

Parental IEP Plan: Hearing Impairment (Hard of Hearing)
Elementary School (Hearing Impairment)

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)

(Note: “Hearing Impairment” in IDEA typically refers to hearing loss that is not so severe as to be classified as deafness. These questions focus on students who use residual hearing and spoken language, possibly with hearing aids or cochlear implants.)

Elementary School (Hearing Impairment)

- **What accommodations are in place to ensure my hard-of-hearing child can hear the teacher and classmates clearly? For example, is the teacher using an FM system that transmits their voice directly to his hearing aid or cochlear implant?**

Hard-of-hearing students often benefit from such assistive listening devices to overcome background noise. Are classrooms arranged to minimize noise (like tennis balls on chair legs, small group work in quiet corners)? I'd like details on how the school is optimizing the sound environment for him.

- **How will teachers verify that my child understood instructions and lessons? Even with devices, he might miss some spoken information. Do teachers check in by asking him to repeat directions or use visual aids like writing key points on the board?**

I'm concerned about gaps – for instance, if he misses a homework assignment because he didn't hear it. Are note-taking assistance or written instructions provided for important things? Ensuring comprehension is an important accommodation.

- **Is he receiving any direct services to support listening and speaking skills? Many students with hearing loss get support from a teacher of the deaf/hard-of-hearing or a speech-language pathologist.**

Does he have time with a specialist to work on articulation, auditory training (like practice listening in noise), or expanding vocabulary (since hearing loss can sometimes limit incidental word learning)? I'd like to know the frequency and focus of any such services.

- **How are we handling peer communication and socialization? Does the class know about his hearing aids and how to communicate (e.g., getting his attention before talking, not covering their mouths so he can lip-read)? Sometimes a simple orientation for classmates can foster a more inclusive environment.**

Also, is he seated with considerate peers during group work who will help include him? Socially, I want to avoid him feeling isolated or being left out of conversations because he didn't catch something.

- **What can we do at home to support his listening and language development? We already ensure he wears his hearing aids and we speak clearly, but are there specific exercises or activities recommended?**

For example, should we read aloud to him nightly (we do, but maybe emphasizing new words)? Or listening games to sharpen his skills? Additionally, if the school provides any materials (like vocabulary lists or FM system for home use), we're open to using those. We want to reinforce at home whatever will help him progress.



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