

PARC: Placement And Readiness Checklists for Students who are Deaf and Hard of Hearing

Part 2 Placement Checklists

PARC is a set of placement and readiness checklists designed to assist IEP teams, including students, teachers, specialists, parents and school administrators, when making decisions about programming and placement for students who are deaf and hard of hearing (DHH). Most DHH students are considered for placement in the general education classroom for at least part of their school day. Ultimately, inclusion in the general education classroom for these students should mean that when provided the necessary accommodations, modifications, and supports, they have the ability to actively and meaningfully participate in the communication, instruction, and social activities of their class using their identified communication mode(s). There are two components that should be considered when evaluating placement and service delivery; first, the *skills of the student* and, second, the *learning environment*. Specifically, students should be matched for the learning environment by 1) demonstrating a set of prerequisite skills that are based on their identified individual goals and 2) documenting that the instructional environment is designed to support the student to achieve those goals.

These checklists may be used as tools to assist the IEP team in examining the many factors that influence how well a student is able to function and perform in various classroom settings. Thorough assessment in academic, communication and social areas to identify strengths and challenge areas as well as frequent monitoring of performance is always necessary to ensure that student skills, services and placement are aligned. In some cases, students may be "ready" for some classes or situations while not "ready" for others.

Part 1, the *Readiness Checklists*, focus on essential skills that students require in order to actively and meaningfully participate in their education programs with the intended communication approach. There are four checklists: *General Education Inclusion Readiness*, *Interpreted/Transliterated Education Readiness*, *Captioning/Transcribing Readiness*, and *Instructional Communication Access*. These checklists can be used in combination or independently, depending on the student and the purpose of the review. The *General Education Inclusion Readiness Checklist* may be used to evaluate overall readiness for inclusion in the general education classroom and is appropriate for most students. The *Interpreted/Transliterated Education* and the *Captioning/Transcribing Readiness Checklists* identify skills that students need in order to fully benefit from these services in the general education classroom. The *Instructional Communication Access Checklist* contains indicators that analyzes how a student accesses instruction using listening and spoken language, sign or cues, or both, and how proficient the student is with that approach. This checklist may help determine what communication approach and supports a student may need for their instructional environment whether it is in the general education classroom, a resource room, or a special classroom. These checklists are intended to emphasize skills that may be needed for DHH students to have successful learning experiences. The *Readiness Checklists* can also be used to identify IEP goals that will assist a student with acquisition of the necessary skills as well as a tool to monitor the acquisition of the desired skills.

Part 2, the *Placement Checklist*, assists the IEP team in evaluating the accessibility and appropriateness of the general education setting to support students who are DHH. The appropriate age level checklist is selected (2A-Preschool/Kindergarten, 2B-Elementary, or 2C-Secondary) and then completed through observation, interview and discussion among team members. The Checklist considers the physical environment, the general learning environment, the instructional style of the teacher, the school culture, and how well the learning environment is matched to the student's communication, language, and social needs. The *Placement Checklist* is intended to be used as often as the classroom environment changes or other needs suggest monitoring.

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PARC: Placement And Readiness Checklists
Part 2A: Placement Checklist for Children who are Deaf and Hard of Hearing
PRESCHOOL/KINDERGARTEN

Before the Individual Education Program (IEP) team makes a decision regarding services and placement for a child who is deaf or hard of hearing, two areas should be considered. First, is the child ready for the placement under consideration and, second, is the classroom environment under consideration sufficiently prepared to support the child? This checklist is the *Placement* component of this two part instrument. Its purpose is to guide considerations and decisions related to placement and service options for children who are deaf or hard of hearing for preschool and kindergarten. Ratings may also guide the IEP team in providing for supports when needed. The companion set of checklists consider the readiness of the child for the various learning environments and situations under consideration.

The information to complete this placement checklist should be obtained through observation and discussion with the current early intervention provider, the prospective teacher(s), the parents and other members of the IEP team. Placement decisions should consider the child's communication, language, pre-academic, and social needs in the context of the proposed learning environment. Note: Each area or item may not be applicable to every child.

