

Placement Considerations Checklist for Students who are Deaf and Hard of Hearing

This checklist is intended to assist with placement considerations for deaf or hard of hearing students. Information should be obtained through observation and discussion among the teachers, school staff, and parents. Placement decisions consider the student's communication, academic, and social needs in the context of the proposed learning environment.

Teacher Interview

Name of School: _____ Date of Observation: _____

Individual Interviewed: _____

Deaf Education Teacher check type: classroom itinerant consultative co-teacher
 General Education Teacher Special Education Teacher Other

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

Grade: _____

Student: adult ratio in classroom: _____

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

Student's language level: Receptive _____ Expressive _____

Total number of students in classroom: _____ Number of students with hearing loss: _____

Average speaking/signing distance between teacher and student: _____ ft

Amplification used or available: Personal FM Classroom FM/Infrared None Other _____

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

Related and Support Services:

<u>Area</u>	<u>Available?</u>		<u>Has had training with D/HH?</u>		<u># of hours in classroom/week</u>
Speech-language therapy	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	_____
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	<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	_____
Other support services available:					
<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				

Comments _____

Classroom Observation

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 ≤ 35 dbA and reverberation $\leq .6$ sec, ANSI S12.60.2002)?	_____	_____
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 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 schedule identifying daily routines?	_____	_____
10. Is there a 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) and other adults good language models for the student?	_____	_____
b. Is language consistently accessible to this student? (If sign is used, do all adults in the classroom consistently sign, 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?	_____	_____

Comments _____

Reflection

IV. Individual Student Considerations	YES	NO
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| 21. <i>Communication Considerations & Student's Language Abilities</i>
Think about how this student communicates thoughts, ideas, and needs. Think about how this student communicates and interacts with other students. Will his/her communication needs be nurtured in this classroom environment? 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? | _____ | _____ |
| 22. <i>Social Interactions, Self-Concept, and Self-Advocacy</i>
Think about how this student plays 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 encouraged to develop self-advocacy skills? | _____ | _____ |
| 23. <i>Auditory Skills</i>
Does this student attend well? Is this student able to listen in noise? Think about what this student does when he/she cannot hear? Does this student take responsibility for his/her hearing aids? Will this student's auditory needs be supported in this classroom, lunchroom and all other school environments? Is the staff qualified and able to support the student's auditory needs? | _____ | _____ |

Comments _____

V. School Culture	YES	NO
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| 24. Is there evidence that the school administration supports students with disabilities? | _____ | _____ |
| 25. Is the school/district administrator knowledgeable about hearing loss? | _____ | _____ |
| 26. Is the school committed to making the necessary accommodations for students with hearing loss? | _____ | _____ |
| 27. Is the teacher open to consultation with other professionals or specialists? | _____ | _____ |
| 28. Does the teacher provide opportunities for individualized attention? | _____ | _____ |
| 29. Is the teacher welcoming of students with special needs? | _____ | _____ |
| 30. Is the teacher willing to use amplification technology (hearing aids, FMs, cochlear implants)? | _____ | _____ |
| 31. Are the extra-curricular (sports, drama, clubs) staff and settings going to assure communication access for this student? | _____ | _____ |

Comments _____