

## Communication Plan

**Student:**

**DOB:**

**School:**

**Grade:**

**Primary Area of Eligibility:**

**Hearing Age:** \_\_\_\_\_

**Secondary Area(s) of Eligibility (if applicable):**

**Date Communication Plan Was Completed:**        /        /

### I. CONSIDER THE STUDENT'S LANGUAGE AND COMMUNICATION

1. The student's language (i.e. English, Spanish) is one or more of the following (check all that apply and enter languages used):

Receptive	Expressive	
<input type="checkbox"/>	<input type="checkbox"/>	No emerging language
<input type="checkbox"/>	<input type="checkbox"/>	Spoken language
<input type="checkbox"/>	<input type="checkbox"/>	Sign language

2. The student's primary method(s) to access and use language is one or more of the following (check all that apply):

Receptive	Expressive	
<input type="checkbox"/>	<input type="checkbox"/>	Auditory-oral methods (spoken language)
<input type="checkbox"/>	<input type="checkbox"/>	American Sign Language (ASL)
<input type="checkbox"/>	<input type="checkbox"/>	Signed supported speech (sign supporting spoken English)
<input type="checkbox"/>	<input type="checkbox"/>	Bilingual, bimodal ASL and English
<input type="checkbox"/>	<input type="checkbox"/>	English sign system
<input type="checkbox"/>	<input type="checkbox"/>	Gestures or home signs
<input type="checkbox"/>	<input type="checkbox"/>	Tactile sign language
<input type="checkbox"/>	<input type="checkbox"/>	Cued speech
<input type="checkbox"/>	<input type="checkbox"/>	Print or braille
<input type="checkbox"/>	<input type="checkbox"/>	Assistive technology (AT) – communication devices or systems
<input type="checkbox"/>	<input type="checkbox"/>	Emerging language or no formal language established
<input type="checkbox"/>	<input type="checkbox"/>	Tangible symbol system

3. How do the parents currently communicate with the student? Describe language(s) and communication modes the parents use with the student. Document how information about communication with family was gathered.
4. What (if any) language and communication development services is the student receiving outside of the school?
5. Describe the student's receptive and expressive language(s) communication skills based on formal and informal language and communication assessment results (e.g., phonics and phonemic awareness, vocabulary, comprehension, fluency, morphology, grammar, pragmatics, sign language literacy).

6. What (if any) other factors influence language and communication development, such as physical, cognitive, social-emotional, medical diagnosis, or additional identified exceptionalities?
7. Describe information to be shared with the family to support effective communication and language development within the home environment.

## II. CONSIDERATIONS FOR ACCOMMODATIONS AND ASSISTIVE TECHNOLOGY

In this section, using the results of auditory assessments and evaluations, a functional listening evaluation (FLE) in educational environments, assistive technology assessments, current use of accommodations and assistive technologies to access the curriculum and participate in classroom and school activities, determine the accommodations and assistive technologies required to increase and maintain proficiency in meeting state standards.

1. Consider auditory access – what does the student currently use and what supports are required?
  - No amplification
  - Personal amplification
    - Personally owned hearing aid(s)
    - School-provided hearing aid(s)
    - Hearing implant(s) (cochlear implant, bone anchored implant, etc.)
  - Assistive listening device
    - Personally owned device
    - School-provided FM system or auditory trainer
    - School-provided soundfield system
2. Is the amplification or assistive technology device used consistently?
  - Yes
  - No

Explain how amplification is monitored.

  - Daily hearing technology checks by school staff
  - Independent monitoring by the student
3. Describe the student’s skill level and level of independence in their use of amplification or hearing assistive technology devices and any actions needed (e.g., monitoring, training) for the student and staff to ensure the student’s effective use of their accommodations.
4. Consider visual access what does the student currently use and what supports are required? Refer to the student’s present level of reading and writing skills when considering written visual supports.
  - None (skip to Section III)
  - Preferential or flexible seating
  - Limit visual obstructions and ensure line of sight
  - Copies of text and work materials
  - Captioned media
  - Alternative or AT communication devices (specify)
  - Other, please describe:

5. Consider service provider accommodations. Describe the student's skill in utilizing support and any actions needed (e.g., monitoring, training) for the student and staff to ensure the student's effective use of their accommodations.
  - Note taker
  - Sign language interpreter or transliterator
  - Intervener
  - Captioning services (CART, C-Print, Typewell)
  - Other service provider:
  
6. Consider tactile access – Describe the student's skill in utilizing tactile access accommodations.
  
7. Consider safety and environmental access – Describe the site's provision of access or utilization of:
  - Videophones
  - Visual alerts and alarms
  - Tactile alerts
  - Other, please describe:
  
8. Consider communication and learning accommodations – Describe any other assistive technologies or accommodations which provide access or equitable participation for the student.