Child's Name: _____ Date: _____

Person completing this form: _____ Title: _____

Name of School: _____ Level: PS K

Type of Classroom: Special education class General education class At-risk class
 Deaf education class Co-taught class Other _____

Primary Instructor: Deaf education teacher Preschool or Kindergarten teacher
 Special education teacher Other _____

If not a deaf education teacher/specialist, describe previous experience with children who are deaf or hard of hearing: _____

IEP Deaf education services: Consult/Itinerant Direct- in classroom Direct- out of classroom other _____

Days/week program offered: _____ Hours per day: _____

Child's communication mode(s): _____ Mode(s) observed in classroom: _____

Total number of children in classroom: ____ Number of children with hearing loss: ____ Child: adult ratio: ____

Age span of children: ____ to ____ yrs Number of children who are typical language models: ____

Personal Hearing Instrument: Hearing Aid(s) Cochlear Implant(s) Bone anchored device none/other _____

Hearing Assistance Technology used: None Personal FM System Classroom Audio Distribution System
 Other _____

IEP Related and Support Services:	<u>Training</u>				<u>If provided, is service...</u>
<u>Area</u>	<u>with D/HH?</u>		<u>with D/HH?</u>		
Speech-language therapy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
English Language Learner (ELL)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
Educational audiology	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Occupational therapy/physical therapy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Psychology/mental health	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Counseling (by psychologist or social worker)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Behavior/Positive Behavior Intervention/Support Plan	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Other support services: Deaf/Hard of Hearing Role Models
 Parent counseling and training Parent Support Groups/Activities
 Transportation After school programs

NOTE: If an item is not relevant for a child, please write "NA" in the "NO" column.

I. Classroom- Physical Environment	YES	NO
1. Is the room size conducive to learning? (A large room/high ceiling can distort sound; a small room may be noisier.)	_____	_____
2. Is the room adequately lit? (Lighting and shadows may affect speechreading and signing abilities.)	_____	_____
3. Is the ambient noise level for the classroom within recommended standards (noise $\leq 35\text{dbA}$ and reverberation $\leq .6$ msec, ANSI S12.60-2009/10)?	_____	_____
4. Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)?	_____	_____
5. Are noise sources in the classroom minimized (e.g., fish tanks, ventilation/heater fans, computers)?	_____	_____
6. Does noise from adjacent spaces (hallways, outside the building) spill over into classroom?	_____	_____
Comments _____		

II. General Learning Environment	YES	NO
7. Does teacher(s)/adult(s) use a variety of techniques to elicit positive behavior from children?	_____	_____
8. Are there a variety of centers (fine motor, art, manipulatives, science, music, dramatic play, sensory, literacy)?	_____	_____
9. Is there a visual schedule identifying daily routines and child expectations?	_____	_____
10. Is there a visual behavior management system that provides clear structure for the class and consistent rules?	_____	_____
11. Is the curriculum standards-based, including a variety of themes, topics, and children's literature?	_____	_____
12. Does the teacher use lesson plans to guide daily activities?	_____	_____
13. Are activities modified to meet a variety of children's needs?	_____	_____
14. Are special services children receive		
a. usually in the general education classroom?	_____	_____
b. Supportive of the general education content?	_____	_____
Comments _____		

III. Instructional Style	YES	NO
14. Classroom Discourse and Language		
a. Are the teacher(s) and other adults good language models for the children?	_____	_____
b. Is language consistently accessible to the child? (If sign/cuing is used, do all adults in the classroom consistently sign/cue, including their communications with other adults?)	_____	_____
c. Are peer responses repeated?	_____	_____
d. Is vocabulary and language expanded by an adult?	_____	_____
15. Teacher's Speaking Skills		
a. Is enunciation clear?	_____	_____
b. Is rate appropriate?	_____	_____
c. Is loudness appropriate?	_____	_____
d. Is facial expression used to clarify the message?	_____	_____
e. Are gestures used appropriately?	_____	_____
f. Are teacher's (or other speaker's) lips available for speechreading?	_____	_____
g. Is teacher's style animated?	_____	_____
h. Is a buddy system available to provide additional assistance or clarification?	_____	_____

16. Use of Visual Information
- a. Are props or other visual materials used for stories and activities? _____
 - b. Are appropriate attention-getting strategies utilized? _____
 - c. Are fingerplays, action songs, and dramatic play used in circle time, story time, centers, etc. _____
17. Small Group/Circle Time
- a. Are all children encouraged to share and participate? _____
 - b. Does the teacher face children when speaking? _____
 - c. Do the children face one another when speaking? _____
 - d. Does the teacher lead group activities in an organized, but child-friendly manner? _____
 - e. Is appropriate wait time utilized to encourage children to think and participate? _____
 - f. Are children seated within the teacher's "arc of arms"? _____
 - g. Does teacher obtain eye contact prior to and while speaking? _____
 - h. Is the FM microphone passed around to all speakers? _____
18. Use of Sign (note: Direct instruction is preferable to use of an interpreter/transliterator for preschool children. The IEP team may find the *Interpreted/Transliterated Education Readiness Checklist* a useful tool for assessing readiness levels of young children and suggesting supports that may be needed). ☐ Not Applicable
- a. Is sign consistently used by all adults in the class? _____
 - b. Is sign consistently used by all children in the class? _____
 - c. Does the type of sign used in the classroom match the signs used by this child? _____
 - d. Is fingerspelling used? _____
 - e. Does the interpreter/transliterator adjust the language in order to make it more accessible to the child? _____
 - f. Does the interpreter/transliterator make changes to content vocabulary for the child? _____
 - g. Does the interpreter/transliterator expand on concepts presented in class? _____
 - h. Are gestures used appropriately? _____
 - i. Are there opportunities for parents and peers to learn to sign? _____
19. Opportunities for Hands-on Experience
- a. Are a variety of materials available? _____
 Check those used: ☐ books ☐ visual props ☐ audio tapes ☐ video tapes
 ☐ objects for dramatic play ☐ manipulatives
 - b. Are stories experienced in a variety of ways? _____
 - c. Are there field trips? _____
 - d. Are cooking experiences available? _____
 - e. Are art and sensory activities conducted? _____
20. Amplification/Technology ☐ Not Applicable
- a. Are personal hearing instruments (hearing aids/cochlear implants) and hearing assistance devices (FM, infrared) checked at school each day? _____
 - b. Is amplification used consistently in all learning environments? _____
 - c. Are current instructional technologies used (Smart boards, computers, internet)? _____

Comments _____

IV. School Culture		YES	NO
21.	Is there evidence that the school administration supports children with disabilities?	_____	_____
22.	Is the school welcoming of parents and does it encourage parent involvement?	_____	_____
23.	Is the school/district administrator knowledgeable about hearing loss or willing to learn about hearing loss?	_____	_____
24.	Is the school committed to making the necessary accommodations for children with hearing loss?	_____	_____
25.	Is the teacher open to consultation with other professionals or specialists?	_____	_____

- | | | | |
|-----|--|-----|-----|
| 26. | Does the teacher provide opportunities for individualized attention? | ___ | ___ |
| 27. | Is the teacher welcoming of children with special needs? | ___ | ___ |
| 28. | Is the teacher willing to use and troubleshoot hearing assistance technology (FMs) and other technologies (captioning, transcription)? | ___ | ___ |

Comments _____

Reflection

V. Individual Child Considerations	YES	NO
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|-----|--|-----|-----|
| 29. | Communication and Language
Think about how the child communicates thoughts, ideas, and needs. Think about how the child interacts with other children. Are there sufficient opportunities for direct communication with peers and professionals in the child's language and communication mode and at the child's academic level? Is there direct instruction in the child's language and communication mode? Will the child's communication needs be nurtured in this classroom environment? Does the child have sufficient language abilities to benefit from instruction in the classroom? Will this child develop English language competency in this environment? | ___ | ___ |
| 30. | Social Interactions and Self-Concept
Think about how the child plays alone and in groups. Think about how the child interacts with other children. Will the child's self-concept and social needs be nurtured in this classroom environment? Will this child be encouraged to develop self-advocacy skills? | ___ | ___ |
| 31. | Listening Skills
Does the child attend well? Is the child able to listen and process information in noise? Think about what the child does when he/she cannot hear? Does the child take responsibility for his/her personal hearing instruments? Will the child's listening needs be supported in this classroom environment? In the lunchroom and other school environments? Is the staff qualified and able to support the child's listening needs? | ___ | ___ |

