

## **Preschool to School Age Transition Considerations for Children who are Deaf, Hard of Hearing or Deaf-Blind**

An important part of the school age transition team's discussion for children who are deaf, hard of hearing, or deaf-blind must include the unique learning, language, and communication needs. Please review the following list of questions and considerations as pre-planning tool for initial and on-going discussions between the parent(s)/guardians and school personnel. Consideration of the unique factors and questions prior to review and revision of the IEP will ensure the child's needs are addressed appropriately upon entrance into school age program and will initiate communication between parents/guardians and the school district/charter school personnel.

### **Hearing Loss/Medical Information**

- Description of child's hearing loss (age of identification, amplification, degree of loss, unilateral or bilateral, etc)
- What other significant medical information (ear surgeries, ear infections, tubes inserted, cochlear implant, etc.) is important?
- Are there any other intellectual or physical concerns?
- What is the effect of hearing loss and/or any additional issues that may affect communication and learning?

### **Communication Needs**

What is the child's primary language (spoken English, American Sign Language, other)? \_\_\_\_\_

- What is the child's primary method of communication?  
\_\_\_\_\_
- Are there qualified educational (sign language) interpreters (evidence of score of 3.5 on the Educational Interpreter Performance Assessment (EIPA)) for the appropriate grade level available to provide support in the child's language and/or communication mode if needed?
- Are there additional qualified staff available and proficient in the child's language and/or communication mode, for example; cued speech transliterators, interveners, listening and spoken language specialists?

- What opportunities are available for the child to interact with peers who share the mode of communication and language?

**Assessments/ Curriculum**

- What types of assessments are being used? \_\_\_\_\_
- What do the assessments measure? \_\_\_\_\_
  - Are there a qualified person(s) who can administer and interpret the results including children who are deaf-blind, if needed?
  - What type of accommodations and/or adaptations to learning materials, environment, or curriculum will the child require?

\_\_\_\_\_

**What types of services will be provided by district, IU, and/or contracted qualified staff –**

- Hearing support ( District,  IU,  Contracted)
- Vision support ( District,  IU,  Contracted)
- Speech/ language therapy ( District,  IU,  Contracted)
- Occupational Therapy ( District,  IU,  Contracted)
- Physical Therapy ( District,  IU,  Contracted)
- Interpreting (American Sign Language, Conceptually Accurate Signed English, Cued Speech, oral) ( District,  IU,  Contracted)
- Intervener (for children who have both a hearing and vision loss)? ( District,  IU,  Contracted)
- Other

**Equipment Needs**

What equipment does the child currently use in the preschool programs?

\_\_\_\_\_

What equipment needs to be considered in the school age program (hearing aids, cochlear implant, personal FM system, captioning, etc.)?

\_\_\_\_\_

Please list all equipment and frequency, if equipment needs to be checked regularly;

- Hearing aids and list frequency of check \_\_\_\_\_
- Cochlear implants and list frequency of check \_\_\_\_\_
- Assistive listening devices and list frequency of check \_\_\_\_\_

- o Identify staff who will check equipment  
\_\_\_\_\_
- o Identify school staff responsible for equipment maintenance, purchases and emergencies  
\_\_\_\_\_
- o Identify specialist (audiologist) to support school staff  
\_\_\_\_\_

Description of procedures that will be in place to repair equipment and to contact family if equipment breakdowns.

### **Environmental Accommodations**

- Description of how the proposed classroom environment(s) will address the auditory, visual and/or tactile needs of the child (e.g., lighting, seating, noise level).
- Identify additional adaptations and supports that may be needed.

### **Staff Training**

- What level of experience do the team members have with children who are deaf, hard of hearing, or deaf-blind?
- What training will be given to school staff concerning hearing loss, deaf-blindness, technology, listening checks and/or environmental accommodations?
- Will the trainings include all staff that may interact with the child, such as: transportation, cafeteria, office and recess staff, as well as gym, art and specials?
- Who will develop and share a protocol for emergency situations with all staff?
- Who will organize on-going professional development for staff?