IEP CHECKLIST: RECOMMENDED ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

Name:_____   Date:_____

Note: Accommodations provide access to communication and instruction; Modifications alter the content, the expectations, and the evaluation of academic performance.

Amplification Accommodations

___ Personal hearing instrument (hearing aid, cochlear implant, tactile device)
___ Personal FM (hearing aid + FM or FM only)
___ FM hearing assistance technology system (without personal hearing instrument)
___ Classroom amplification/sound distribution system

Assistive Devices Accommodations

___ Videophone or TDD
___ Alerting devices
___ Other_____

Communication Accommodations

___ Priority seating arrangement:
_____
___ Obtain student's attention prior to speaking
___ Reduce auditory distractions (background noise)
___ Reduce visual distractions
___ Enhance speechreading conditions (avoid hands in front of face, mustaches well-trimmed, no gum chewing)
___ Present information in simple, structured, sequential manner
___ Clearly enunciated speech
___ Extra time for processing information
___ Repeat or rephrase information when necessary
___ Frequent checks for understanding
___ Speech to text software (speech recognition)
___ Interpreting (ASL, signed English, cued speech, oral)

Instructional Accommodations & Modifications

___ Visual supplements (overheads, charts, vocabulary lists, lecture outlines)
___ Interactive whiteboard (e.g., Smart Board, Mimio)
___ Classroom captioning (CART, _____)
___ Captioning and/or scripts for television, videos, movies
___ Buddy system for notes, extra explanations/directions
___ Check for understanding of information
___ Down time/break from listening/watching
___ Extra time to complete assignments
___ Step-by-step directions
___ Interpreting (ASL, signed English, cued speech, oral)
___ Speech to text software (speech recognition)
___ Tutoring
___ Notetaker
___ Direct instruction (indicate classes):
_____

Physical Environment Accommodations

___ Noise/reverberation reduction (carpet & other sound absorption materials) reANSI.s12.60
___ Special lighting
___ Room design modifications:_____
___ Flashing fire alarms/smoke detectors

Curricular Modifications

___ Modified reading assignments (shorten length, adapt or eliminate phonics assignments)
___ Modified written assignments (shorten length, adjust evaluation criteria)
___ Extra practice
___ Pre-teach, teach, re-teach vocabulary, concepts
___ Strategies to adapt oral/aural curriculum/instruction to accommodate lack of auditory access
___ Supplemental materials to reinforce concepts of curriculum
___ Alternate curriculum

Evaluation Accommodations & Modifications

___ Reduce quantity of tests
___ Alternate tests
___ Reading assistance with tests for clarification of directions, language of test questions (non-reading items)
___ Extra time
___ Special setting
___ Other:_____

Other Needs/Considerations

___ Expanded core curriculum instruction (speech, language, pragmatic language/communication, audition and listening, speechreading, sign language, self-advocacy, transition planning, deaf studies)
___ Counseling
___ Vocational Rehabilitation services
___ Deaf/Hard of Hearing peers
___ Deaf/Hard of Hearing role models
___ Recreational/Social opportunities
___ Sign language instruction for family
___ Family supports and training
___ Financial assistance
___ Transition services
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[1] Johnson, CD, Benson, P, & Seaton, J. 1997. Educational Audiology Handbook, Appendix 11, Revised 2007- CDJ