Not Applicable

Comments _____

PARC: Placement And Readiness Checklists

Part 2B: Placement Checklist for Students who are Deaf and Hard of Hearing: ELEMENTARY

Before the Individual Education Program (IEP) team makes a decision regarding services and placement for a student who is deaf or hard of hearing, two areas should be considered. First, is the student ready for the placement under consideration and, second, is the classroom environment under consideration sufficiently prepared to support the student? This checklist is the *Placement* component of this two part instrument. Its purpose is to guide considerations and decisions related to placement and service options for students who are deaf or hard of hearing in elementary school. Ratings may also guide the IEP team in providing for supports when needed. The companion set of checklists consider the readiness of the student for the various learning environments and situations under consideration.

The information to complete this placement checklist should be obtained through observation and discussion with the current teacher, the prospective teacher(s), the parents and other members of the IEP team. Placement decisions should consider the student's communication, language, pre-academic, and social needs in the context of the proposed learning environment. Note: Each area or item may not be applicable to every student.

Student: _____ Date: _____

Person completing this form: _____ Title: _____

Name of School: _____ Grade: _____

Type of Classroom: Special education class General education class At-risk class
 Deaf education class Co-taught class Other _____

If primary instructor is not a deaf education teacher/specialist, describe any previous experience with students who are deaf or hard of hearing: _____

IEP Deaf education services: Consultation/Itinerant Direct- in classroom Direct- out of classroom
 Special School other _____

Observers: Deaf education teacher: check type: classroom itinerant consultative co-teacher
 General education teacher Special education teacher Parent Other _____

Total number of students in classroom: ____ Number of students with hearing loss: ____ Student: adult ratio: ____

Student's communication mode(s): _____ Mode(s) observed in classroom: _____

Receptive language level: above grade level at grade level below grade level >2 yrs below grade level

Expressive language level: above grade level at grade level below grade level >2 yrs below grade level

Personal Hearing Instrument: Hearing Aid(s) Cochlear Implant(s) Bone anchored device None/other ____

Hearing Assistance Technology used: Personal FM System Classroom Audio Distribution System None
 Other _____

Educational Interpreter assigned? Yes No Meets state's minimum standard? Yes No

Area			Has had training with D/HH?		If provided, is service..	
Speech-language therapy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>	
English Language Learner (ELL)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>	
Educational audiology	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Occupational therapy/physical therapy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Psychology/mental health	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Counseling (by psychologist or social worker)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Behavior/Positive Behavior Intervention/Support Plan	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Other support services:						
<input type="checkbox"/> Parent counseling and training			<input type="checkbox"/> Deaf/Hard of Hearing Role Models			
<input type="checkbox"/> Transportation			<input type="checkbox"/> Parent Support Groups/Activities			
			<input type="checkbox"/> After school programs			

NOTE: If an item is not relevant for a child, please write "NA" in the "NO" column.

I. Classroom- Physical Environment		YES	NO
1.	Is the room size conducive to learning? (A large room/high ceiling can distort sound; a small room may be noisier.)	_____	_____
2.	Is the room adequately lit? (Lighting and shadows may affect speechreading and signing abilities.)	_____	_____
3.	Is the ambient noise level for the classroom within recommended standards (noise $\leq 35\text{dbA}$ and reverberation $\leq .6\text{ sec}$, ANSI S12.60-2009/10)?	_____	_____
4.	Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)?	_____	_____
5.	Are noise and movement sources in the classroom minimized (e.g., computers, ventilation/heater fans, fish tanks, small group activities)?	_____	_____
6.	Does noise from adjacent spaces (hallways, outside the building) spill over into classroom?	_____	_____
Comments _____			

II. General Learning Environment		YES	NO
7.	Do teacher(s)/adult(s) use a variety of techniques to elicit positive behavior from students?	_____	_____
8.	Are there a variety of centers (fine motor, art, manipulatives, science, music, dramatic play, sensory, literacy) or opportunities for demonstrating learning?	_____	_____
9.	Is there a visual schedule identifying daily routines and student expectations?	_____	_____
10.	Is there a visual behavior management system that provides clear structure for the class and consistent rules?	_____	_____
11.	Is the curriculum standards-based including a variety of themes, topics, and children's literature?	_____	_____
12.	Does the teacher use lesson plans to guide daily activities?	_____	_____
13.	Are activities modified to meet a variety of students' needs?	_____	_____
Comments _____			

