

*Includes American Sign Language Interpreter; English Transliteration; Oral Interpreting; Cued Language Transliteration; Deaf-Blind Interpreting

Determination/Action plan

Identify the responsible staff and service implementers for each element of the IEP and consider the qualifications necessary to implement the specialized instruction and other services determined appropriate by the PPT. These considerations are reflected on the services delivery page of the IEP or noted as supports necessary for school personnel to implement IEP.

5) the accessibility (related to communication) of academic instruction, school services, and extracurricular activities the student will receive

Determination/Action plan

Considering the mode or modes of communication used by the student, identify all supports needed by this student to participate in the general curriculum and extracurricular activities and benefit from other school services available to all students. This information informs the development of specialized instruction as well as appropriate accommodations and modifications.

6) the necessity and use of appropriate accommodations/modifications, including assistive devices/services; communication accommodations; physical environment accommodations:

Assistive Devices/Services

- | | |
|---|---|
| <input type="checkbox"/> Captioned / Signed media | <input type="checkbox"/> Captioned Services (i.e., CART, C-Print, Typewell) |
| <input type="checkbox"/> FM System | <input type="checkbox"/> Hearing Aid / Cochlear Implant monitoring |
| <input type="checkbox"/> Note taking | <input type="checkbox"/> Sound field system |
| <input type="checkbox"/> Video phone / Cap Tel | <input type="checkbox"/> Augmentative Communication Device |
| <input type="checkbox"/> Speech to Text | <input type="checkbox"/> Other: _____ |

Communication Accommodations

- Specialized seating arrangements: _____
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