



LANGUAGE & COMMUNICATION PLAN FOR STUDENT WHO IS DEAF OR HARD OF HEARING OR DEAFBLIND

Deafness involves the most basic of human needs—the ability to communicate with other human beings. Many hard-of-hearing and deaf children use an appropriate communication mode, sign language, which may be their primary language, while others express and receive language orally and aurally, with or without visual signs or cues. Still others, typically young hard-of-hearing and deaf children, lack any significant language skills. It is essential for the well-being and growth of hard-of-hearing and deaf children that educational programs recognize the unique nature of deafness and ensure that all hard-of-hearing and deaf children have appropriate, ongoing, and fully accessible educational opportunities. It is essential that hard-of-hearing and deaf children, like all children, have an education in which their unique communication mode is respected, utilized, and developed to an appropriate level of proficiency.
(CA-EC §56000.5)

INTRODUCTION & INTENT:

This document is to help guide and document, the discussion of IDEA Special Factors for Part B recipients who are Deaf or Hard of Hearing or DeafBlind per IDEA §300.324(a)(2)(iv), California Education Code 56345(d), and 56000.5, 56326.5.

IDEA Special Factors §300.324(a)(2)(iv)-(v).

Consideration of special factors. The IEP Team must—

- (iv) 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; and
- (v) Consider whether the child needs assistive technology devices and services.

California Education Code §56345(d)

The individualized education program team shall specifically discuss the communication needs of the pupil, consistent with "Deaf Students Education Services Policy Guidance" (57 Fed. Reg. 49274 (October 1992), including all of the following:

- (1) Primary language: which can be spoken, signed, **or a combination of both.**
- (2) The availability of a sufficient number of age, cognitive, and language peers of similar abilities, which may be met by consolidating services into a local plan areawide program or providing placement pursuant to Section 56361.
- (3) Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the pupil's primary language mode and language consistent with existing law regarding teacher training requirements.
- (4) Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act of 1973 and the federal Americans with Disabilities Act of 1990.

California Education Code §56000.5

The Legislature finds and declares that:

- (1) Pupils with low-incidence disabilities, as a group, make up less than 1 percent of the total statewide enrollment for kindergarten through grade 12.
- (2) Pupils with low-incidence disabilities require highly specialized services, equipment, and materials.

(b) The Legislature further finds and declares that:

- (1) Deafness involves the most basic of human needs—the ability to communicate with other human beings. Many hard-of-hearing and deaf children use an appropriate communication mode, sign language, which may be their primary language, while others express and receive language orally and aurally, with or without visual signs or cues. Still others, typically young hard-of-hearing and deaf children, lack any significant language skills. It is essential for the well-being and growth of hard-of-hearing and deaf children that educational programs recognize the unique nature of deafness and ensure that all hard-of-hearing and deaf children have appropriate, ongoing, and fully accessible educational opportunities.
- (2) It is essential that hard-of-hearing and deaf children, like all children, have an education in which their unique communication mode is respected, utilized, and developed to an appropriate level of proficiency.
- (3) It is essential that hard-of-hearing and deaf children have an education in which special education teachers, psychologists, speech therapists, assessors, administrators, and other special education personnel understand the unique nature of deafness and are specifically trained to work with hard-of-hearing and deaf pupils. It is essential that hard-of-hearing and deaf children have an education in which their special education teachers are proficient in the primary language mode of those children.
- (4) It is essential that hard-of-hearing and deaf children, like all children, have an education with a sufficient number of language mode peers with whom they can communicate directly and who are of the same, or approximately the same, age and ability level.
- (5) It is essential that hard-of-hearing and deaf children have an education in which their parents and, where appropriate, hard-of-hearing and deaf



people are involved in determining the extent, content, and purpose of programs.

(6) Hard-of-hearing and deaf children would benefit from an education in which they are exposed to hard-of-hearing and deaf role models.

(7) It is essential that hard-of-hearing and deaf children, like all children, have programs in which they have direct and appropriate access to all components of the educational process, including, but not limited to, recess, lunch, and extracurricular social and athletic activities.

(8) It is essential that hard-of-hearing and deaf children, like all children, have programs in which their unique vocational needs are provided for, including appropriate research, curricula, programs, staff, and outreach.

(9) Each hard-of-hearing and deaf child should have a determination of the least restrictive educational environment that takes into consideration these legislative findings and declarations.

(10) Given their unique communication needs, hard-of-hearing and deaf children would benefit from the development and implementation of regional programs for children with low-incidence disabilities.

Birth - Age 5: CA Education Code § 56326.5

(a) The department's Deaf and Hard of Hearing unit and the California School for the Deaf shall jointly select language developmental milestones from existing standardized norms, pursuant to the process specified in subdivision (d), for purposes of developing a resource for use by parents to monitor and track deaf and hard-of-hearing children's expressive and receptive language acquisition and developmental stages toward English literacy.

This parent resource shall:

(1) Include the language developmental milestones selected pursuant to the process specified in subdivision (d).

(2) Be appropriate for use, in both content and administration, with deaf and hard-of-hearing children from birth to five years of age, inclusive, who use both or one of the languages of American Sign Language (ASL) and English. For purposes of this section, "English" includes spoken English, written English, or English with the use of visual supplements.

(3) Present the developmental milestones in terms of typical development of all children, by age range.

(4) Be written for clarity and ease of use by parents.