III. Instructional Style		YES	NO
14.	Classroom Discourse and Language		
a.	Are the teacher(s), students, and other adults good language models for the student?	_____	_____
b.	Is language consistently accessible to this student? If sign/cueing is used, does the interpreter/transliterater, or all adults in the classroom if no interpreter, consistently sign/cue, including communications with other adults?	_____	_____
c.	Are peer responses repeated or signed/cued?	_____	_____
d.	Is vocabulary and language expanded by the teacher?	_____	_____
15.	Teacher's Speaking Skills		
a.	Is enunciation clear?	_____	_____
b.	Is rate appropriate?	_____	_____
c.	Is loudness appropriate?	_____	_____
d.	Is facial expression used to clarify the message?	_____	_____
e.	Are gestures used appropriately?	_____	_____
f.	Are teacher's (or other speaker's) lips available for speechreading?	_____	_____
g.	Is teacher's style animated?	_____	_____
h.	Is a buddy system available to provide additional assistance or clarification?	_____	_____
16.	Use of Visual Information		
a.	Are props or other visual materials used for stories and activities?	_____	_____
b.	Are appropriate attention-getting strategies utilized?	_____	_____
c.	Are overhead projectors, VCRs, LCDs, Smart Boards and other equipment to provide visual supplements utilized?	_____	_____
d.	Is computer assisted notetaking, or a comparable procedure, utilized to support	_____	_____

- access to course content, instruction, and discourse amongst the class? _____
- e. Is visual information accessible to the student (e.g., within view, written in appropriate language)? _____
17. Oral Discussion/Small Groups
- a. Are all students encouraged to share and participate? _____
- b. Does the teacher face the students when speaking? _____
- c. Do the students face one another when speaking? _____
- d. Does the teacher lead group activities in an organized and student-friendly manner? _____
- e. Is appropriate wait time utilized to encourage students to think and participate? _____
- f. Are students seated within the teacher's "arc of arms"? _____
- g. Does the teacher obtain eye contact prior to and while speaking? _____
- h. If used, is the FM microphone passed around to all speakers? _____
18. Use of Sign/Cued Speech Not Applicable
- a. If an educational interpreter/transliterater is assigned to the student, does the interpreter/transliterater promote student self-advocacy yet assure full access to all communication in the classroom? _____
- b. Is the interpreter/transliterater familiar with the student's IEP, and does s/he know his/her role in its implementation? _____
- c. Does the interpreter/transliterater adjust the language in order to make it more accessible to the student? _____
- d. Does the interpreter/transliterator make changes to content vocabulary for the student? _____
- e. Does the interpreter/transliterater expand on concepts presented in class? _____
- f. Is sign/cued speech consistently used by all adults in the class? _____
- g. Are teachers and paras proficient in the sign/cued mode of the student? _____
- h. Is sign/cuing consistently used by all students in the class? _____
- i. Does the type of sign/cuing used in the classroom match the signs/cues used by this student? _____
- j. Is fingerspelling used? _____
- k. Are there opportunities for parents and peers to learn to sign/cued speech? _____
- l. Do they take advantage of them? _____
19. Opportunities for Hands-on Experience
- a. Are a variety of materials available? _____
- Check those used: books visual props audio/video CDs/DVDs
 objects for dramatic play manipulatives
- b. Are stories experienced in a variety of ways? _____
- c. Are there field trips? _____
- d. Are art and sensory activities conducted? _____
20. Amplification/Technology Not Applicable
- a. Are personal hearing instruments (hearing aids/cochlear implants) and hearing assistance devices (FM, infrared) checked at school each day? _____
- b. Is amplification used consistently in all learning environments? _____
- c. Are current instructional technologies used (Smart boards, computers, internet)? _____

