

Parental IEP Plan: Deafness (Severe Hearing Impairment)
Middle 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)

Middle School (Deafness)

- **Are all her teachers aware of and trained in my child's needs and accommodations? In middle school she'll have multiple teachers. How do we ensure each teacher knows how to work with a deaf student?**

For example, do they know to face her when speaking, to write important terms on the board, to allow the interpreter to be next to them, etc.? Can we have an in-service or a meeting at the start of the year so the general teachers understand how to include her effectively?

- **How will the curriculum be adapted if needed to ensure understanding? As subjects get more advanced (history, science, etc.), is there a plan to pre-teach or reinforce vocabulary that she might not have encountered due to language delays?**

Deaf students might miss incidental learning of new words. Will a Teacher of the Deaf spend time on building background knowledge or vocabulary in each subject? I want to prevent gaps in understanding that could snowball academically.

- **What support will she have for classroom discussions and group work? Middle school classes often involve group projects, videos, and class discussions.**

Does the school provide captioning for videos or an interpreter for group work if needed? If the interpreter is present, how will they manage multiple groups? Perhaps there could be strategies like having classmates summarize their points in writing or use a pass-around microphone for discussions. I'd like to discuss how she can fully participate in these dynamic class formats.

- **Is there any plan to introduce or continue speech and auditory services as she goes through puberty?**

Sometimes voices change or hearing fluctuates (if she has some residual hearing). Will she still receive speech therapy if she needs to improve articulation or listening skills, or has that been phased out? I want to ensure we don't drop supports prematurely. And if she's primarily ASL, will she have goals to continue developing her ASL literacy and maybe written English skills (since reading English can be challenging for some deaf students)?



How are we preparing her for more self-advocacy? In a couple of years she'll be in high school or even college.

Are we teaching her to take more charge, like informing the teacher when she didn't understand something or if the interpreter needs a pause? Perhaps she could start attending part of her IEP meetings to voice what's working or not. Building her confidence to ask for accommodations (like requesting captions or asking someone to rephrase) is important as she grows older.



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