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

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 individuals 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 access to 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 <u>and</u> 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 three checklists: *General Education Inclusion Readiness*, *Interpreted/Transliterated Education Readiness*, and *Oral + Manual Instruction Access*. These checklists can be used in combination or independently, depending on the student and the purpose of the review. Ideally, two of three Readiness checklists should be used in conjunction with one another. 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 Readiness Checklist* identifies skills that students need in order to fully benefit from this service in the general education classroom. The *Oral + Manual Instruction Access Checklist* contains indicators that describe how a student accesses instruction 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.

PARC: General Education Inclusion Readiness Checklist[1]

Each year during the Individual Education Program (IEP) process, discussion of whether a student is benefitting from, or ready to benefit from, placement in the general education classroom should be based on analysis of several skills as well as the student's academic performance. The items in this scale include ones suggested by Nevins and Chute in the Mainstream Checklist they designed for children with hearing impairments. The scale represents some of the basic critical skills and behaviors that are thought to contribute to successful participation and inclusion.

Directions: Rate each item using the rubric scale of 1 to 5 that best describes the student's performance.

Interpretation: Students with higher ratings (mostly 4s and 5s) will likely be able to participate more successfully in the general education classroom. Ratings in the 2-3 range indicate that the skill is emerging but still requires significant support to benefit from the general education setting. Students with lower ratings (mostly 1 and 2) will likely require specialized instruction from a teacher of the deaf with focus on language, communication, concept, and academic skill development. Participation should be determined on a class by class basis.

General Education Inclusion Readiness Checklist				
Name:_____			Date:_____	
Completed by:_____				
1	2	3	4	5
1. Knowledge of classroom routines and ability to handle transitions:				
❑ Appears unaware of routine/does not make transitions	❑ Makes transitions with adult assistance	❑ Makes transitions by observing others	❑ Makes transitions with verbal/sign prompting	❑ Aware of routines/makes transitions independently
2. Following Directions:				
❑ Does not follow directions	❑ Follows directions with adult assistance	❑ Follows directions by observing others	❑ Follows directions verbal/sign prompt	❑ Follows directions independently
3. Attention to classroom instruction (as compared to classmates):				
❑ Student is disengaged	❑ Attends less that 25% of the time	❑ Attends 50% of the time	❑ Attends 75% of the time	❑ Attends 100% of the time
4. Comprehension of classroom instruction: **Example:**				
❑ Does not comprehend	❑ Appears to understand information that is familiar/highly structured	❑ Appears to understand information that is familiar/highly structured and some information that is new or less structured	❑ Appears to understand most information presented	❑ Appears to have complete understanding of all information

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[1] Adapted with permission from M.E. Nevins and P. Chute (1996). Mainstream Checklist: Checklist for observing classroom participation of hearing impaired student. In *Children with Cochlear Implants in Educational Settings*, (Appendix J). Singular Publishing Group, Inc.

1	2	3	4	5
5. Typical behavior when content is not understood:				
❑ Drops out/engages in irrelevant activity	❑ Facial cues indicate lack of understanding	❑ Looks to another student for assistance	❑ Asks for assistance from teacher	❑ Indicates specific content not understood
6. Typical response behavior:				
❑ Student is disengaged	❑ Does not respond when called on	❑ Answers when called on but response is not related to topic	❑ Answers when called on with response on topic	❑ Volunteers response/comment and is on topic
7. Student's response and comments in lecture/teacher directed activities: **Example:**				
❑ None made	❑ Not related to the topic	❑ Incorrect but related to the topic	❑ Correct and related to the topic	❑ Enriching to the discussion
8. Student's participation in group discussion and cooperative learning: **Describe context:**				
❑ Student is disengaged.	❑ Attentive initially; gives up	❑ Attentive; participation not productive	❑ Attentive; comments appropriately some of the time	❑ Participates constructively
9. Attends and processes chain of communication:				
❑ Does not acknowledge speaker	❑ Aware of multiple speakers in chain of communication	❑ Follows chain of communication understanding 50% of information or less	❑ Follows chain of communication understanding 75% of information or more	❑ Follows chain of communication understanding 90% of information or more
10. Independently initiates communication interaction within the classroom or self-initiates a comment:				
❑ Does not initiate	❑ Initiates inappropriately	❑ Initiates appropriately 50-70% of the time	❑ Initiates appropriately 70-90% of the time	❑ Initiates appropriately 90% of the time or more
11. Academic Performance (reading, writing, math):				
More than 3 years below grade level: ❑ reading ❑ writing ❑ math	3 years below grade level: ❑ reading ❑ writing ❑ math	2 years below grade level: ❑ reading ❑ writing ❑ math	Within 1 year of grade level: ❑ reading ❑ writing ❑ math	At or above grade level: ❑ reading ❑ writing ❑ math
12. Language Skills:				
more than 3 years below age level: ❑ receptive ❑ expressive	3 years below age level: ❑ receptive ❑ expressive	2 years below age level: ❑ receptive ❑ expressive	Within 1 year of age level: ❑ receptive ❑ expressive	At or above age level: ❑ receptive ❑ expressive
13. Self-Advocacy Skills:				
❑ does not know *when* information is misunderstood, does not know *how* to ask for assistance	❑ does not usually know *when* information is misunderstood; knows *how* to ask for assistance but manner is not appropriate	❑ does not usually know *when* information is misunderstood, but knows *how* to ask for assistance appropriately when needed	❑ most of the time recognizes *when* information is misunderstood, *how* to ask for assistance, and *when* it is appropriate to ask for repetition	❑ consistently recognizes *when* information is misunderstood, *how* to ask for assistance, and *when* it is appropriate to ask for repetition

