



## Model Communication Plan

**Student:**

**DOB: 00 / 00 / 0000**

**School:**

**Grade: Grade**

**Primary Area of Eligibility:**

**Secondary Area(s) of Eligibility (if applicable):**

**Date Model Communication Plan Was Completed: 00 / 00 / 0000**

### I. CONSIDER THE STUDENT'S LANGUAGE AND COMMUNICATION

1. The student's primary language is one or more of the following (check all that apply):

Receptive	Expressive	
<input type="checkbox"/>	<input type="checkbox"/>	No formal language
<input type="checkbox"/>	<input type="checkbox"/>	Spoken language
<input type="checkbox"/>	<input type="checkbox"/>	Sign language

2. The student's method(s) to access and use language is one or more of the following (check all that apply):

Receptive	Expressive	
<input type="checkbox"/>	<input type="checkbox"/>	Auditory/oral methods (spoken language)
<input type="checkbox"/>	<input type="checkbox"/>	American Sign Language (ASL)
<input type="checkbox"/>	<input type="checkbox"/>	Signed supported speech
<input type="checkbox"/>	<input type="checkbox"/>	Bilingual/bimodal ASL/English
<input type="checkbox"/>	<input type="checkbox"/>	English sign system
<input type="checkbox"/>	<input type="checkbox"/>	Gestures/home signs
<input type="checkbox"/>	<input type="checkbox"/>	Tactile sign
<input type="checkbox"/>	<input type="checkbox"/>	Cued speech
<input type="checkbox"/>	<input type="checkbox"/>	Reading print
<input type="checkbox"/>	<input type="checkbox"/>	Assistive technology (AT) – communication devices/systems
<input type="checkbox"/>	<input type="checkbox"/>	Emerging language or no formal language established

3. How do the parents currently communicate with the student? Describe language(s) and communication modes the parents use with the student. Document how information about communication with family was gathered.

4. What (if any) language and communication development services is the student receiving outside of the school?

5. Describe the student’s receptive and expressive language(s) communication skills based on formal and informal language and communication assessment results (e.g., phonics and phonemic awareness, vocabulary, comprehension, fluency, morphology, grammar, pragmatics, sign language literacy).
  
6. What (if any) other factors influence language and communication development, such as physical or cognitive factors?
  
7. What action is needed in the home to help the family effectively communicate with the child?

**II. CONSIDERATIONS FOR ACCOMMODATIONS AND ASSISTIVE TECHNOLOGY**

In this section, using the results of a functional listening evaluation (FLE) in educational environments, discuss the student’s auditory and visual access, current use of accommodations and/or AT to access the curriculum and participation in classroom and school activities. Determine the accommodations and/or AT required to increase and maintain proficiency in meeting state standards.

1. Consider auditory access – what does the student currently use and what supports are required?
  - No amplification (skip to question 4)
  - Personal amplification
    - Personally owned hearing aid(s)
    - School-provided hearing aid(s)
    - Hearing implant(s) (Baha, cochlear, etc.) \_\_\_\_\_
  - Assistive listening device
    - Personally owned device \_\_\_\_\_
    - School-provided FM system/auditory trainer
    - School-provided soundfield system
  
2. Is the amplification and/or AT device used consistently?
  - Yes
  - No

Explain how amplification is monitored.

  - Daily hearing technology checks by school staff
  - Independent monitoring by the student

3. Describe the student's skill level and level of independence in their use of amplification and/or AT devices and any actions needed (e.g., monitoring, training) for the student and/or staff to ensure the student's effective use of their accommodations.
  
4. Visual access considerations – what does the student currently use and what supports are required? Refer to the student's present level of reading and writing skills when considering written visual supports.
  - None (skip to Section III)
  - Note taking
  - Copies of text and work materials
  - Captioned media
  - Captioning services (CART, C-Print, Typewell)
  - Alternative/AT communication devices (specify)
  - Sign language interpreter/transliterators
  - Other, please describe:
  
5. Describe the student's skill in utilizing support staff or accommodations (such as an interpreter, captionist, etc.) and any actions needed (e.g., monitoring, training) for the student and/or staff to ensure the student's effective use of their accommodations.
  
  
  
  
  
6. Safety considerations
  - Videophones
  - Visual alerts and alarms
  - Other, please describe:

### III. CONSIDER ACADEMIC LEVEL AND READINESS TO ENGAGE IN THE CURRICULUM

1. Does the student have the communication and language necessary to be proficient in the general education curriculum, or, if the student is accessing the general education curriculum through alternate standards and participates in the alternate assessment, does the student have the communication and language skills needed to show proficiency?  Yes  No  
 If yes, what supports are needed to **continue** proficiency in grade-level academic skills and concepts of the general education curriculum?

If no, what supports are needed to **increase** the student's proficiency in his/her language and communication to acquire grade-level academic skills and concepts of the general education curriculum?

2. Is the student on grade-level for reading?  Yes  No

If no, what is the student's independent reading/fluency level?

What action is needed to ensure access to content at the student's independent reading/fluency level?

3. Is the student on grade-level for writing?  Yes  No

If no, what is the student's independent writing level?

4. Is the student able to participate in classroom activities, raise their hand, engage in lessons, etc.?

5. What accommodations (if any) are needed to allow the student to fully participate in reading and writing activities in the classroom?

**IV. CONSIDER OPPORTUNITIES FOR DIRECT COMMUNICATION WITH PEERS AND PROFESSIONAL PERSONNEL AND OPPORTUNITIES FOR INSTRUCTION IN THE STUDENT'S LANGUAGE AND COMMUNICATION NEEDS** (Definition of "direct communication": Direct language/communication/instruction occurs person to person, not through an additional source [e.g., educational interpreter, captioner].)

1. Describe how the student communicates with peers and opportunities for **direct** communication with peers (hearing and other deaf/hard of hearing peers).
  
  
  
  
  
  
  
  
  
  
2. Describe how the student communicates with adults in the school environment and opportunities for **direct** communication with professional staff and other school personnel.

3. Describe opportunities for **direct** instruction; describe how the curriculum is delivered through direct instruction using the language and communication methods identified in Section I and/or through the use of qualified support staff.
  
4. If staff are not currently available at the school site or do not have the qualifications to provide direct language and communication instruction identified in Section I, describe the actions to provide qualified staff or place the student in the environment most conducive for language development and educational success.

## **V. CONSIDERATIONS REGARDING THE FULL RANGE OF NEEDS**

Title 34, Code of Federal Regulations (CFR) section 300.117, requires accessibility to all components of the educational process, including school-sponsored activities (e.g., related services, assemblies, field trips, extracurricular activities, athletics).

1. What services or accommodations are needed to allow for communication access to all educational components of the school (regular education classes, related services, etc.)?
  
2. What services or accommodations are needed to allow for communication access to all other components of school activities (school counselors, recess, lunch, assemblies, extracurricular activities, etc.)?