

The Communication Plan

Student Name: _____

Date of Birth: _____

Introduction

Communication and language are the foundations of learning. Students in an educational setting who are deaf/hard of hearing access communication in a variety of ways. It is important for teams, including students and families, to gather and share information about a student's language, communication, and access. This Communication Plan is a tool that can help facilitate a meaningful discussion as team members embark on this decision-making process.

A series of laws pertain to special education and, specifically, students who are deaf/hard of hearing. These include the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans With Disabilities Act (ADA). In addition, in November 2014, the U.S Department of Justice and the U.S. Department of Education issued the document "Frequently Asked Questions on Effective Communication for Students With Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools" (DOJ-DOE FAQ). This document reflects many of the questions parents, families, teachers, service providers, and administrators may have regarding the communication needs of students who are deaf or hard of hearing.

The Communication Plan, organized into five sections, incorporates effective communication guidance for IEP teams: Language and Communication Modality, Auxiliary Aids and Services, Expanded Support Services, Continuous Communication Access, Least Restrictive Environment and Placement Services. Careful consideration of each aspect of this plan will allow teams to feel confident as they plan for successful and meaningful communication access for students in the educational setting.



Language and Communication Modality

“Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode” (*Operating Standards for the Education of Children with Disabilities*, 3301-51-07 (L)(1)(b)(iv).

1A. The child’s/student’s primary language is one or more of the following:

Check all that apply.

Expressive Receptive

English

American Sign Language

Other native language (Spanish, Somali, etc.);

specify the language _____

Is that language spoken or signed? specify _____

Combination of several languages

Minimal language skills, no primary language

Comments:

1B. The child’s/student’s primary communication mode is one or more of the following. Check all that apply and if more than one applies, explain.

Expressive

Spoken language

Cued Speech/Cued English

Fingerspelling

Gestures

Tactile/objects

Picture symbols/pictures/photographs

Home signs

Manually coded English (Signing Exact English, etc.)

American Sign Language

Conceptual signs (e.g., Pidgin Signed English, Conceptually Accurate Signed English)

Written

Other: please explain

Comments:

Receptive

Auditory

Cued Speech/Cued English

Speechreading

Gestures

Tactile/objects

Picture symbols/pictures/photographs

Home signs

Manually Coded English (Signing Exact English, etc.)

American Sign Language

Conceptual signs (e.g., Pidgin Signed English,
Conceptually Accurate Signed English)

Written

Other: please explain

Comments: