

LET'S MAKE A PLAN! CREATING AND EXECUTING A COMMUNICATION

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EHDI 2018
Denver, CO



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**ADVOCACY
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OBJECTIVES

You will be able to:

- Describe why children who are deaf/hard of hearing benefit from having a communication plan
- Identify 5 areas of consideration in a communication plan
- Identify how often their child's communication plan should be reviewed

COLLABORATIVE PROJECT

- Ohio Hands & Voices
- Outreach Center for Deafness and Blindness



WHY

- Increased student success-it's the right thing to do
- Communication and language are foundations to learning
 - Academics
 - Social
 - Functional
 - Self advocacy
- The law says so...*Sec. 300.324(2)(iv)*
- The IEP form says so... (not a required form)
- Action-oriented (see “issues identified”, “action plan” in each section)

HISTORY & DEVELOPMENT

- **2013 Plan**
 - **Colorado Communication Plan**
 - **Iowa Communication Plan**
 - **Communication Considerations, New Mexico**
 - **Operating Standards for Ohio Educational Agencies Serving Children with Disabilities**
 - **IDEA 2007 (IDEIA)**

HISTORY & DEVELOPMENT

- **2017**
 - Started with the 2013 Communication Plan
 - Added ADA guidelines
 - “effective communication”
 - Student and parent language preference
 - “qualified”
 - “meaningful”
 - Re-categorized questions
 - Reformatted to 5 Categories
 - Language & Communication
 - Auxiliary Aids & Services
 - Expanded Support Services
 - Continuous Communication Access
 - Least Restrictive Environment

THE FOUNDATION OF THE COMMUNICATION PLAN

- **Operating Standards for Ohio Educational Agencies Serving Children with Disabilities**
- **IDEA**
- **Rehabilitation Act of 1973, Section 504**
- **ADA Title II**
- **US Department of Justice and US Department of Education Guidance Document**
- **Game Changer: Will Policy Clarification Level the Playing Field? (www.handsandvoices.org)**

WHO AND WHAT

- Applies to all students who are DHH
 - Some students might need additional supports through IEP goals and language development
- This is not a language development plan

WHEN & HOW

- Should be reviewed alongside IEP (annually, at minimum)
- Guidance document
 - FAQ
 - Explanation for each section
 - Discussion questions



SECTION 1: LANGUAGE AND COMMUNICATION MODALITY

Language AND communication mode

Expressive AND receptive – can they be different? YES!



SECTION 2: AUXILIARY AIDS AND SERVICES

- Auxiliary aids and services – interpreters, notetakers, transcription services
- Preference of student and/or parents/guardians
- Timeliness



SECTION 3: EXPANDED SUPPORT SERVICES

- Direct communication with peers, professional staff, and school personnel
- Supporting proficiency of family
- DHH role models and DHH peers
- Proficiency of staff



SECTION 4: CONTINUOUS COMMUNICATION ACCESS

- Addresses entire school day, including academic instruction, transitions, extracurricular activities
- Alternate plans – absence of interpreter, HA or CI not working, FM systems not working
- Emergency situations – actual events and drills



SECTION 5: LRE AND PLACEMENT CONSIDERATIONS

- All placement options presented
- Discussion about:
 - Touring programs
 - Communication access
 - DHH peers
 - IEP goals, services, accommodations

FIND IT, USE IT!

Find the Communication Planning Guide for Students Who Are Deaf or Hard of Hearing at

https://deafandblindoutreach.org/up_doc/Outreach-Center-Communication-Plan-HH-2017.pdf

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