### III. CONSIDER ACADEMIC LEVEL AND READINESS TO ENGAGE IN THE CURRICULUM

1. What supports are needed to **increase** the student's proficiency in his her language and communication to acquire grade-level academic skills and concepts of the general education curriculum?
  
2. Is the student on grade-level for reading?  Yes  No  
 If no, what is the student's independent reading and fluency level?  
 What action is needed to ensure access to content at the student's independent reading and fluency level?
  
3. Is the student on grade-level for writing?  Yes  No  
 If no, what is the student's independent writing level?
  
4. Is the student able to participate in classroom activities, raise their hand, engage in lessons, etc.?
  
5. What accommodations (if any) are needed to allow the student to fully participate in reading and writing activities in the classroom?

**IV. CONSIDER OPPORTUNITIES FOR DIRECT COMMUNICATION WITH PEERS AND PROFESSIONAL PERSONNEL AND OPPORTUNITIES FOR INSTRUCTION IN THE STUDENT’S LANGUAGE AND COMMUNICATION NEEDS** (Definition of “direct communication”: Direct language, communication and instruction occurs person to person, not through an additional source [e.g., educational interpreter, captioner].)

1. Describe how the student communicates with peers and opportunities for **direct** communication with peers (hearing and other deaf or hard of hearing peers).
2. Describe how the student communicates with adults in the school environment and opportunities for **direct** communication with professional staff and other school personnel.
3. Describe opportunities for **direct** instruction; describe how the curriculum is delivered through direct instruction using the language and communication methods identified in Section I and through the use of qualified support staff.
4. If staff are not currently available at the school site or do not have the qualifications to provide direct language and communication instruction identified in Section I, describe the actions to provide qualified staff or place the student in the environment most conducive for language development and educational success.

**V. CONSIDERATIONS REQUIRING THE FULL RANGE OF NEEDS**

Title 34, Code of Federal Regulations (CFR) section 300.117, requires accessibility to all components of the educational process, including school-sponsored activities (e.g., related services, assemblies, field trips, extracurricular activities, athletics).

1. What services or accommodations are needed to allow for communication access to all educational components of the school (regular education classes, related services, etc.)?
2. What services or accommodations are needed to allow for communication access to all other components of school activities (school counselors, recess, lunch, assemblies, extracurricular activities, etc.)?



# Resource Materials and Technology Center for the Deaf/Hard of Hearing Outreach Services for the Blind/Visually Impaired and Deaf/Hard of Hearing

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## Search Results for "communication plan"

### TA Live! on 12/11/14 – Florida’s UPDATED Communication Plan

[ 0 ] December 5, 2014 | Mandy Longo

Join us NEXT THURSDAY for TA Live!

Topic: Florida’s UPDATED Communication Plan

The Communication Plan has been AMENDED and the new form is effective January 1st. Join us for this live webinar to learn about all of the changes that were adopted in November.

When: December 11th, 2014 at 1pm

Where: <http://connect.fsdh.k12.fl.us/rmtc>

Presenter: Mandy Longo

RMTc is offering a series of technical assistance opportunities to address your "hot topics" via a monthly live webinar at 1pm on the second Thursday of each month. Don't worry if you can't make the live session. We will be recording and making the session available on our website for you to view at your convenience.

You may ask your questions "live" or submit questions/issues that you'd like to see addressed via: [  
<https://docs.google.com/forms/d/1SVOJNCgj2tP23dvKAJFfakEkL1Z2kAeIjCpWIXrRIPM>  
, <https://docs.google.com/forms/d/1SVOJNCgj2tP23dvKAJFfakEkL1Z2kAeIjCpWIXrRIPM>]

To view past TA Live! recordings, go here: <http://rmtcosbd.org/media>

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- ▶ [Announcement for 2015 Florida HS Deaf Graduates](#)
- ▶ [TA Live! on 12/11/14 – Florida’s UPDATED Communication Plan](#)
- ▶ [Legislative Proposal for State of Florida Licensure of all Interpreters](#)
- ▶ [EIP to Provide Financial Assistance to Attend Silent Weekend](#)
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Past topics include:

Model Communication Plan for Interpreters – Aired November 13, 2014  
(Runtime 0:23)

What's So "Functional" About the Functional Listening Evaluation? – Aired October 9, 2014 (Runtime 0:48)

The Who, What, When, Where and Why of Florida's Model Communication Plan - Aired September 11, 2014 (Runtime 0:40)

Inclusion in the OSBD Directory of Services in Florida does not imply endorsement of the organization and omission does not indicate disapproval. RMTc/OSBD does not evaluate the quality of services provided by organizations included in the database and assume no liability for information contained in this database or the services provided as a result of referral from this system.

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## TA Live! November 13th – The Educational Interpreter and the Model Communication Plan

 [ 0 ] November 4, 2014 | [admin](#)

TA Live!

