

The background of the slide is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

Individual Education Program (IEP) Consideration of Special Factors: Deaf or Hard of Hearing (HH) Needs

Office of Special Education and Early Learning (OSEEL)

State Regulation

“In the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode;” [[707 Kentucky Administrative Regulation \(KAR\) 1:320, Section 5 \(2\)\(e\)](#)].



Deaf or Hard of Hearing Needs

Consideration of Special Factors for IEP Development

(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

Is the child deaf or hard of hearing? ☐ Yes ☐ No If **Yes**, the IEP Team must consider:

*The child's language and communication needs; Describe:

☐ See Present Levels for Communication Status and Functional Hearing, Listening and Communication Assessment.

☐ Other (Specify)

- Opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs; Describe:

- Any necessary opportunities for direct instruction in the child's language and communication mode. Describe:

KAR Item 320.5.2

Guiding Questions for the Admissions and Release Committee (ARC)

- Does the student use American Sign Language (ASL) and do they require additional instruction in ASL?
- What mode(s) of communication does the student use?
- Is an interpreter needed for the student to participate in and benefit from classroom instruction and/or interaction with peers and adults?
- Does the student have opportunities to participate in direct communication with peers and adults?

Guiding Questions for the ARC

- Does the student need assistive devices to facilitate and support the development and use of meaningful language and communication?
- Does the student use or need instruction on how to use, assistive technology to help develop social skills?
- What opportunities exist for direct instruction (without an interpreter) in the student's language or mode(s) of communication?

Connecting the Puzzle



What accommodations are necessary for instruction and testing?



What related services are needed to address the student's needs?



What goals (annuals and postsecondary) are needed to address the student's listening and communication skills?



Does the student need any staff or peer support for certain activities to facilitate social interaction and inclusion?



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Present Levels:
Current level in communication, functional hearing, social interaction; level of proficiency in use of any hearing devices or communication systems.

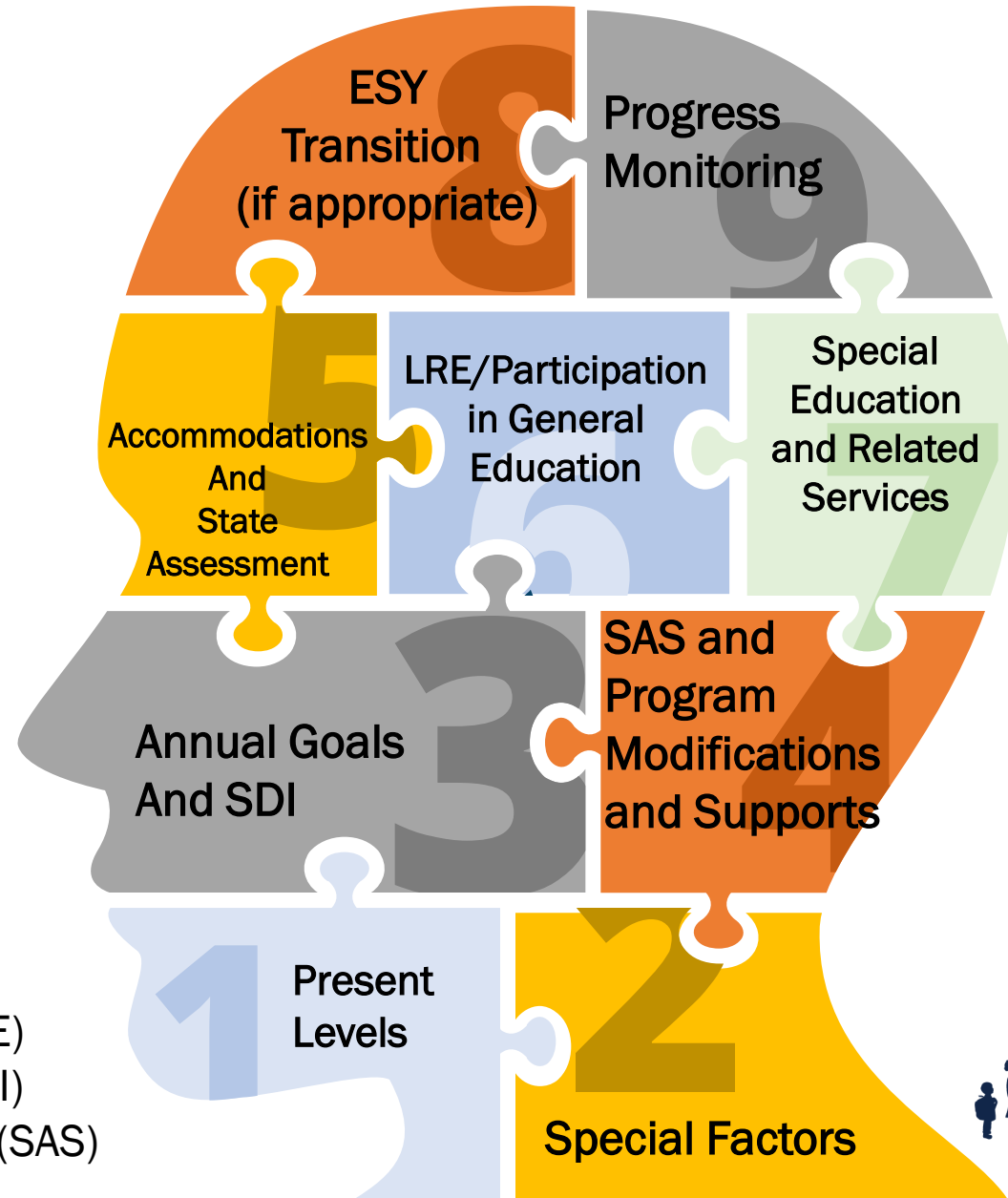
Transition:
Independent Living Goal:
Instruction in self-advocacy,
Managing and maintaining
hearing technology.
Transition Services:
Tour of college and disability services.

Special Factor, Assistive Technology:
Use of a frequency modulation (FM) system, captioned videos.

Supplementary Aids and Services:
Use of FM system, video captioning; peer support with hearing peer on school trips.

Deaf or Hard of Hearing

Connecting the Puzzle



Extended School Year (ESY)
Least Restrictive Environment (LRE)
Specially Designed Instruction (SDI)
Supplementary Aids and Services (SAS)



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Resources

- [IDEA Part B Regulations: Issued August 14, 2006 - Effective October 13, 2006 \(71 FR 46540\)](#)
- [Blind-Visual Impairment \(VI\) and Deaf-HH Services](#) provides resources and supports to districts, parents and service providers throughout the state.
- [Deaf Students Education Services; Policy Guidance, U.S. Department of Education](#) provides state and district personnel with background information and specific steps that will help to ensure that children and youth who are deaf are provided with a free appropriate public education.
- [Deafness and Hearing Loss](#) provides information and resources from the Center for Parent Information and Resources (CPIR) regarding hearing impairments.

Questions

Contact the Division of IDEA Monitoring and Results (DIMR)
(502) 564-4970