PARC: Interpreted/Transliterated Education Readiness Checklist[1]

For students who utilize educational interpreting/transliterating services (oral, sign language, cued speech), access to instruction in the general education classroom is dependent on the ability of the interpreter/transliterator and classroom teacher to work together to support the student, the accuracy with which the information is interpreted/transliterated, and the skills of the student to utilize the interpreter/transliterator. This checklist contains skills that have been found to be important for a student to be a successful consumer of educational interpreting/transliterating services.

Each year during the Individual Education Program (IEP), discussion of a student's ability to fully benefit from placement in the general education classroom should be based on analysis of several skills as well as the student's academic performance.

Directions: Rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never* (<10%).

Interpretation: Students with mostly ratings of "always" and "frequently" are most likely to benefit from an interpreted/transliterated education program. Areas with ratings of "sometimes" indicate the skill is emerging but still may need significant support. Students with many ratings of "rarely" or "never" will require a program that utilizes more direct instruction from a teacher for students who are Deaf/HH. This checklist can also be used to identify student goals to develop interpreter/transliterator readiness skills as well as to monitor developing student competence with the skills.

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[1] Adapted with permission. Schick, B., (2004). Interpreter Use Inventory. In *Colorado Department of Education Educational Interpreter Handbook*, 2nd Edition.

Interpreted/Transliterated Education Readiness Checklist

Name:_____ Date:_____

Completed by:_____

	NEVER <10%	RARELY 10-39%	SOME 40-69%	FREQ 70-90%	ALWAYS >90%
1. Does the student demonstrate the ability to:					
a. learn abstract and/or decontextualized material with minimal expansion?	❑	❑	❑	❑	❑
b. learn new vocabulary from typical classroom exposure?	❑	❑	❑	❑	❑
c. comprehend class content and instructions?	❑	❑	❑	❑	❑
d. understand what to do without the interpreter/transliterator directing?	❑	❑	❑	❑	❑
e. make age-appropriate progress without excessive assistance?	❑	❑	❑	❑	❑
f. complete class material and tests without interpreter assistance?	❑	❑	❑	❑	❑
g. store, retrieve, and organize information received through an interpreter/transliterator?	❑	❑	❑	❑	❑
2. Does the student demonstrate understanding of the role of the interpreter/transliterator by:					
a. having appropriate expectations (based on the student's age) for the interpreter/transliterator?	❑	❑	❑	❑	❑
b. maintaining appropriate boundaries with the interpreter/transliterator?	❑	❑	❑	❑	❑
c. allowing the interpreter/transliterator to mostly interpret/transliterate?	❑	❑	❑	❑	❑
3. Does the student demonstrate how to use the interpreter/transliterator by:					
a. recruiting interpreting assistance when needed?	❑	❑	❑	❑	❑
b. understanding when an interpreter is needed?	❑	❑	❑	❑	❑
c. advocating for communication needs?	❑	❑	❑	❑	❑
d. speaking up about missing information?	❑	❑	❑	❑	❑
e. requesting clarification from the interpreter?	❑	❑	❑	❑	❑
f. participating in class discussion?	❑	❑	❑	❑	❑
g. participating in small group discussion?	❑	❑	❑	❑	❑
4. Does the student demonstrate appropriate social development by:					
a. interacting with peers about class materials?	❑	❑	❑	❑	❑
b. interacting with peers about social issues?	❑	❑	❑	❑	❑
c. appreciating a variety of traits and personalities?	❑	❑	❑	❑	❑
d. experiencing authentic peer relationships?	❑	❑	❑	❑	❑
e. arguing, playing, preferring, negotiating, or persuading peers?	❑	❑	❑	❑	❑
f. participating appropriately in class?	❑	❑	❑	❑	❑
5. Attentional Factors – Does the student…					
a. attend to the interpreter/transliterator and the teacher?	❑	❑	❑	❑	❑
b. manage the multiple visual and/or auditory demands of complex visual and auditory environments?	❑	❑	❑	❑	❑