**Topic:** The Educational Interpreter and the Model Communication Plan

**When:** November 13, 2014 at 1pm

**Where:** <http://connect.fsdb.k12.fl.us/rmtc>

**Presenter:** Katherine Robinson & Mandy Longo

RMTc is offering a series of technical assistance opportunities to address your "hot topics" via a monthly live webinar at 1pm on the second Thursday of each month. Don't worry if you can't make the live session. We will be recording and making the session available on our website for you to view at your convenience.

You may ask your questions "live" or remain anonymous by submitting questions/issues that you'd like to see addressed

via: <https://docs.google.com/forms/d/1SVOJNCgj2tP23dvKAJFfakEKL1Z2kAeIJCpWIXrRIPM>

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### QUICK LINKS

Select Category

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The Resource Materials and Technology Center for the Deaf and Hard of Hearing (FDLRS/RMTc) and the Outreach Services for the Blind and Deaf (OSBD) is funded by the State of Florida, Department of Education, Bureau of Exceptional Education Student Services through a grant agreement with the Florida School for the Deaf and the Blind.

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## Working With the Experts: Deaf/Hard of Hearing – Information, Tools, and Resources for Florida's Model Communication Plan

 [ 0 ] August 15, 2014 | [Laura McDonald](#)

The Resource Materials and Technology Center (RMTc) in collaboration with Outreach Services for the Blind/Visually Impaired and Deaf/Hard of Hearing (OSBD) will be hosting a 4-day workshop to provide resources, training, and tools related to the implementation of the Model Communication Plan (MCP) on **September 18, 19, 20, and 21, 2014** at the Double Tree Hilton Orlando Downtown. This workshop will provide participants with the choice of three (3) tracks; Track 1 for those who work with students who use American Sign Language (ASL), Track 2 for those who work with children who are Auditory-Oral, and Track 3 for Administrators and/or other Specialty topics. In addition, we are also offering an opportunity to hear from Monica Verra-

Tirado, Exceptional Student Education Bureau Chief as well as an opportunity to learn about a plethora of resources and support available to all districts.

Participants can pick and choose which days they would like to attend and are not required to attend all four (4) days. This workshop is FREE and some sessions include free materials. Space is limited. Registration is required and can be found at <http://events.constantcontact.com/register/event?llr=nozl6lfab&oeidk=a07e9kn6nu2a77c4faa>

A draft agenda is also attached. [WWE: MCP Draft Agenda](#)

Please contact Laura McDonald at 800-356-6731 or [laura.mcdonald@rmtcosbd.org](mailto:laura.mcdonald@rmtcosbd.org) for further information.

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## Florida Model Communication Plan Trainings Announced

 [ 0 ] December 7, 2013 | [Mandy Longo](#)

Check out the [Training Page](#) of this website for the latest information on the regional trainings for Florida's Model Communication Plan for Deaf and Hard of Hearing students.

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## Florida's Model Communication Plan

November 7, 2013 | [Shelley Ardis](#)

## Florida's Model Communication Plan for Deaf and Hard of Hearing Students: Information and Training

Check this page for announcements of additional Model Communication Plan Topics....

To view the Model Communication Plan, please click [New! Model Communication Form \(Fillable Form\)](#)

### **JUST ANNOUNCED:**

We will be hosting a 4-day workshop this fall to address many of the requests for training we have received following the awareness trainings we completed earlier this year. Topics will include assessment and evaluation, listening technology, state-wide resources, mental health, interpreting, auditory based therapy, sign language development, and much more.

Dates: September 18-21st, 2014

Location: Central Florida

[Click here for more information ...](#)

### **Florida's Model Communication Plan Technical Assistance Training Information:**

Legislation added subsection (6) to Section 1003.55, Florida Statutes which require the Department of Education to develop a model Communication Plan which shall be used during the development of an Individual Education Plan (IEP) for a student who is Deaf or hard of hearing. This plan will be adopted into rule in the near future and it will be available to everyone online. Technical Assistance will be provided in a variety of ways for districts regarding the use of the Model Communication Plan.

FLMCP Technical Assistance:

- Face-to-face Regional Awareness Trainings (complete)
- Online Webinar – Coming soon!
- New RMTc/OSBD Resource Page: **FLMCP** (FLorida's Model Communication Plan)
- [Glossary of Terms/Resource Links](#)
- Email support ([contact us](#) if you have questions)
- Fall 2014 Workshop/Training (see above)

The first Technical Assistance at the awareness level was offered is through state-wide regional trainings during the early months of 2014 at the locations listed below.

