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:

Area			Has had training with D/HH?		If provided, is service..
Speech-language therapy	□ Yes	□ No	□ Yes	□ No	In class: □ Out of class □
English Language Learner (ELL)	□ Yes	□ No	□ Yes	□ No	In class: □ Out of class □
Educational audiology	□ Yes	□ No	□ Yes	□ No	
Occupational therapy/physical therapy	□ Yes	□ No	□ Yes	□ No	
Psychology/mental health	□ Yes	□ No	□ Yes	□ No	
Counseling (by psychologist or social worker)	□ Yes	□ No	□ Yes	□ No	
Behavior/Positive Behavior Intervention/Support Plan	□ Yes	□ No	□ Yes	□ No	

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 ≤35dbA and reverberation ≤.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_____

_____

II. General Learning Environment	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_____

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III. Instructional Style	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/transliterator, or all adults in the classroom if no interpreter/transliterator, 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   ____ ____
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   ____ ____
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   ____ ____
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_____

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