
Name of Student

Date

Language and Communication Plan

A tool designed to assist the planning and placement team (PPT) in meeting the individualized education program (IEP) requirement to address the special language and communication considerations for students who are deaf or hard of hearing.

The Language and Communication Plan (LCP) is not a checklist. *The intent of the LCP is to guide discussion among all members of the PPT who review a student's needs based on language and communication skills and access. The result of this **thoughtful discussion about the student and his/her communication access, social and instructional needs** will be documented and utilized in determining the student's current performance levels as well as other components of the IEP, including appropriate specially designed instruction and IEP goals, and will, as appropriate, result in any necessary "action plan" to address student's needs.*

A note on PPT membership: *Section 300.321(a) (4) incorporates the language in section 614 (d)(1)(B)iv) of the IDEA, and requires that the PPT include a representative of the public agency who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of a child with a disability. At the discretion of the parent or the school, the PPT shall include other individuals who have knowledge or special expertise regarding the child, including related service personnel.*

Regardless of the amount of the student's residual hearing, the ability of the parent(s) to communicate or the student's experience with other communication modes, the PPT has provided educational opportunity and considered the following:

1.) A. The language and communication needs of the student through:

Assessment Discussion Observation

B. The student's primary language/communication mode is one or more of the following:

Spoken Language American Sign Language English-Based Manual or Sign System

Other _____

Primary Language: *the language most frequently used across settings by the student (i.e., classroom, extracurricular events, home)*

"Other" *refers to any foreign language either spoken or signed.*

This information should inform the PPT regarding the student's preferred method of learning.

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- 2.) The availability of deaf/hard of hearing adult role models and a peer group of the student's communication mode or language.

Determination/Action plan

Identify settings/situations (academic settings, extracurricular activities and clubs, etc.) which provide opportunities for direct interaction between the student and peers and between the student and his/her instructor without the use of interpretation, transliteration or captioning. If unable, the team considers opportunities to promote direct communication with peers and adults in the development of the IEP.

- 3.) All educational options available for the student, the explanation of which has been provided by the PPT.

Options Discussed

Consider the least restrictive and most appropriate educational options available, ensuring the full implementation of the specialized instruction, accommodations, modifications, supports and services determined through the development of the IEP by the PPT. These considerations are reflected in the determination of the instructional site and when justifying the removal from general education program, if appropriate.

IDEA requires placement of students eligible for special education in general education classrooms "to the maximum extent appropriate" with the use of supplementary aids and services. The decision as to whether any particular student should be educated in a general education classroom setting, all of the time, part of the time, or none of the time, is dependent on the needs and abilities of the student and the consideration of the unique language and communication needs of the child, as well as opportunities for direct communications with peers and professional personnel in the child's language and communication mode.

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- 4.) The certification and qualifications of teachers, interpreters* and other personnel, required to deliver the language and communication plan, as well as the proficiency in and the ability to accommodate for the student’s primary communication mode or language.

*Includes American Sign Language interpreter; English transliteration, oral interpreting, cued language transliteration and deaf-blind interpreting.

Determination/Action Plan

Identify the responsible staff and service implementers for each element of the IEP and consider the qualifications necessary to implement the specialized instruction and other services determined appropriate by the PPT. These considerations are reflected on the services delivery page of the IEP or noted as supports necessary for school personnel to

- 5.) The accessibility (related to communication) of academic instruction, school services and extracurricular activities the student will receive.

Determination/Action Plan

Considering the mode or modes of communication used by the student, identify all supports needed by this student to participate in the general curriculum and extracurricular activities and benefit from other school services available to all students. This information informs the development of specialized instruction as well as appropriate accommodations and modifications.

- 6.) The necessity and use of appropriate accommodations/modifications, including assistive devices/services, communication accommodations and physical environment accommodations:

Assistive Devices/Services

- | | |
|---|---|
| <input type="checkbox"/> Captioned/Signed Media | <input type="checkbox"/> Captioned Services (e.g., CART, C-Print, Typewell) |
| <input type="checkbox"/> Frequency Modulation (FM) System | <input type="checkbox"/> Hearing Aid/Cochlear Implant Monitoring |
| <input type="checkbox"/> Note Taking | <input type="checkbox"/> Sound Field System |
| <input type="checkbox"/> Videophone/Captioned Telephone (Cap Tel) | <input type="checkbox"/> Augmentative Communication Device |
| <input type="checkbox"/> Speech to Text | <input type="checkbox"/> Other: _____ |

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Communication Accommodations

- Specialized seating arrangements: _____
- Obtain student's attention prior to communicating through speech, sign and/or visual
- FM System
- Reduce auditory/visual distractions (e.g., background noise)
- Enhance speech-reading conditions (e.g., avoid hands in front of face and gum chewing; and well-trimmed mustaches)
- Clearly enunciate speech/signs
- Allow time for processing information
- Repeat or rephrase information when necessary and check for understanding

Physical Environment Accommodations

- Noise reduction (carpet and other sound-absorption materials)
- Special use of lighting and seating
- Room design modifications
- Alerting devices (visual and auditory)
- Access to announcements via visual and auditory means (general and emergency information)

Identify the language and communication supports needed for the student to participate and make progress in the general education curriculum. Identify all necessary assistive devices, services, communication accommodations and environmental accommodations necessary to ensure access to and participation in the general education curriculum or required by the student to benefit from necessary specialized instruction.