- Regional Training 1: West Central Florida (Tampa) – January 15th
- Regional Training 2: South Florida (Coral Gables)- January 21st
- Regional Training 3: Central Florida (Orlando) – January 24th
- Regional Training 4: Panhandle (DeFuniak Springs) – February 4th
- Regional Training 5: North Florida (Tallahassee) – February 12th
- Regional Training 6: South East Florida (Palm Beach) – February 18th
- Regional Training 7: South West Florida (Fort Myers) – February 25th
- Regional Training 8: North East Florida (St. Augustine) – March 7th

Each district in the state was encouraged to send representatives to one of these trainings. Suggested participants included anyone who could be a member of the IEP team. See examples below:

- Teachers of the Deaf
- Speech-Language Pathologists
- Listening and Spoken Language Specialists (LSLS)
- Interpreters
- Staffing Specialists
- Audiologists
- Parents
- Early Steps Providers
- Guidance Counselors
- General Education Teachers
- Advocates
- ESE Directors
- Students
- Assistive Technology



In addition to the public school districts across the state, other schools, agencies, and persons were also encouraged to attend, such as:

- Charter Schools
- Private Schools
- Agencies, such as: VR, Deaf Service Centers, etc
- Specialized schools for the deaf, such as, The Bolesta Center, FSDB, Clarke School, The Debbie School, Blossom Montessori School and National Deaf Academy
- Early Intervention agencies and providers, including SHINE Coordinators/Providers
- Vendors, such as Cochlear Americas, Med-EI, Phonak, Oticon, and Advanced Bionics
- Parents & Parent Associations/Agencies, such as Florida Hands and Voices
- Implant Teams
- Professional Organizations, such as AG Bell, FLASHA, FLAA, FAD
- College Programs
- Remote Online Related Services Providers (SLP, OT, Counseling, etc.)
- State Discretionary Project Staff
- FDLRS Center Staff

To view the Model Communication Plan, please click [New! Model Communication Form \(Fillable Form\)](#)

See the [RMTc/OSBD Calendar](#) for all Dates of Regional and State Events

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## TA Live! Recordings Available

 [ 0 ] October 23, 2014 | [admin](#)

Missed our first two live webinars? Watch them at your convenience.

You can find them on our Resources page or by clicking the links below.

- ▶ [The Who, What, When, Where and Why of Florida's Model Communication Plan - Aired September 11, 2014 \(Runtime 0:40\)](#)
  - ▶ [What's So "Functional" About the Functional Listening Evaluation? - Aired October 9, 2014 \(Runtime 0:48\)](#)
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## TA Live! Thursday September 11, 2014 at 1pm

 [ 0 ] September 8, 2014 | [admin](#)

### TA Live!

**Topic:** "The Who, What, When, Where, & Why of Florida's Model Communication Plan"

**When:** September 11, 2014 at 1pm

**Where:** <http://connect.fldb.k12.fl.us/rmtc>

**Presenter:** Mandy Longo

RMTc is offering the first in series of technical assistance opportunities to address your "hot topics" via a monthly live webinar at 1pm on the second Thursday of each month. Don't worry if you can't make the live session. We will be recording and making the session available on our website for you to view at your convenience. You may ask your questions "live" or submit questions/issues that you'd like to see addressed via <https://docs.google.com/forms/d/1SVOJNCgj2tP23dvKAJFakEkL1Z2kAeJcPWIXrRIPM>

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## Previous WWE: DHH Topics

 [ 0 ] August 16, 2014 | [admin](#)

**2014/2015**

### Information, Tools, and Resources for Florida's Model Communication Plan

**When:** September 18, 19, 20, and 21, 2014

**Where:** Double Tree Hilton Orlando Downtown

This 4-day workshop will provided resources, training, and tools related to the implementation of the Model Communication Plan (MCP). This workshop provided participants with the choice of three (3) tracks;

- Track 1 for those who work with students who use American Sign Language (ASL),
- Track 2 for those who work with children who are Auditory-Oral, and
- Track 3 for Administrators and/or other Specialty topics.

In addition, participants were also able to hear from Dr. Monica Verra-Tirado, Exceptional Student Education Bureau Chief as well as an opportunity to learn about a plethora of resources and support available to all districts.

Participants were able to pick and choose which days they would like to attend and were not required to attend all four (4) days. The workshops were FREE and some sessions included free materials.

A draft agenda [WWE: MCP Draft Agenda](#)

**2013/2014**

1. Bedrock Literacy Curriculum – Kristin DiPerri (completed September 2013)
2. [Holding Stories in the Palm of Your Hand: Developing Language & Literacy for Children who are Deaf/Hard of Hearing](#) – Mandy Longo and Maryellen Moreau (completed October 2013)
3. Visual Phonics – Krista Phelps (completed December 2013)
4. Cochlear Implants and/or Hearing Aids in Children – Rehabilitation Techniques Using the CID SPICE Curriculum (completed March 8-9, 2014)

**2012/2013**

1. Cued Speech – Danielle Milanese (completed November 30 – December 1, 2012)
2. Managing Hearing Loss: Advocacy Skill Development for Children with Hearing

Loss - Presented by Lynne H. Price (completed 5 between October 2012 and February 2013)

