Parent Checklist: Preschool/Kindergarten Placement for Children who are Deaf and Hard of Hearing

This checklist is intended to assist parents when considering preschool or kindergarten placement options for their deaf or hard of hearing child. The information should be obtained through observation and discussion with the current early intervention provider and the prospective teacher(s) and IEP team. Placement decisions should consider the child's communication, pre-academic, and social needs in the context of the proposed learning environment.

Part I: Teacher Interview

Name of School:	Date of Observation:
Preschool or Kindergarten Teach	k type: classroom itinerant consultative ner Special Education Teacher Othe cialist, describe previous experience with children who
Days 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:
Age span of children: to	Child: adult ratio:
Average speaking/signing distance between teac	her and child:ft
Number of children who are typical language mod	dels:
Amplification used or available:Personal FM	Classroom FM/Infrared Other
Related and Support Services: Area Speech-language therapy Educational audiology Occupational therapy/physical therapy Psychology Counseling by psychologist or social worker Other support services available: Parent counseling and trainingTransportation	Available? with D/HH? classroom/week Yes No After school programs
Part II: Clas	sroom Observation
 Classroom- Physical Environment Is the room size conducive to learning? (A la sound; a small room may be noisier.) Is the room adequately lit? (Lighting and shound signing abilities.) Is the ambient noise level for the classroom (noise ≤35dbA and reverberation ≤.6 msec, Is the room treated to reduce noise (carpet 	within recommended standards ANSI S12.60.2002)? on floor, acoustical ceiling tiles,
window coverings, cork or other wall covering	gs)?

	ver	e noise sources in the classroom minimized (e.g., fish tanks, utilation/heater fans, computers)?		
6.		es noise from adjacent spaces (hallways, outside the building) spill over into ssroom?		
II.	Ge	neral Learning Environment	УES	NO
7.		es teacher(s)/adult(s) use a variety of techniques to elicit positive behavior m children?		
8.		e there a variety of centers (fine motor, art, manipulatives, science, music, imatic play, sensory, literacy)?		
9.		there a schedule identifying daily routines?		
	Is	there a behavior management system that provides clear structure for the ss and consistent rules?		
11.	Do	es the curriculum include a variety of themes, topics, and children's crature?		
12		es the teacher use lesson plans to guide daily activities?		
		e activities modified to meet a variety of children's needs?		
		, , , , , , , , , , , , , , , , , , , ,		
III	. In	structional Style	YES	NO
		assroom Discourse and Language		
		Are the teacher(s) and other adults good language models for the children?		
	b.	Is language consistently accessible to the child?		
		(If sign is used, do all adults in the classroom consistently sign, including their communications with other adults?)		
	c.	Are peer responses repeated?		
	d.	Is vocabulary and language expanded by an adult?		
15.		acher's Speaking Skills		
		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?		
	ĥ.	Is a buddy system available to provide additional assistance or clarification?		
16.	Use	e of Visual Information		
	a.	Are props used for stories and activities?		
		Are appropriate attention-getting strategies utilized?		
		Are fingerplays, action songs, and dramatic play used in circle time,		
		story time, centers, etc.		
17.	Sm	all Group/Circle Time		
		Are all children encouraged to share and participate?		
		Does the teacher face children when speaking?		
	c.	Do the children face one another when speaking?		
	d.	Does 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?		

18.	Use of Sign	Not	Applicable
	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 your		
	child?		
	d. Is fingerspelling used?		
	e. Are gestures used appropriately?		
	f. 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: _booksvisual 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 activities conducted?		
20.	Amplification/Equipment	Not /	Applicable
	a. Are personal amplification (hearing aids/cochlear implant) and assistive		
	devices (FM, infrared) checked at school each day?		
	b. Is amplification used consistently in all learning environments?		
	Doub III. Dolloction		
T \ /	Part III: Reflection	VEC	NO
	Individual Child Considerations	YES	NO
21.	Language Considerations/Abilities Think about how your child communicates thoughts, ideas, and needs. Think		
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	about how your child communicates and interacts with other children. Will your		
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