Comments _____

IV. School Culture		YES	NO
21.	Is there evidence that the school administration supports students with disabilities?	_____	_____
22.	Is the school welcoming of parents and does it encourage parent involvement?	_____	_____
23.	Is the school/district administrator knowledgeable about hearing loss or willing to learn?	_____	_____
24.	Is the school committed to making the necessary accommodations for students with hearing loss?	_____	_____
25.	Is the teacher open to consultation with other professionals or specialists?	_____	_____
26.	Does the teacher provide opportunities for individualized attention?	_____	_____

- | | | | |
|-----|--|-------|-------|
| 27. | Is the teacher welcoming of students with special needs? | _____ | _____ |
| 28. | Is the teacher willing to use and troubleshoot hearing assistance technology (e.g., FMs) and other technologies (e.g., captioning, transcription)? | _____ | _____ |
| 29. | Are the extra-curricular (sports, drama, clubs) staff and settings prepared to assure communication access for this student? | _____ | _____ |

Comments _____

V.	Reflection: Individual Student Considerations	YES	NO
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- | | | | |
|-----|---|-------|-------|
| 30. | Communication and Language
Think about how this student communicates thoughts, ideas, and needs. Think about how this student interacts with other students. Will his/her communication be nurtured in this classroom environment? Are there opportunities for direct communication with peers and professionals in the student's language and communication mode and at the student's academic level? Is there direct instruction in the student's language and communication mode? Does this student have sufficient language abilities to benefit from instruction in the classroom (generally within 2 years of most students in the class)? Will this student develop English language competency in this environment? | _____ | _____ |
| 31. | Social Interactions, Self-Concept, Self-Efficacy, and Self-Advocacy
Think about how this student plays and behaves alone and in groups. Think about how this student interacts with other students. Will this student's social skills and self-concept be nurtured in this classroom environment? Will this student be supported to develop self-efficacy and self-advocacy skills? | _____ | _____ |
| 32. | Listening Skills
Does this student attend well? Is this student able to listen and process information in noise? Think about what this student does when he/she cannot hear? Does this student take responsibility for his/her personal hearing instruments? Will this student's listening needs be supported in this classroom, lunchroom and all other school environments? Is the staff qualified and able to support the student's listening needs? | _____ | _____ |

Comments _____

PARC: Placement And Readiness Checklists

Part 2C: Placement Checklist for Students who are Deaf and Hard of Hearing: SECONDARY

Before the Individual Education Program (IEP) team makes a decision regarding services and placement for a student who is deaf or hard of hearing, two areas should be considered. First, is the student ready for the placement under consideration and, second, is the classroom environment under consideration sufficiently prepared to support the student? This checklist is the *Placement* component of this two part instrument. Its purpose is to guide considerations and decisions related to placement and service options for students who are deaf or hard of hearing in middle school and high school. Ratings may also guide the IEP team in providing supports when needed. The companion set of checklists consider the readiness of the student for the various learning environments and situations under consideration.

The information to complete this placement checklist should be obtained through observation and discussion with the current teacher, the prospective teacher(s), the parents and other members of the IEP team. Placement decisions should consider the student's communication, language, academic, and social needs in the context of the proposed learning environment. Note: Each area or item may not be applicable to every student.

Student: _____ Date: _____

Person completing this form: _____ Title: _____

Name of School: _____ Grade: _____

Type of Classroom: Special education class General education class At-risk class
 Deaf education class Co-taught class Other _____

If primary instructor is not a deaf education teacher/specialist, describe any previous experience with students who are deaf or hard of hearing: _____

IEP Deaf education services: Consultation/Itinerant Direct- in classroom Direct- out of classroom
 Special School other _____

Range of class size of student's in classrooms: ___to___ Number of students with hearing loss in school: _____

Student's communication mode(s): _____ Mode(s) observed in classroom: _____

Receptive language level: above grade level at grade level 1-2 yrs below grade level >2 yrs below grade level

Expressive language level: above grade level at grade level 1-2 yrs below grade level >2 yrs below grade level

Personal Hearing Instrument: Hearing Aid(s) Cochlear Implant(s) Bone anchored device None/other _____

Hearing Assistance Technology used: Personal FM system Classroom Audio Distribution System None
 Other _____

Educational Interpreter assigned? Yes No Meets state's minimum standard? Yes No

IEP Related and Support Services:

<u>Area</u>			<u>Has had training with D/HH?</u>	<u>If provided, is service..</u>
Speech-language therapy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
English Language Learner (ELL)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	In class: <input type="checkbox"/> Out of class <input type="checkbox"/>
Educational audiology	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Occupational therapy/physical therapy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Psychology/mental health	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Counseling (by psychologist or social worker)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Behavior/Positive Behavior Intervention/Support Plan	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Other support services:			<input type="checkbox"/> Deaf/Hard of Hearing Role Models	
<input type="checkbox"/> Parent counseling and training			<input type="checkbox"/> Parent Support Groups/Activities	
<input type="checkbox"/> Transportation			<input type="checkbox"/> After school programs	

NOTE: If an item is not relevant for a child, please write "NA" in the "NO" column.

I. Classroom- Physical Environment		YES	NO
1.	Is the room size conducive to learning? (A large room/high ceiling can distort sound; a small room may be noisier.)	_____	_____
2.	Is the room adequately lit? (Lighting and shadows may affect speechreading and signing abilities.)	_____	_____
3.	Is the ambient noise level for the classroom within recommended standards (noise $\leq 35\text{dbA}$ and reverberation $\leq .6\text{ sec}$, ANSI S12.60-2009/10)?	_____	_____
4.	Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)?	_____	_____
5.	Are noise and movement sources in the classroom minimized (e.g., computers, ventilation/heater fans, fish tanks, small group activities)?	_____	_____
6.	Does noise from adjacent spaces (hallways, outside the building) spill over into classroom?	_____	_____
Comments _____			

II. General Learning Environment		YES	NO
7.	Do teacher(s)/adult(s) use a variety of techniques to elicit positive behavior from students?	_____	_____
8.	Is there a visual schedule identifying daily routines and student expectations?	_____	_____
9.	Is there a visual behavior management system that provides clear structure for the class and consistent rules?	_____	_____
10.	Is the curriculum standards-based including a variety of themes, topics, and age level appropriate literature?	_____	_____
11.	Does the teacher use lesson plans to guide daily activities?	_____	_____
12.	Are activities modified to meet a variety of students' needs?	_____	_____
Comments _____			

III. Instructional Style		YES	NO
13.	Classroom Discourse and Language		
a.	Are the teacher(s), students, and other adults good language models for the student?	_____	_____
b.	Is language consistently accessible to this student? If sign/cuing is used, does the interpreter/transliterater, or all adults in the classroom if no interpreter/transliterater, consistently sign/cue, including communications with other adults?	_____	_____
c.	Are peer responses repeated or signed/cued?	_____	_____
d.	Is vocabulary and language expanded by the teacher?	_____	_____
14.	Teacher's Speaking Skills		
a.	Is enunciation clear?	_____	_____
b.	Is rate appropriate?	_____	_____
c.	Is loudness appropriate?	_____	_____
d.	Is facial expression used to clarify the message?	_____	_____
e.	Are gestures used appropriately?	_____	_____
f.	Are teacher's (or other speaker's) lips available for speechreading?	_____	_____
g.	Is teacher's style animated?	_____	_____
h.	Is a buddy system available to provide additional assistance or clarification?	_____	_____
15.	Use of Visual Information		
a.	Are props or other visual materials used for stories and activities?	_____	_____
b.	Are appropriate attention-getting strategies utilized?	_____	_____
c.	Are overhead projectors, VCRs, LCDs, Smart boards and other equipment to provide visual supplements utilized?	_____	_____
d.	Is computer assisted notetaking, or a comparable procedure, utilized to support	_____	_____

- access to course content, instruction, and discourse amongst the class? _____
- e. Is visual information accessible to the student (e.g., within view)? _____
16. Oral Discussion/Small Groups
- a. Are all students encouraged to share and participate? _____
- b. Does the teacher face the students when speaking? _____
- c. Do the students face one another when speaking? _____
- d. Does the teacher lead group activities in an organized and student-friendly manner? _____
- e. Is appropriate wait time utilized to encourage students to think and participate? _____
- f. Are students seated within the teacher's "arc of arms"? _____
- g. Does the teacher obtain eye contact prior to and while speaking? _____
- h. If used, is the FM microphone passed around to all speakers? _____
17. Use of Sign/Cued Speech Not Applicable
- a. If an educational interpreter/transliterator is assigned to the student, does the interpreter/transliterator promote student self-advocacy yet assure full access to all communication in the classroom? _____
- b. Is the interpreter/transliterator familiar with the student's IEP, and does s/he know his/her role in its implementation? _____
- c. Does the interpreter/transliterator adjust the language in order to make it more accessible to the student? _____
- d. Does the interpreter/transliterator make changes to content vocabulary for the student? _____
- e. Does the interpreter/transliterator expand on concepts presented in class? _____
- f. Is sign/cued speech consistently used by all adults in the class? _____
- g. Are teachers and paras proficient in the sign/cue mode of the student? _____
- h. Is sign/cuing consistently used by all students in the class? _____
- i. Does the type of sign/cue used in the classroom match the signs/cued speech used by this student? _____
- j. Is fingerspelling used? _____
- k. Are there opportunities for parents and peers to learn to sign/cued speech? _____
- l. Do they take advantage of them? _____
18. Opportunities for Experiential Learning
- a. Are a variety of materials available? _____
Check those used: books visual props audio/video Cds/DVDs
- b. Are stories experienced in a variety of ways? _____
- c. Are there field trips? _____
- d. Are art and sensory activities conducted? _____
19. Amplification/Technology Not Applicable
- a. Are personal hearing instruments (hearing aids/cochlear implants) and hearing assistance devices (FM, infrared) checked at school each day? _____
- b. Is amplification used consistently in all learning environments? _____
- c. Are current instructional technologies used (Smart boards, computers, internet)? _____
20. Transition
- a. Is personal responsibility/self-advocacy development supported for independent thinking and decision-making? _____
- b. Is there an emphasis on career exploration and development of career goals? _____
- c. Does the student's education program support his/her post-school goals? _____
- d. Are there opportunities for job shadowing within the community? _____
- e. When appropriate, are linkages made with adult services (e.g., Voc Rehab)? _____

Comments _____

IV. School Culture

YES NO

21. Is there evidence that the school administration supports students with disabilities? _____

- | | | | |
|-----|--|-------|-------|
| 22. | Is the school/district administrator knowledgeable about hearing loss or willing to learn? | _____ | _____ |
| 23. | Is the school committed to making the necessary accommodations for students with hearing loss? | _____ | _____ |
| 24. | Is the teacher open to consultation with other professionals or specialists? | _____ | _____ |
| 25. | Does the teacher provide opportunities for individualized attention? | _____ | _____ |
| 26. | Is the teacher welcoming of students with special needs? | _____ | _____ |
| 27. | Is the teacher willing to use and troubleshoot hearing assistance technology (FMs) and other technologies (captioning, transcription)? | _____ | _____ |
| 28. | Are the extra-curricular (sports, drama, clubs) staff and settings going to assure communication access for this student? | _____ | _____ |

Comments _____

V. Reflection: Individual Student Considerations

YES NO

- | | | | |
|-----|--|-------|-------|
| 29. | Communication and Language
Think about how this student communicates thoughts, ideas, and needs. Think about how this student interacts with other students. Will his/her communication be nurtured in this classroom environment? Are there opportunities for direct communication with peers and professionals in the student's language and communication mode and at the student's academic level? Is there direct instruction in the student's language and communication mode? Does this student have sufficient language abilities to benefit from instruction in the classroom (generally within 2 years of most students in the class)? Will this student develop English language competency in this environment? | _____ | _____ |
| 30. | Social Interactions, Self-Concept, Self-Efficacy, and Self-Advocacy
Think about how this student behaves alone and in groups. Think about how this student interacts with other students. Will this student's social skills and self-concept be nurtured in this classroom environment? Will this student be supported to develop self-efficacy and self-advocacy skills? | _____ | _____ |
| 31. | Listening Skills
Does this student attend well? Is this student able to listen and process information in noise? Think about what this student does when he/she cannot hear? Does this student take responsibility for his/her personal hearing instruments? Will this student's listening needs be supported in this classroom, lunchroom and all other school environments? Is the staff qualified and able to support the student's listening needs? | _____ | _____ |

Not Applicable

Comments _____