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

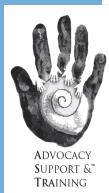
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OBJECTIVES

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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