hearing loss or willing to learn?	_____	_____
24.	Is the school committed to making the necessary accommodations for students with hearing loss?	_____	_____
25.	Is the teacher open to consultation with other professionals or specialists?	_____	_____
26.	Does the teacher provide opportunities for individualized attention?	_____	_____

- |     |  |       |       |
|-----|--|-------|-------|
| 27. | Is the teacher welcoming of students with special needs?   | _____ | _____ |
| 28. | Is the teacher willing to use and troubleshoot hearing assistance technology (e.g., FMs) and other technologies (e.g., captioning, transcription)? | _____ | _____ |
| 29. | Are the extra-curricular (sports, drama, clubs) staff and settings prepared to assure communication access for this student?                       | _____ | _____ |

Comments \_\_\_\_\_

<b>V.</b>	<b>Reflection: Individual Student Considerations</b>	<b>YES</b>	<b>NO</b>
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- |     |   |       |       |
|-----|---|-------|-------|
| 30. | <b>Communication and Language</b><br>Think about how this student communicates thoughts, ideas, and needs. Think about how this student interacts with other students. Will his/her communication be nurtured in this classroom environment? Are there opportunities for direct communication with peers and professionals in the student's language and communication mode and at the student's academic level? Is there direct instruction in the student's language and communication mode? Does this student have sufficient language abilities to benefit from instruction in the classroom (generally within 2 years of most students in the class)? Will this student develop English language competency in this environment? | _____ | _____ |
| 31. | <b>Social Interactions, Self-Concept, Self-Efficacy, and Self-Advocacy</b><br>Think about how this student plays and behaves alone and in groups. Think about how this student interacts with other students. Will this student's social skills and self-concept be nurtured in this classroom environment? Will this student be supported to develop self-efficacy and self-advocacy skills?   | _____ | _____ |
| 32. | <b>Listening Skills</b><br>Does this student attend well? Is this student able to listen and process information in noise? Think about what this student does when he/she cannot hear? Does this student take responsibility for his/her personal hearing instruments? Will this student's listening needs be supported in this classroom, lunchroom and all other school environments? Is the staff qualified and able to support the student's listening needs?   | _____ | _____ |

Comments \_\_\_\_\_

## PARC: Placement And Readiness Checklists

### Part 2C: Placement Checklist for Students who are Deaf and Hard of Hearing: SECONDARY

Before the Individual Education Program (IEP) team makes a decision regarding services and placement for a student who is deaf or hard of hearing, two areas should be considered. First, is the student ready for the placement under consideration and, second, is the classroom environment under consideration sufficiently prepared to support the student? This checklist is the *Placement* component of this two part instrument. Its purpose is to guide considerations and decisions related to placement and service options for students who are deaf or hard of hearing in middle school and high school. Ratings may also guide the IEP team in providing supports when needed. The companion set of checklists consider the readiness of the student for the various learning environments and situations under consideration.

The information to complete this placement checklist should be obtained through observation and discussion with the current teacher, the prospective teacher(s), the parents and other members of the IEP team. Placement decisions should consider the student's communication, language, academic, and social needs in the context of the proposed learning environment. Note: Each area or item may not be applicable to every student.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Person completing this form: \_\_\_\_\_ Title: \_\_\_\_\_

Name of School: \_\_\_\_\_ Grade: \_\_\_\_\_

Type of Classroom:     Special education class             General education class             At-risk class  
                                   Deaf education class                     Co-taught class                     Other \_\_\_\_\_

If primary instructor is not a deaf education teacher/specialist, describe any previous experience with students who are deaf or hard of hearing: \_\_\_\_\_

IEP Deaf education services:     Consultation/Itinerant     Direct- in classroom     Direct- out of classroom  
     Special School                     other \_\_\_\_\_

Range of class size of student's in classrooms: \_\_\_to\_\_\_    Number of students with hearing loss in school: \_\_\_\_\_

Student's communication mode(s): \_\_\_\_\_    Mode(s) observed in classroom: \_\_\_\_\_

Receptive language level:  above grade level  at grade level  1-2 yrs below grade level  >2 yrs below grade level

Expressive language level:  above grade level  at grade level  1-2 yrs below grade level  >2 yrs below grade level

Personal Hearing Instrument:  Hearing Aid(s)  Cochlear Implant(s)  Bone anchored device  None/other \_\_\_\_\_

Hearing Assistance Technology used:  Personal FM system  Classroom Audio Distribution System  None  
 Other \_\_\_\_\_

Educational Interpreter assigned?  Yes  No                    Meets state's minimum standard?  Yes  No

IEP Related and Support Services:

<u>Area</u>			<u>Has had training with D/HH?</u>	<u>If provided, is service..</u>
Speech-language therapy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
English Language Learner (ELL)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
Educational audiology	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Occupational therapy/physical therapy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Psychology/mental health	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Counseling (by psychologist or social worker)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Behavior/Positive Behavior Intervention/Support Plan	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other support services:			<input type="checkbox"/> Deaf/Hard of Hearing Role Models	
<input type="checkbox"/> Parent counseling and training			<input type="checkbox"/> Parent Support Groups/Activities	
<input type="checkbox"/> Transportation			<input type="checkbox"/> After school programs	

NOTE: If an item is not relevant for a child, please write "NA" in the "NO" column.

<b>I. Classroom- Physical Environment</b>		YES	NO
1.	Is the room size conducive to learning? (A large room/high ceiling can distort sound; a small room may be noisier.)	_____	_____
2.	Is the room adequately lit? (Lighting and shadows may affect speechreading and signing abilities.)	_____	_____
3.	Is the ambient noise level for the classroom within recommended standards (noise $\leq 35\text{dbA}$ and reverberation $\leq .6\text{ sec}$ , ANSI S12.60-2009/10)?	_____	_____
4.	Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)?	_____	_____
5.	Are noise and movement sources in the classroom minimized (e.g., computers, ventilation/heater fans, fish tanks, small group activities)?	_____	_____
6.	Does noise from adjacent spaces (hallways, outside the building) spill over into classroom?	_____	_____
Comments _____			

<b>II. General Learning Environment</b>		YES	NO
7.	Do teacher(s)/adult(s) use a variety of techniques to elicit positive behavior from students?	_____	_____
8.	Is there a visual schedule identifying daily routines and student expectations?	_____	_____
9.	Is there a visual behavior management system that provides clear structure for the class and consistent rules?	_____	_____
10.	Is the curriculum standards-based including a variety of themes, topics, and age level appropriate literature?	_____	_____
11.	Does the teacher use lesson plans to guide daily activities?	_____	_____
12.	Are activities modified to meet a variety of students' needs?	_____	_____
Comments _____			

<b>III. Instructional Style</b>		YES	NO
13.	Classroom Discourse and Language		
a.	Are the teacher(s), students, and other adults good language models for the student?	_____	_____
b.	Is language consistently accessible to this student? If sign/cuing is used, does the interpreter/transliterater, or all adults in the classroom if no interpreter/transliterater, consistently sign/cue, including communications with other adults?	_____	_____
c.	Are peer responses repeated or signed/cued?	_____	_____
d.	Is vocabulary and language expanded by the teacher?	_____	_____
14.	Teacher's Speaking Skills		
a.	Is enunciation clear?	_____	_____
b.	Is rate appropriate?	_____	_____
c.	Is loudness appropriate?	_____	_____
d.	Is facial expression used to clarify the message?	_____	_____
e.	Are gestures used appropriately?	_____	_____
f.	Are teacher's (or other speaker's) lips available for speechreading?	_____	_____
g.	Is teacher's style animated?	_____	_____
h.	Is a buddy system available to provide additional assistance or clarification?	_____	_____
15.	Use of Visual Information		
a.	Are props or other visual materials used for stories and activities?	_____	_____
b.	Are appropriate attention-getting strategies utilized?	_____	_____
c.	Are overhead projectors, VCRs, LCDs, Smart boards and other equipment to provide visual supplements utilized?	_____	_____
d.	Is computer assisted notetaking, or a comparable procedure, utilized to support	_____	_____

