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 O	bservatio	า:		
Individual Interviewed: Title: Deaf Education Teacher check Preschool or Kindergarten Teach If not a deaf education teacher/spec are deaf or hard of hearing:	k type: Ner	Spec	ial Educat	ion Teach	er	Other
Days program offered:		Hours per	day:			
Child's communication mode(s):		Mode(s) o	bserved ir	n classroo	m:	
Total number of children in classroom:		Number o	f children	with hear	ring loss	:
Age span of children: to						
Average speaking/signing distance between teac	her and	d child:	_ft			
Number of children who are typical language mod	dels:					
Amplification used or available:Personal FM	Cla	ssroom FM	/Infrared	l Other_		
Related and Support Services: <u>Area</u> Speech-language therapy Educational audiology Occupational therapy/physical therapy Psychology Counseling by psychologist or social worker Other support services available: Parent counseling and training Transportation Part II: Clas	 Yes Yes Yes Yes Yes Yes P_A 	ailable? No No No No No arent Supp fter schoo	with C Yes Yes Yes Yes Yes Yes ort Group I program	□ No □ No □ No □ No □ No ■ No	<u>classro</u> _ _ _ _	<u>hours in</u> oom/week
I. Classroom- Physical Environment	51.001	1 ODSELV	unon		YES	NO

⊥.	classroom- Physical Environment	163	NU
1.	Is the room size conducive to learning? (A large room/high ceiling can distort		
	sound; a small room may be noisier.)		
2.	Is the room adequately lit? (Lighting and shadows may affect speechreading		
	and signing abilities.)		
3.	Is the ambient noise level for the classroom within recommended standards		
	(noise \leq 35dbA and reverberation \leq .6 msec, ANSI 512.60.2002)?		
4.	Is the room treated to reduce noise (carpet on floor, acoustical ceiling tiles,		
	window coverings, cork or other wall coverings)?		

PS/K Placement Checklist. C DeConde Johnson, D Beams, A Stredler-Brown, 2003.

	Are noise sources in the classroom minimized (e.g., fish tanks, ventilation/heater fans, computers)?		
6.	Does noise from adjacent spaces (hallways, outside the building) spill over into classroom?		
II.	General Learning Environment	YES	NO
7.	Does teacher(s)/adult(s) use a variety of techniques to elicit positive behavior		
-	from children?		
8.	Are there a variety of centers (fine motor, art, manipulatives, science, music,		
0	dramatic play, sensory, literacy)?		
	Is there a schedule identifying daily routines? Is there a behavior management system that provides clear structure for the		
10.	class and consistent rules?		
11.	Does the curriculum include a variety of themes, topics, and children's literature?		
12.	Does the teacher use lesson plans to guide daily activities?		
	Are activities modified to meet a variety of children's needs?		
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III	. Instructional Style	YES	NO
14.	Classroom Discourse and Language		
	a. 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	Teacher's Speaking Skills		
15.	a. 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?		
	 Is a buddy system available to provide additional assistance or clarification? 		
16.	Use of Visual Information		
	a. Are props used for stories and activities?		
	 Are appropriate attention-getting strategies utilized? 		
	c. Are fingerplays, action songs, and dramatic play used in circle time,		
17	story time, centers, etc.		
17.	Small Group/Circle Time		
	a. Are all children encouraged to share and participate?b. 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?		

10.	Use of Sign	Not A	pplicable
	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: _books _visual 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 A	pplicable
	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?		
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T \/	Part III: Reflection	VEC	
	Individual Child Considerations	YES	NO
21.	Language Considerations/Abilities		
	Think about how your child communicates thoughts, ideas, and needs. Think		
	about how your child communicates and interacts with other children. Will your		
22	child's communication needs be nurtured in this classroom environment?		
22.	Social Interactions		
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