PARC: Oral + Manual Instruction Access Checklist[1]

The *Oral + Manual Instruction Access Checklist* contains indicators that are thought to represent skills necessary for students to access and fully participate in their learning environment. The checklist is designed to identify how a student accesses instruction and how proficient the student is from an oral or oral + manual communication perspective. The General Skills section considers competencies that lead to learner independence and may assist with Individual Education Program (IEP) team decisions regarding the level of instructional support needed. Responses to the remaining questions should be based on the specific learning environment being considered for the student. Examples of typical learning environments are: a special class with direct instruction from a teacher of the deaf or other special educator, a general education classroom with most instruction delivered by the classroom teacher, or a setting where class size is smaller and instruction, though provided by the classroom teacher, is more individualized for each student.

The growing number of students who have gained effective use of their auditory-oral skills due to cochlear implantation, along with many of those who use hearing aids, has increased the emphasis on placements in oral learning environments. This checklist is aimed at helping the IEP team to determine readiness for an oral instruction approach as well as to monitor progress in those skill areas through transition processes.

Due to changing student, instruction, and environmental conditions, consideration of whether a student is ready to benefit from placement and services in the general education classroom, or other setting, as well as the communication competencies of the student that are necessary to sustain meaningful participation in the desired learning environment, should be reconsidered each year through the IEP review process.

Directions: Using the column that represents the communication mode used by the student, rate each of the following skills according to the scale of *always* (>90%), *frequently* (70-90%), *sometimes* (40-69%), *rarely* (10-39%) or *never* (<10%). Some students may only use one mode and other students may use a combination. Then rate how proficiently the student is functioning with that approach using a scale of 1 to 6 (1= not at all proficient; 6= completely proficient).

Interpretation: Compare the proficiency level of the student to the approach used to determine if that approach is appropriate or if adjustments may be needed to increase student access to instruction. Students with mostly ratings of "always" or "frequently" are most likely to be successful in the identified communication mode if their proficiency level is high. Areas with ratings of "sometimes" indicate the skill is emerging but still may need significant support. Students with several ratings of "rarely" or "never" in the oral column will likely require a program that utilizes more sign-supported or cue-supported speech other direct instruction support for clarification of information. Students with several ratings of "rarely" or "never" in the sign/cue column may require additional direct instruction support for clarification of information. Students with general skills at these rating levels ("rarely" or "never") likely have insufficient skills to be able to function in general education classes without significant support. This checklist can also be used to identify student goals to develop specific skills in the desired approach as well as to monitor developing competence with these skills.

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[1] Adapted with permission. *Competencies for Transition from Manual to Oral Instruction, the Child with a Cochlear Implant.* Boston Center for Deaf and Hard of Hearing Children, Children's Hospital of Boston, 2003.

