

Parental IEP Plan: Deafness (Severe Hearing Impairment)
Elementary School (Deafness)

The following document is a Parental IEP Plan.

I, _____, would like these questions answered and requests agreed to during the IEP meeting. I would also like this page added to my child's IEP document.

Date of IEP: _____

My questions:

(List any questions you may have regarding your child's educational progress, behavior, academic/behavioral supports, services, accommodations, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

My concerns are:

I am concerned that...

- 1.
- 2.
- 3.
- 4.
- 5.

My requests:

I would like my child to have...

- 1.
- 2.
- 3.
- 4.



Suggested Guiding Questions (Adjust to Fit Your Child)

Deafness (Severe Hearing Impairment)

Elementary School (Deafness)

- **How will my child's language and communication needs be fully supported in the classroom?** IDEA requires the team to consider a deaf child's **language and communication needs** and opportunities for direct communication with peers and teachers in the child's communication mode. Is the school using American Sign Language (ASL), spoken English with assistive devices, or a combination (Total Communication)? For example, if ASL is her primary language, will she have a certified ASL interpreter or a teacher of the deaf present? If she's using spoken language, what supports (like hearing aids, FM system, visual cues) are in place so she can access instruction?
- **What assistive technology and services are included to help her access sound and communication?** Does she use hearing aids or a cochlear implant, and if so, will the class have an **FM system** or soundfield system so she can hear the teacher better? If she primarily signs, are there visual alert systems (like a flashing fire alarm) in place? We should explicitly identify any assistive tech she needs. For example, many hard-of-hearing students benefit from hearing aids or assistive listening devices, so I want to be sure all needed equipment is being used and maintained.
- **How will the school measure and support her speech and language development?** Even if she's deaf, she may be working on speech or listening skills (if using spoken language), or on ASL proficiency. What assessments will be done to track her language progress (in either spoken language or sign language)? Will she receive speech therapy or auditory training through the IEP, and how often? I'd also like to know if there are goals for both expressive and receptive language so we cover her understanding and her ability to express herself.
- **What opportunities will she have to interact with peers, both hearing and deaf?** Social integration is a big concern. If she's the only deaf student at the school, does the IEP include any plan for her to socialize and not feel isolated? For example, will hearing classmates be taught some basic sign language to communicate with her? Are there deaf/hard-of-hearing peer groups or meetups in the district we could link with? I want her to have friendships and role models. If she needs an interpreter for after-school clubs or playtime, can that be arranged so she isn't left out?
- **How can we support her language development and learning at home?** We are willing to do whatever is needed – like learning ASL as a family if we haven't already.

What does the team suggest? Should we also use any home-based listening exercises or read aloud while signing to her? Consistency is key, so if there are specific techniques (like emphasizing lip-reading or using visual schedules) that help her in class, we want to mirror them at home.



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