

Parental IEP Plan: Hearing Impairment (Hard of Hearing)
Middle 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)

How will the school accommodate my child's hearing needs in a middle school setting with multiple teachers and classrooms? Each teacher uses different methods (lectures, videos, group discussions).

Is there a plan to ensure all teachers know to use the FM microphone and turn on captions on videos? Perhaps the IEP can include that all audio-visual material will have captions or transcripts. Also, does he have a pass to see the teacher after class if he missed something in a large group discussion, since he might not catch comments from all around the room?

• Who manages his hearing equipment and what is the protocol if it's not working properly? In elementary, one teacher could help, but now he might go class to class.

Does he self-manage his device yet, or is there a staff member (like a DHH teacher or audiologist) checking in on his hearing aids or FM system? I'd like to know how issues (like a dead hearing aid battery or an FM not connected) will be handled. For instance, can the nurse or an audiology consultant be available? This is important to minimize downtime where he can't hear.

• How is the school addressing any academic impact of his hearing loss? Middle school work is more complex. If he's struggling in a subject, how do we know if it's due to hearing or the content itself?

Are his test scores or grades being monitored specifically for patterns that might suggest an access issue (like consistently misunderstanding oral instructions in math)? If needed, will there be supplementary instruction? I want to catch any academic lag early – sometimes hearing loss can subtly affect reading or vocabulary development by middle school, so are we tracking that?

• What support exists for him socially in middle school? This is a tough age to be "different." Does he connect with other students who have hearing loss (maybe in the district)? If not, are there any counseling groups or social skills groups he could join to talk about being a student with hearing devices?

Moreover, do teachers intervene if they notice any teasing about his hearing aids? I want assurance that the school climate is understanding – maybe a disability awareness program could help if needed.

• Are we preparing him to be more independent with his hearing needs? For example, by middle school, should he be learning to speak up if he didn't hear something or advocate for himself (like saying, "Could you repeat that, I didn't hear you")?

Is the staff encouraging him to take those steps rather than always relying on

adults? Self-advocacy is key as he gets older. Perhaps part of his IEP could be a goal that he will self-advocate in X out of Y situations when he misses information. I'd love to see him grow in that area with school support.



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