## 2011/2012

1. New(?) Answers to Old Questions: Literacy Development in Deaf/Hard of Hearing Learners – Dr. Connie Mayer and Beverly Trezek (completed October 7 & 8, 2011)
2. Going the Extra Mile: The Itenerant's Journey – Gail Wright and Linsey Siegel (completed November 19 & 20, 2011)
3. O.U.R. Children: Observing, Understanding, Responding & Preventing Violence Against Children Who are Deaf/Hard of Hearing – Harold Johnson, Ashley Koe, Gabe Loma, Caroline Guardino (completed December 3 & 4, 2011)
4. TLC: Teaching Language to Children – A Communication Curriculum for Children who are Deaf/Hard of Hearing – Amy O'Brien Sijan Sodertrom (completed December 9 & 10, 2011)

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## FLMCP FAQ's

 [ 0 ] January 3, 2014 | [Mandy Longo](#)

### Frequently Asked Questions about Florida's Model Communication Plan

- **What is the purpose of The Communication Plan for Deaf or Hard of Hearing Children?**The Communication Plan is a required component of an IEP for any students who has been identified as having a hearing loss and is in (or being staffed into) the DHH (Deaf or Hard of Hearing) program. The plan helps to identify all of the supports and services needed in the areas of language, communication, reading, assistive technology, listening, and more.
- **For whom does the Communication Plan need to be completed?** - If a student has the DHH exceptionality, then a Communication Plan must be completed along with each IEP. Although it is not required, a Communication Plan could also be used for students with a hearing loss who do not have an IEP, such as those who have a 504 Plan or students who have a hearing loss but did not qualify for the DHH Exceptionality.
- **Who completes the Communication Plan?** - The entire IEP Team completes the Communication Plan prior to the IEP meeting. The document is not "owned" by one individual team member, but should be a collaborative work, just as is done with the IEP. Contributors may include: Teacher of the Deaf, SLP, Audiologist, General Education Teacher, School Psychologist, Parent, Interpreter, etc. A school may decide to select one of the IEP team members to be the Communication Plan Lead. This person may be responsible for: ensuring all components of the plan are completed, identifying which team members need to complete specific sections, ensuring all testing is completed and reports are collected and facilitating the discussion of Communication Plan data and information during the IEP meeting. Remember that Parents and Guardians are members of the IEP team and they should be active in the completion of the Communication Plan. They have valuable information on the student's present communication and language needs and levels. If a parent cannot attend in a meeting, attempts should be made to obtain their input through telephone/videophone calls, written communication, or home visits.

- **When is the Communication Plan Completed?** - Most of the information needed to complete the Communication Plan will need to be collected and written before the IEP meeting, however, there are a few sections that may be done during the meeting, such as when there is a need for parent input and that has not been able to be done in advance, or when team members bring new data to the IEP meeting. It is strongly recommended that the plan be discussed at the beginning of the meeting so that the team can consider the appropriate communication and language needs of the student. Since this documented information drives the development of the IEP each year, it is critical to discuss the student's communication needs early in the IEP process.
- **How Often is a Communication Plan Completed?** - A Communication Plan must be completed prior to an IEP meeting and discussed at every IEP meeting for a student who is Deaf or Hard of Hearing to assist in the decision making and development of the IEP.
- **How is Information from The Communication Plan Reflected in the IEP?**
  - Information from the Communication Plan should be incorporated throughout the IEP in sections such as: Present Levels of Performance, Strengths, Needs, Specially Designed Instruction, Support Personnel, Related Services, Annual Goals and Benchmarks, and Accommodations and Modifications.
- **Who is responsible for the Communication Plan?** - The Communication Plan can be viewed in a similar way that we view an IEP document. The responsibility does not fall to one person, but rather a team of people. The Staffing Specialist or LEA would need to ensure that the document was brought to the meeting, completed and filed; the various team members would be responsible for inserting information and data; there may be a Communication Plan "lead" role who is responsible for coordinating the collection of information and data, as well as sharing/interpreting this information during the meeting.
- **Who do we contact if we have questions or need assistance?** - There are a variety of sources to assist you in the Communication Plan process: 1. The [Florida Model Communication Plan Training & Technical Assistance Module](#) (found in binder form or on the [rmtcosbd.org](http://rmtcosbd.org) website) answers many questions and can be used as a reference. 2. Your county may have selected someone to attend specialized training or be a main contact for Communication Plan implementation in your district. Speak to someone in the ESE office, such as the DHH or SLP Program Specialist, who may be able to answer your questions or point you in the right direction. 3. [The Resource Materials and Technology Center – Deaf and Hard of Hearing](#) (RMTC-DHH) is available to answer questions, provide resources and offer training. To view and register for current Communication Plan trainings, click [HERE](#).
- **What do we do if we identify a need for services or supports that our district currently does not have or cannot provide?** - Districts are responsible to hire qualified personnel to fulfill a need. Districts must immediately advertise to fulfill the position through a contract or district hire. Some districts share staff members through part-time contracts or by setting up a district-to-district contract.
- **Can the Communication Plan be used with students who have a hearing loss who do not have an IEP, such as those with a 504 Plan or those whose hearing loss is not significant enough for them to qualify for the DHH program?** - Yes. Although it is not required that these students have a

Communication Plan completed, it could be very helpful in gathering information and planning supports and services for these students as well.