Oral + Manual Instruction Access Checklist

Name:_____ Date:_____

Completed by:_____ Title:_____

	ORAL					WITH SIGN/CUE					HOW PROFICIENT?					
	Never	Rarely	Some	Freq	Always	Never	Rarely	Some	Freq	Always	Not at all					Completely
	<10%	10-39	40-69	70-90	>90%	<10%	10-39	40-69	70-90	>90%	1	2	3	4	5	6
1. General Skills Does the student demonstrate the ability to…																
a. learn abstract and/or decontextualized material with minimal expansion?	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	1	2	3	4	5	6
b. store, retrieve, and organize information received?	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	1	2	3	4	5	6
c. learn new vocabulary from typical classroom exposure?	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	1	2	3	4	5	6
d. understand what to do without on-on-one direction?	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	1	2	3	4	5	6
e. make age-appropriate progress without excessive assistance?	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	1	2	3	4	5	6
f. complete class material and tests independently?	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	1	2	3	4	5	6
g. self-advocate for communication and learning needs?	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	1	2	3	4	5	6
2. Receptive Language Does the student…																
a. understand connected discourse used by adults in the proposed education setting?	❏	❏	❏	❏	❏	❏	❏	❏	❏	❏	1	2	3	4	5	6
b. comprehend and follow																

	ORAL					WITH SIGN/CUE					HOW PROFICIENT?					
	Never <10%	Rarely 10-39	Some 40-69	Freq 70-90	Always >90%	Never <10%	Rarely 10-39	Some 40-69	Freq 70-90	Always >90%	Not at all 1	2	3	4	5	Completely 6
directions related to the curriculum?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
c. understand the language of instructional activities and posses a language base strong enough to learn topics in depth?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
d. attend to group conversations?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
e. demonstrate incidental learning?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
f. exhibit relative speed in processing of new information comparable to classroom peers?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
g. demonstrate the above receptive skills for language in the following settings:																
■ one-on-one?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
■ small group?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
■ large group?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
3. Expressive Language Does the student…																
a. express him/herself in a manner that is easily understood by																
■ familiar adults?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
■ less familiar adults?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
■ peers in academic and social conversations?	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6
b. use no more that 2 to 3 repairs/rephrases per conversation with an adult?																
c. carry on a conversation with one peer	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	1	2	3	4	5	6

	ORAL					WITH SIGN/CUE					HOW PROFICIENT?					
	Never <10%	Rarely 10-39	Some 40-69	Freq 70-90	Always >90%	Never <10%	Rarely 10-39	Some 40-69	Freq 70-90	Always >90%	Not at all 1	2	3	4	5	Completely 6
■ independently?																
■ with assistance?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1	2	3	4	5	6
d. participate in group conversation (NOTE: group number should be comparable to the typical size in the proposed educational setting)	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1	2	3	4	5	6
■ independently?																
■ with facilitation by an adult?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1	2	3	4	5	6
e. express ideas and convey a meaningful message using connected language?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1	2	3	4	5	6
f. adjust expressive style (pragmatics) to match environmental conditions?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1	2	3	4	5	6
	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1	2	3	4	5	6
4. Written Language Skills (reading and writing) Does the student…																
a. demonstrate reading skills comparable to potential classmates/peers?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1	2	3	4	5	6
b. demonstrate written skills comparable to potential classmates/peers?	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	1	2	3	4	5	6

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: ☐ Consultation ☐ 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: ____

Amplification used or available: ☐ Personal FM ☐ Classroom FM/Infrared ☐ Other_____

Related and Support Services:

Area	Available?		Has had training with D/HH?		If available, is service…
Speech-language therapy	☐ Yes	☐ No	☐ Yes	☐ No	In class: ☐ Out of class ☐
English Language Learner (ELL)	☐ Yes	☐ No	☐ Yes	☐ No	In class: ☐ Out of class ☐
Educational audiology	☐ Yes	☐ No	☐ Yes	☐ No	
Occupational therapy/physical therapy	☐ Yes	☐ No	☐ Yes	☐ No	
Psychology/mental health	☐ Yes	☐ No	☐ Yes	☐ No	
Counseling (by psychologist or social worker)	☐ Yes	☐ No	☐ Yes	☐ No	
Behavior/Positive Behavior Intervention/Support Plan	☐ Yes	☐ No	☐ Yes	☐ No	

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

Comments_____
_____

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 ≤35dbA and reverberation ≤.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/ ☐ Not Applicable
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). ____ ____
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/transiliterator 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/Equipment ☐ Not Applicable
a. Are personal amplification (hearing aids/cochlear implant) and assistive

		YES	NO
	devices (FM, infrared) checked at school each day?	____	____
b.	Is amplification used consistently in all learning environments?	____	____

Comments_____

_____

IV. School Culture

		YES	NO
21.	Is there evidence that the school administration supports children with disabilities?	____	____
22.	Is the school/district administrator knowledgeable about hearing loss?	____	____
23.	Is the school committed to making the necessary accommodations for children 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 children with special needs?		
27.	Is the teacher willing to use amplification technology (hearing aids, FMs, cochlear implants)?	____	____

Comments_____

_____

Reflection

V. Individual Child Considerations

		YES	NO
28.	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?