(5) Be aligned to the department's existing infant, toddler, and preschool guidelines, the existing instrument used to assess the development of children with disabilities pursuant to federal law, and state standards in English language arts.

(6) Make clear that the parent resource is not a formal assessment of language and literacy development, and that a parent's observations of their children may differ from formal assessment data presented at an individualized family service plan (IFSP) or individualized education program (IEP) meeting.

(7) Make clear that a parent may bring the parent resource to an IFSP or IEP meeting for purposes of sharing their observations about their child's development.

(b) The department shall also select existing tools or assessments for educators that can be used to assess the language and literacy development of deaf and hard-of-hearing children. These educator tools or assessments:

(1) Shall be in a format that shows stages of language development.

(2) Shall be selected for use by educators to track the development of deaf and hard-of-hearing children's expressive and receptive language acquisition and developmental stages toward English literacy.

(3) Shall be selected from existing instruments or assessments used to assess the development of all children from birth to five years of age, inclusive.

(4) Shall be appropriate, in both content and administration, for use with deaf and hard-of-hearing children.

(5) May be used, in addition to the assessment required by federal law, by the child's IFSP or IEP team, as applicable, to track deaf and hard-of-hearing children's progress, and to establish or modify IFSP or IEP plans.

(6) May reflect the recommendations of the advisory committee established pursuant to subdivision (e).

(2) If a deaf or hard-of-hearing child does not demonstrate progress in expressive and receptive language skills, as measured by one of the educator tools or assessments selected pursuant to subdivision (b), or by the existing instrument used to assess the development of children with disabilities pursuant to federal law, the child's IFSP or IEP team, as applicable, shall, as part of the process required by federal law, **explain in detail the reasons why the child is not meeting the language developmental milestones or progressing towards them, and shall recommend specific strategies, services, and programs that shall be provided to assist the child's success toward English literacy.**



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(CA-EDC §56000.5)

1. How does the IEP/IFSP specify the child's/students primary language?

a. The child's/student's **primary language** is one or more of the following. Supports: IDEA 303.25 Native language, CA §56345(d)

Check all that apply.

Receptive

Expressive

American Sign Language, or other signed language (Specify _____)

English, or other spoken language (Specify _____)

ProTactile ASL/Tactile ASL

Minimal language skills; no formal primary language

Describe:

Action Plan, if any:

b. The child's/student's **primary language or communication mode** is one or more of the following.

Supports IDEA 300.116(e). CA §56345(d)

Check all that apply and if more than one applies, explain.

Receptive:

Auditory Auditory + Visual Tactile Visual (Sign language) Other _____

Expressive:

Check all that apply and if more than one applies, explain.

AAC Signed language Spoken language Signed language + Spoken Language Other _____

Describe:

Action Plan, if any:

c. The Communication tools the child/student uses include the following:

- AAC Conceptually Accurate Signed English
 Cued Speech/Cued Language Signing Exact English or other form of Manually Coded English
 Other _____

Action Plan, if any:

d. How does this child access curriculum and instruction

- Bone Conduction CART Closed Captions Cochlear Implants Direct Instruction
 FM System Hearing Aids Interpreter Other _____

Action Plan, if any:



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2. How does the IEP/IFSP address how the child/student will have access to age/cognitive and language peers.

- a) Describe the child's/student's need for deaf/hard of hearing adult role models and peer groups in sufficient numbers of the child's/student's communication mode or language. Document who on the team will be responsible for arranging for adult role model connections and opportunities to interact with peers. CA-EDC §56000.5 (b)(6) IDEA §300.116 Placement Determination Opportunities considered:

Action Plan, if any:

- b) What supports are needed to increase the proficiency of parents and family members in communicating with the child/student?

Parent Counseling, & Training: IDEA §300.34(8)(i) and (iii) §300.324(a)(2)(iv) CA-EDC §56000.5 (b)(5)

Issues considered:

Action Plan, if any:

3. How does the IEP/IFSP specify how the student will have appropriate direct & ongoing language access?

- a) Teachers, interpreters, and other specialists delivering the communication plan to the child/student must have demonstrated proficiency in, and be able to accommodate for the child's/student's primary communication mode or language.

(CA-EDC §56000.5 (b)(3)

Considerations:

Action Plan, if any:

- b) An explanation has been given of all educational options provided by the administrative unit and available for the child/student.

Placement determination: IDEA §300.115 and §300.116

Placements explained:

Describe how the placement options impact the child's communication access and educational progress:

4. How does the IEP/IFSP specify services that are necessary to ensure communication-accessible academic instruction?

The communication-accessible academic instruction, school services, and extracurricular activities the child/student will receive have been identified. The team will consider the entire school day, daily transition times, and what the child/student needs for full communication access in all activities. IDEA §300.324(a)(2)(iv) Communication plan, §300.107 Non-academic settings, §300.101 FAPE

(CA-EDC §56000.5 (b)(4) (CA-EDC §56000.5 (b)(7)

Considerations:

Action Plan, if any:

5.. Ages 0-5 Only: CA Education Code § 56326.5. Is the child/student meeting their language milestones?

- a) If not, how does the IEP "Explain in detail the reasons why the child is not meeting the language developmental milestones or progressing towards them"?
- b) How does the IEP team specify "specific strategies, services, and programs that shall be provided to assist the child's success toward English literacy"?

See: <https://www.cde.ca.gov/sp/ss/dh/sb210langmilestones.asp>

Considerations:

Action Plan, if any: