

PARC: Placement And Readiness Checklists

Part 2B: Placement Checklist for Students who are Deaf and Hard of Hearing: ELEMENTARY

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 elementary school. 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 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.

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 _____

Total 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 ☐ below grade level ☐ >2 yrs below grade level

Expressive language level: ☐ above grade level ☐ at grade level ☐ 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

Related and Support Services:

<u>Area</u>	<u>Available?</u>	<u>Has had training with D/HH?</u>	<u>If available, is service...</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 available:

- ☐ Parent counseling and training
☐ Transportation

☐ Deaf/Hard of Hearing Role Models
☐ Parent Support Groups/Activities
☐ After school programs

Comments _____

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 ≤ 35 dbA and reverberation $\leq .6$ sec, ANSI S12.60.2002)?	_____	_____
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. Are there a variety of centers (fine motor, art, manipulatives, science, music, dramatic play, sensory, literacy) or opportunities for demonstrating learning?	_____	_____
9. Is there a visual schedule identifying daily routines and student expectations?	_____	_____
10. Is there a visual behavior management system that provides clear structure for the class and consistent rules?	_____	_____
11. Is the curriculum standards-based including a variety of themes, topics, and children's literature?	_____	_____
12. Does the teacher use lesson plans to guide daily activities?	_____	_____
13. Are activities modified to meet a variety of students' needs?	_____	_____
Comments _____		

III. Instructional Style	YES	NO
14. 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, 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?	_____	_____
15. 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?	_____	_____
16. Use of Visual Information		
a. Are props or other visual materials used for stories and activities?	_____	_____
b. Are appropriate attention-getting strategies utilized?	_____	_____
a. Are overhead projectors, VCRs, LCDs and other equipment to provide visual supplements utilized?	_____	_____
b. Is computer assisted notetaking, or a comparable procedure, utilized to support access to course content, instruction, and discourse amongst the class?	_____	_____
c. Is visual information accessible to the student (e.g., within view, written in appropriate language)?	_____	_____
17. Oral Discussion/Small Group/Circle Time		
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 teacher obtain eye contact prior to and while speaking?	_____	_____
h. If used, is the FM microphone passed around to all speakers?	_____	_____
18. Use of Sign/Cued Speech	<input type="checkbox"/> 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 their 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/cued mode of the student?	_____	_____
h. Is sign/cuing consistently used by all students in the class?	_____	_____
i. Does the type of sign/cuing used in the classroom match the signs/cues 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?	_____	_____
19. 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? _____
20. Amplification/Equipment □ Not Applicable
- a. Are personal amplification (hearing aids/cochlear implant) and hearing assistance devices (FM, infrared) checked at school each day? _____
- b. Is amplification used consistently in all learning environments? _____

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)? | _____ | _____ |
| 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 plays 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? □ Not Applicable

Comments _____