- **What is a Functional Listening Evaluation?** - The functional listening evaluation is a procedure to determine how listening abilities are affected by noise, distance, and visual access in an individual's natural listening environment. It can also be used as a validation tool to demonstrate the benefits of hearing assistance technology. It is designed to simulate listening activities in situations that are more representative of actual listening conditions than can be replicated in sound booth assessment. Information and training on functional listening evaluations can be found under the [Training Tab](#) at [rmtcosbd.org](#).
- **What assessment tools are best for students who have a hearing loss?** - There are many assessments available that are either designed for students with hearing loss, or work well for students with hearing loss. For a list of suggested assessment tools, visit [rmtcosbd.org](#) and click on the Resources tab. It is critical that staff performing assessments are trained and qualified.
- **If we identify a need for staff to receive more training or support, what resources are available to offer them that training or support?** - There are many state discretionary projects that offer services, information and/or training free of charge. Some of the projects that could offer support to those who work with students who are deaf or hard of hearing include: 1. [The Resource Materials and Technology Center – Deaf Hard of Hearing \(RMTC-DHH\)](#) is available to offer a variety of training and support to teachers, SLPs, interpreters, administrators, parents or anyone who works with a Deaf or Hard of Hearing child. They offer services such as in-service trainings, workshops, referrals, materials, 1-on-1 training, information, etc. 2. The [Educational Interpreter Project \(EIP\)](#) offers training and support for Educational Interpreters. 3. [Outreach Services for the Blind/Visually Impaired or Deaf/Hard of Hearing \(OSBD\)](#) offers support to parents (information, training) as well as direct services to students (speech-language evaluations, functional listening evaluations, etc). 4. The [MTSS AT-UDL Loan Library](#) offers a free state-wide loaning system for a multitude of assistive technology devices. They offer information and support in use of these devices.
- **Is the Communication Plan used for students whose primary disability is something other than DHH (such as InD)?** - Yes. The Communication Plan must be completed for ALL students who have an IEP that indicates that they have the DHH Exceptionality. DHH does not need to be their primary disability/exceptionality. They can be receiving services in any type of placement.
- **What supports are available for families?** - [Outreach Services for the Blind/Visually Impaired and the Deaf/Hard of Hearing \(OSBD\)](#) offers information, training and referral to families of students who are deaf, hard of hearing, or blind. OSBD has developed a directory of state-wide supports and services that are available to families. Anyone can have access to this directory by visiting the [Publications page](#) of their website. The directory is available for no charge in print, on CD, or online.
- **Do we have to go back and create communication plans for DHH students who have already had their IEP meeting this school year?** - No. You do not need to go back and add in a Communication Plan for any students who have already had their IEP meeting prior to the adoption of the Board Rule.
- **Where do we file the Communication Plan once it is completed?** - The completed Communication Plan should be attached to the IEP and filed/distributed

in the same fashion as the IEP – original in the ESE folder of the cumulative file and copies given to all team members.

- **Can a district create their own version of the Communication Plan, or must they use this exact document?** - Florida's Model Communication Plan for Deaf and Hard of Hearing Students is a legal document and must be used as is. No changes or adaptations can be made.
- **Who do we contact if we have ideas/suggestion for revisions to the Communication Plan?** - Suggestions should be submitted to Leanne Grillott, Program Specialist at the Bureau of Exceptional Education and Student Services (BEESS).
- **Do students with an IFSP need to also have a Communication Plan?** -No. At this time there is no requirement for students who have an IFSP to have a Communication Plan, however, these types of questions and conversations would be beneficial to the IFSP team in planning supports and services. Sample Communication Plans for younger children can be found on RMTC's website.
- **Are educational interpreters employed by Florida public school districts required to have a specific certification or credential?** - No. Each school district determines the certification and credential level for the educational interpreters they hire as well as the pay ranges.
- **Is MCP required before every initial IEP meeting?** - Yes. A Communication Plan must be completed with EVERY IEP, even if it is the initial IEP meeting.
- **Is MCP required every 3-year re-evaluation?** - The Communication Plan is not necessarily required as part of a 3-year re-evaluation, however, it is a required part of the IEP, and an IEP will be developed upon completion of the 3-year re-evaluation. Also, the information and data collected from the assessments that may be completed as part of a 3-year re-evaluation could provide valuable input into the Communication Plan. Best Practice would be to complete the Communication Plan during the 3-year re-evaluation process and then bring the completed Communication Plan to the IEP meeting.
- **Is a copy of the MCP provided to the parent?** - Yes. Just as the IEP and all IEP meeting documents are provided to the parent at the end of the IEP meeting – the Communication Plan should be included in the copies provided to the parents.
- **Is consent required for MCP?** - No. If the data, information, and assessments being done are for informational and progress monitoring purposes to inform the IEP, then no consent needs to be obtained. However, if evaluations and assessments need to be done, such as for a 3-year re-evaluation, to make placement decisions, or any formal decision beyond writing of the IEP, then consent will need to be obtained before these assessments can be done. Keep in mind, the consent is for the **assessments** to be completed - **not** a consent to complete a Communication Plan. If the parent does not give consent for assessments to be completed, the IEP team can still complete a Communication Plan with whatever information and data they have available to them.
- **If a Deaf or Hard of Hearing student is in the Speech Impaired or Language Impaired program, can the service provider be a "Speech Therapist", "Speech Clinician" or "Speech Assistant"?** - This is not recommended. According to The American Speech Language Hearing Association (ASHA), the professional providing speech and/or language services to a Deaf or Hard of Hearing Student should hold their Certificate of Clinical Competence Certification