		YES	NO
		____	____
29.	Social Interactions		

Think about how the child plays alone and in groups. Think about how the child interacts with other children. Will the child's social needs be nurtured in this classroom environment? Will this child be encouraged to develop self-advocacy skills?

		YES	NO
		____	____
30.	Listening Skills	☐ Not Applicable	

Does the child attend well? Is the child able to listen in noise? Think about what the child does when he/she cannot hear? Does the child take responsibility for his/her hearing aids? Will the child's auditory 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?

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 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 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 early intervention provider, 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   □ 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

Hearing Assistance Technology 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:

Area	Available?		Has had training with D/HH?		If available, is service..
Speech-language therapy	□ Yes	□ No	□ Yes	□ No	In class: □ Out of class □
English Language Learner (ELL)	□ Yes	□ No	□ Yes	□ No	In class: □ Out of class □
Educational audiology	□ Yes	□ No	□ Yes	□ No	
Occupational therapy/physical therapy	□ Yes	□ No	□ Yes	□ No	
Psychology/mental health	□ Yes	□ No	□ Yes	□ No	
Counseling (by psychologist or social worker)	□ Yes	□ No	□ Yes	□ No	
Behavior/Positive Behavior Intervention/Support Plan	□ Yes	□ No	□ Yes	□ No	

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

Comments_____

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 ≤35dbA and reverberation ≤.6 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/transliterator, 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 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 Group/Circle Time
   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 child-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 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/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/transiliterator 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/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 tapes ☐ video tapes ☐ 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/Equipment   ☐ Not Applicable
    a. Are personal amplification (hearing aids/cochlear implant) and hearing
        assistance technology (FM, infrared) checked at school each day?   _____ _____
    b. Is amplification used consistently in all learning environments?   _____ _____

    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?	_____	_____
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 amplification technology (hearing aids, FMs, cochlear implants)?	_____	_____
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, and Self-Advocacy   _____ _____
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?

31. Listening Skills   _____ _____
                                                                  ☐ Not Applicable
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 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 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 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 early intervention provider, 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   ☐ 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_____

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 ☐ 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

Hearing Assistance Device 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:

Area	Available?		Has had training with D/HH?		If available, is service…
Speech-language therapy	☐ Yes	☐ No	☐ Yes	☐ No	In class: ☐ Out of class ☐
English Language Learner (ELL)	☐ Yes	☐ No	☐ Yes	☐ No	In class: ☐ Out of class ☐
Educational audiology	☐ Yes	☐ No	☐ Yes	☐ No	
Occupational therapy/physical therapy	☐ Yes	☐ No	☐ Yes	☐ No	
Psychology/mental health	☐ Yes	☐ No	☐ Yes	☐ No	
Counseling (by psychologist or social worker)	☐ Yes	☐ No	☐ Yes	☐ No	
Behavior/Positive Behavior Intervention/Support Plan	☐ Yes	☐ No	☐ Yes	☐ No	

Other support services available: ☐ 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 ≤35dbA and reverberation ≤.6 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/transliterator, or all adults in the classroom if no interpreter/transliterator, 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 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 Group
   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 child-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/transiliterator 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 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 art and sensory activities conducted? _____ _____

19. Amplification/Equipment   ☐ Not Applicable
   a. Are personal amplification (hearing aids/cochlear implant) and hearing assistance devices (FM, infrared) checked at school each day? _____ _____
   b. Is amplification used consistently in all learning environments? _____ _____

20. Transition
   a. Is there an emphasis on career exploration and development of career goals? _____ _____
   b. Does the student's education program support his/her post-school goals? _____ _____
   c. Are there opportunities for job shadowing within the community? _____ _____
   d. 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? _____ _____

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 amplification technology (hearing aids, FMs, cochlear
       implants)?   ____ ____
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, 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 encouraged to develop
    self-advocacy skills?

31. Listening Skills   ____ ____
    Does this student attend well? Is this student able to listen in noise? Think about what   ☐ Not Applicable
    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 listening needs?

Comments_____

_____