- access to course content, instruction, and discourse amongst the class? \_\_\_\_\_
- e. Is visual information accessible to the student (e.g., within view)? \_\_\_\_\_
16. Oral Discussion/Small Groups
- a. Are all students encouraged to share and participate? \_\_\_\_\_
- b. Does the teacher face the students when speaking? \_\_\_\_\_
- c. Do the students face one another when speaking? \_\_\_\_\_
- d. Does the teacher lead group activities in an organized and student-friendly manner? \_\_\_\_\_
- e. Is appropriate wait time utilized to encourage students to think and participate? \_\_\_\_\_
- f. Are students seated within the teacher's "arc of arms"? \_\_\_\_\_
- g. Does the teacher obtain eye contact prior to and while speaking? \_\_\_\_\_
- h. If used, is the FM microphone passed around to all speakers? \_\_\_\_\_
17. Use of Sign/Cued Speech  Not Applicable
- a. If an educational interpreter/transliterator is assigned to the student, does the interpreter/transliterator promote student self-advocacy yet assure full access to all communication in the classroom? \_\_\_\_\_
- b. Is the interpreter/transliterator familiar with the student's IEP, and does s/he know his/her role in its implementation? \_\_\_\_\_
- c. Does the interpreter/transliterator adjust the language in order to make it more accessible to the student? \_\_\_\_\_
- d. Does the interpreter/transliterator make changes to content vocabulary for the student? \_\_\_\_\_
- e. Does the interpreter/transliterator expand on concepts presented in class? \_\_\_\_\_
- f. Is sign/cued speech consistently used by all adults in the class? \_\_\_\_\_
- g. Are teachers and paras proficient in the sign/cue mode of the student? \_\_\_\_\_
- h. Is sign/cuing consistently used by all students in the class? \_\_\_\_\_
- i. Does the type of sign/cue used in the classroom match the signs/cued speech used by this student? \_\_\_\_\_
- j. Is fingerspelling used? \_\_\_\_\_
- k. Are there opportunities for parents and peers to learn to sign/cued speech? \_\_\_\_\_
- l. Do they take advantage of them? \_\_\_\_\_
18. Opportunities for Experiential Learning
- a. Are a variety of materials available? \_\_\_\_\_  
Check those used:  books  visual props  audio/video Cds/DVDs
- b. Are stories experienced in a variety of ways? \_\_\_\_\_
- c. Are there field trips? \_\_\_\_\_
- d. Are art and sensory activities conducted? \_\_\_\_\_
19. Amplification/Technology  Not Applicable
- a. Are personal hearing instruments (hearing aids/cochlear implants) and hearing assistance devices (FM, infrared) checked at school each day? \_\_\_\_\_
- b. Is amplification used consistently in all learning environments? \_\_\_\_\_
- c. Are current instructional technologies used (Smart boards, computers, internet)? \_\_\_\_\_
20. Transition
- a. Is personal responsibility/self-advocacy development supported for independent thinking and decision-making? \_\_\_\_\_
- b. Is there an emphasis on career exploration and development of career goals? \_\_\_\_\_
- c. Does the student's education program support his/her post-school goals? \_\_\_\_\_
- d. Are there opportunities for job shadowing within the community? \_\_\_\_\_
- e. When appropriate, are linkages made with adult services (e.g., Voc Rehab)? \_\_\_\_\_

Comments \_\_\_\_\_

#### IV. School Culture

YES NO

21. Is there evidence that the school administration supports students with disabilities? \_\_\_\_\_

- |     |  |       |       |
|-----|--|-------|-------|
| 22. | Is the school/district administrator knowledgeable about hearing loss or willing to learn?   | _____ | _____ |
| 23. | Is the school committed to making the necessary accommodations for students with hearing loss?   | _____ | _____ |
| 24. | Is the teacher open to consultation with other professionals or specialists?   | _____ | _____ |
| 25. | Does the teacher provide opportunities for individualized attention?   | _____ | _____ |
| 26. | Is the teacher welcoming of students with special needs?   | _____ | _____ |
| 27. | Is the teacher willing to use and troubleshoot hearing assistance technology (FMs) and other technologies (captioning, transcription)? | _____ | _____ |
| 28. | Are the extra-curricular (sports, drama, clubs) staff and settings going to assure communication access for this student?              | _____ | _____ |

Comments \_\_\_\_\_

**V. Reflection: Individual Student Considerations**

YES NO

- |     |  |       |       |
|-----|--|-------|-------|
| 29. | Communication and Language<br>Think about how this student communicates thoughts, ideas, and needs. Think about how this student interacts with other students. Will his/her communication be nurtured in this classroom environment? Are there opportunities for direct communication with peers and professionals in the student's language and communication mode and at the student's academic level? Is there direct instruction in the student's language and communication mode? Does this student have sufficient language abilities to benefit from instruction in the classroom (generally within 2 years of most students in the class)? Will this student develop English language competency in this environment? | _____ | _____ |
| 30. | Social Interactions, Self-Concept, Self-Efficacy, and Self-Advocacy<br>Think about how this student behaves alone and in groups. Think about how this student interacts with other students. Will this student's social skills and self-concept be nurtured in this classroom environment? Will this student be supported to develop self-efficacy and self-advocacy skills?   | _____ | _____ |
| 31. | Listening Skills<br>Does this student attend well? Is this student able to listen and process information in noise? Think about what this student does when he/she cannot hear? Does this student take responsibility for his/her personal hearing instruments? Will this student's listening needs be supported in this classroom, lunchroom and all other school environments? Is the staff qualified and able to support the student's listening needs?   | _____ | _____ |

Not Applicable

Comments \_\_\_\_\_