

PARC: Placement And Readiness Checklists

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

Before making a decision regarding services and placement for a student who is deaf or hard of hearing, two areas must 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 secondary schools. 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 student's deaf education teacher or special education provider, the prospective classroom teachers, 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.

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 children who are deaf or hard of hearing: _____

IEP Deaf education services: ☐ Consultation ☐ 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 _____

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 ☐ 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

Hearing Assistance Device used or available: ☐ Personal FM ☐ Classroom FM/Infrared ☐ 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>If provided, is service...</u>
	<u>with D/HH?</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	
Behavioral/Positive Behavior 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 Support Groups/Activities <input type="checkbox"/> After school programs				
<input type="checkbox"/> Parent counseling and training					
<input type="checkbox"/> Transportation					

Comments _____

I. Classroom- Physical Environment	YES	NO
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- | | | |
|--|-------|-------|
| 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 _____

II. General Learning Environment	YES	NO
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|--|-------|-------|
| 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 _____

III. Instructional Style	YES	NO
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|---|-------|-------|
| 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 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 Group		
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 child-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	<input type="checkbox"/> Not Applicable	
a. If an educational interpreter/transliterators is assigned to the student, does the interpreter/transliterators promote student self-advocacy yet assure full access to all communication in the classroom?	_____	_____
b. Is the interpreter/transliterators familiar with the student's IEP, and does s/he know their role in its implementation?	_____	_____
c. Does the interpreter/transliterators adjust the language in order to make it more accessible to the student?	_____	_____
d. Does the interpreter/transliterators make changes to content vocabulary for the student?	_____	_____
e. Does the interpreter/transliterators 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 Hands-on Experience		
a. Are a variety of materials available?	_____	_____
Check those used: <input type="checkbox"/> books <input type="checkbox"/> visual props <input type="checkbox"/> audio tapes <input type="checkbox"/> video tapes		
<input type="checkbox"/> objects for dramatic play <input type="checkbox"/> manipulatives		
b. Are stories experienced in a variety of ways?	_____	_____
c. Are there field trips?	_____	_____
d. Are art and sensory activities conducted?	_____	_____
19. Amplification/Equipment	<input type="checkbox"/> Not Applicable	
a. Are personal hearing instruments (hearing aids/cochlear implant) and hearing assistance devices (FM, infrared) checked at school each day?	_____	_____
b. Is amplification used consistently in all learning environments?	_____	_____
20. Transition		
a. Is there an emphasis on career exploration and development of career goals?	_____	_____
b. Does the student's education program support his/her post-school goals?	_____	_____
c. Are there opportunities for job shadowing within the community?	_____	_____
d. 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?	_____	_____
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 amplification technology (hearing aids, FMs, cochlear implants) and other technology (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, 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 encouraged to develop self-advocacy skills?	_____	_____
31.	Listening Skills Does this student attend well? Is this student able to listen in noise? Think about what this student does when he/she cannot hear? Does this student take responsibility for his/her hearing aids? Will this student's auditory 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?	_____	_____
		<input type="checkbox"/> Not Applicable	
Comments _____			