and should also have specialized training in working with students with hearing loss. It is required that SLPs who practice independently in this area hold the ASHA Certificate of Clinical Competence. It is also noted that SLPs must abide by the ASHA Code of Ethics, including Principle of Ethics II Rule B, which states: "Individuals shall engage in only those aspects of the profession that are within their competence, considering their level of education, training, and expertise." To learn more about ASHA's policy on speech and language services, visit this [website](#).

- **How do I know if the speech or language therapist working with the Deaf or Hard of Hearing Student has the appropriate certification/qualification?** - The therapist should hold the title of Speech Language Pathologist (SLP) and should have the following credentials at the end of their name: CCC-SLP, indicating that they have a Master's Degree in Speech-Language Pathology and hold ASHA's Certificate of Clinical Competence. The therapist should also either already have specialized training in working with students who have a hearing loss, or be in the process of obtaining that training.
- **What is a sign language interpreters role in The Communication Plan and IEP process?** -Related service providers, such as interpreters, interveners, or other individuals working with students who are deaf, hard of hearing, or deaf-blind, are identified as members of the educational team and, therefore, share responsibility for completing the Communication Plan and implementing the student's IEP. Based on the IEP, the related service provider may be asked to assist with duties other than their primary duties, such as tutoring fostering socialization with others, as well as fostering independence. Related service providers may provide input based on their interaction with and observation of the student on a variety of nonacademic topics. These topics could include the mode of communication the student uses, the student's use of the interpreter or intervener, the student's attentiveness to the interpreter and understanding of the related service provider roles, reporting classroom challenges and modifications the interpreter makes to convey the content. The related service providers, such as interpreters, interveners, and captionists, will be active participants during the IEP meeting. If the student or parents need an interpreter, a different person should provide the interpretation so that the related service providers can fully participate in the meeting.
- **Where can I find more information on interpreting, interpreter qualifications, interpreter training, etc?** -Please visit the [Technical Assistance Paper](#) on Interpreting Services for Students who are Deaf, Hard of Hearing and Deaf-Blind.

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## FLMCP Section V

December 29, 2013 | [Mandy Longo](#)

### Florida's Model Communication Plan Overview of Sections

[Section I. Consider the Students Language and Communication Needs](#)

[Section II. Considerations for Accommodations and Assistive Technology](#)



### Section III. Consider Academic Level and Readiness to Engage in the Curriculum

### Section IV. Consider Opportunities for Direct Communication with Peers and Professional Personnel and Opportunities for Instruction in the Student's Language and Communication Mode

### Section V. Considerations Regarding the Full Range of Needs (SEE BELOW)

#### **Section V: Considerations Regarding the Full Range of Needs**

**Purpose:** To ensure students who are deaf or hard of hearing have access to all components of the educational process.

Title 34, Code of Federal Regulations (CFR) section 300.117, requires accessibility to all components of the educational process, including school-sponsored activities (e.g. related services, assemblies, field trips, extracurricular activities, athletics).

The IEP team discusses any communication needs that were not addressed earlier in the development of the Model Communication Plan. The IEP team needs to discuss not only the academic part of the day, but ALL areas of the day. This includes any issues related to other needs, such as social/emotional and cultural skills, to ensure that the full range of needs is being addressed.

**Question 1: What services or accommodations are needed to allow for communication access to all educational components of the school (regular education classes, related services, etc.)?**

**Question 2: What services or accommodations are needed to allow for communication access to all other components of school activities (school counselors, recess, lunch, assemblies, extracurricular activities, etc.)?**

To answer these questions, IEP teams need to look first at academic settings (including both the classroom and related services) and then look at other aspects of the school day, such as sports, assemblies, school plays, etc.

IEP teams can use the DHH Services, Supports and Accommodations Worksheet when considering needed accommodations in a variety of settings.

All the data and information gathered for the development of the Model Communication Plan should lead to:

- Great IEP team discussions and decisions
- A fantastic student IEP!

#### **Section V – Activity – Sample Student Model Communication Plan and IEP Simulation**

IEP Teams can use the DHH Services, Supports and Accommodations Worksheet when considering needed accommodations in a variety of settings.

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## FLMCP

### Florida's Model Communication Plan (FLMCP) for Students Who Are Deaf or Hard of Hearing Training and Technical Assistance Module

Legislation added [subsection \(6\) to Section 1003.55, Florida Statutes](#) which require the Department of Education to develop a Model Communication Plan which shall be used during the development of an Individual Education Plan ([IEP](#)) for a student who is deaf or hard-of-hearing. A fillable form for the Model Communication Plan can be found [HERE](#)

#### What is the purpose of the Model Communication Plan for Students Who Are Deaf or Hard of Hearing?

The Model Communication Plan (MCP) is a required component of the IEP Process for students who have been identified as having the Deaf or Hard of Hearing (DHH) exceptionality. The MCP helps to gather all data to guide the IEP team discussion on supports and services needed in the areas of language, communication, reading, assistive technology, listening, and more.

#### For whom does the Model Communication Plan need to be completed?

If a student has, or is being staffed as having, the DHH exceptionality, then a Model Communication Plan must be completed along with each IEP.

Although it is not required, a Model Communication Plan could benefit an educational team serving DHH students who have a 504 Plan and students who have a hearing loss but do not qualify for the DHH exceptionality.

#### Who completes the Model Communication Plan?

The *entire* IEP Team completes the Model Communication Plan prior to (or during) the IEP meeting. The document is not "owned" by one individual team member, but should be a collaborative work, just as is done with the IEP.

Contributors may include: Teacher of the Deaf, [SLP](#), Audiologist, General Education Teacher, School Psychologist, Parent, [Interpreter](#), etc.

A school may decide to select one of the IEP team members to be the Model Communication Plan lead. This person may be responsible for:

- ▶ ensuring all components of the MCP are completed
- ▶ identifying which team members need to complete specific sections
- ▶ ensuring all testing is completed and reports are collected
- ▶ facilitating the discussion of Model Communication Plan data and information during the IEP meeting

Remember that Parents and Guardians are members of the IEP team and they should be active in the completion of the Model Communication Plan. They have valuable information on the student's present communication and language needs and levels.

If a parent cannot attend a meeting, attempts should be made to obtain their input through telephone calls, written communication or home visits.

### **When is the Model Communication Plan Completed?**

Most of the information needed to complete the Model Communication Plan may be collected and written *before* the IEP meeting; however, there are a few sections that may need to be completed during the meeting, such as when there is a need for parent input and that has not been able to be obtained in advance, or when team members bring new data to the IEP meeting.

It is strongly recommended that the plan be discussed at the beginning of the meeting so that the team can consider the appropriate communication and language needs of the student. Since this documented information drives the development of the IEP each year, it is critical to discuss the student's communication needs early in the IEP process.

### **How Often is a Model Communication Plan Completed?**

It is required that a Model Communication Plan is addressed at each IEP meeting for a student who is Deaf or Hard of Hearing to assist in the decision making and development of the IEP. If a student does not currently have a MCP, one must be developed. If a student already has a MCP, it must be reviewed, and then updated with any new or changed information.

### **How is Information from the Model Communication Plan Reflected in the IEP?**

Information from the Model Communication Plan should be incorporated throughout the IEP and should be reflected in sections such as:

- ▶ Present Levels of Performance
- ▶ Strengths
- ▶ Needs
- ▶ Specially Designed Instruction
- ▶ Support Personnel
- ▶ Related Services
- ▶ Annual Goals and Benchmarks
- ▶ Accommodations and Modification

### **How can I get more information and training on Florida's Model Communication Plan?**

- ▶ A variety of Technical Assistance Support and Training is available. Check out the Training Tab of this website for more details, or click [HERE](#).
- ▶ [Glossary of Terms/Resource Links](#)
- ▶ [FLMCP Frequently Asked Questions \(FAQ's\)](#)
- ▶ Further explanation of each section of the FLMCP is available here:

[Section I. Consider the Students Language and Communication Needs](#)

[Section II. Considerations for Accommodations and Assistive Technology](#)

[Section III. Consider Academic Level and Readiness to Engage in the Curriculum](#)

[Section IV. Consider Opportunities for Direct Communication with Peers and Professional Personnel and Opportunities for Instruction in the Student's Language and Communication Mode](#)

[Section V. Considerations Regarding the Full Range of Needs](#)

## **Related Terms:**

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- ▶ [Term: IEP](#)
- ▶ [Term: Speech-Language Pathologist](#)
- ▶ [Term: Educational Interpreter Project](#)
- ▶ [Term: Specially Designed Instruction](#)
- ▶ [Term: Related Services](#)
- ▶ [Term: Benchmarks](#)
- ▶ [Term: Supports, Services and Accommodations Worksheet for Students who are Deaf or Hard of Hearing](#)

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