Placement Checklist for Children Who Are Deaf/Hard of Hearing

The purpose of this checklist is to guide considerations and decisions related to placement for children who are Deaf or Hard of Hearing for preschool and kindergarten.

The information to complete this checklist should be obtained through observation and discussion with the professionals on your child's team and the prospective teacher(s).

Note: Each area or item may not be applicable to every child. This checklist is an adapted version of the PARC: Placement and Readiness Checklist, Part 2A, © PARC: 2A-PS/Kindergarten Placement Checklist. C. D. Johnson, D. Beams, A. Stredler-Brown, 2003. Revised 2011.

Name of School:

Comments:

Type of Classroom:

☐ Special education class ☐ General education class ☐ Deaf education class

Comments:

Primary Instructor

☐ Teacher of the Deaf/HH   ☐ Preschool or Kindergarten teacher

☐ Special education teacher   ☐ Other

If the primary instructor is not a deaf education teacher/specialist, what is their previous experience with children who are Deaf or Hard of Hearing? Describe.

Days/week program offered: Hours per day:

Communication mode(s) observed in classroom:

Number of children in classroom: Number with hearing loss:

Child to adult ratio:

Age span of children: to   years

Number of children who are typical language models:

Support Services: **Training with D/HH?**

Speech-language therapy	☐ Yes	☐ No	☐ Yes ☐ No
Educational audiology	☐ Yes	☐ No	
Occupational therapy	☐ Yes	☐ No	☐ Yes ☐ No
Physical therapy	☐ Yes	☐ No	☐ Yes ☐ No
Psychology/mental health	☐ Yes	☐ No	☐ Yes ☐ No
(Positive) Behaviour Intervention	☐ Yes	☐ No	☐ Yes ☐ No

Other support services:

☐ Deaf/Hard of Hearing role models

☐ Parent counseling and training

☐ Parent support groups/activities

☐ Transportation

☐ After school programs

If an item is not relevant for a child, please write "NA" in the "NO" column.

A. Classroom: Physical Environment	YES	NO
Is the room size conducive to learning? *A large room/high ceiling can distort sound; a small room may be noisier.*		
Is the room adequately lit? *Lighting and shadows may affect speechreading and signing abilities.*		
Is the room treated to reduce noise (e.g., carpet on floor, acoustical ceiling tiles, window coverings, cork or other wall coverings)?		
Are noise sources in the classroom minimized (e.g., fish tanks, ventilation/heater fans, computers)?		
Does noise from adjacent spaces (e.g., hallways, outside the building) spill over into classroom?		
Comments:		

B. General Learning Environment	YES	NO
Do teacher(s)/adult(s) use a variety of techniques to elicit positive behaviour from children?		
Are there a variety of centres (e.g., fine motor, art, manipulatives, science, music, dramatic play, sensory, literacy)?		
Is there a visual schedule identifying daily routines and child expectations?		
Is there a visual behaviour management system that provides clear structure for the class and consistent rules?		
Is the curriculum standards-based, including a variety of themes, topics, and children's literature?		
Does the teacher use lesson plans to guide daily activities?		
Are activities modified to meet a variety of children's needs?		
Comments:		

C. Instructional Style: Classroom Discourse and Language	YES	NO
Are the teacher(s) and other adults good language models for the children?		
Is language consistently accessible to the child (e.g., if sign/cueing is used, do all adults in the classroom consistently sign/cue, including their communications with other adults)?		
Are peer responses repeated?		
Is vocabulary and language expanded by an adult??		
Comments:		

D. Instructional Style: Teacher's Speaking Skills	YES	NO
Is enunciation clear?		
Is the rate appropriate?		
Is the loudness appropriate?		
Are facial expressions used to clarify the message?		
Are gestures used appropriately?		
Are the teacher's (or other speaker's) lips available for speechreading?		
Is teacher's style animated?		
Comments:		

E. Instructional Style: Use of Visual Information	YES	NO
Are props or other visual materials used for stories and activities?		
Are appropriate attention-getting strategies utilized?		
Are fingerplays, action songs, and dramatic play used in circle time, story time, centres, etc.?		
Comments:		

F. Instructional Style: Small Group/Circle Time	YES	NO
Are all children encouraged to share and participate?		
Does the teacher face children when speaking?		
Do the children sit so as to face one another?		
Does the teacher lead group activities in an organized, but child-friendly manner?		
Is appropriate wait time utilized to encourage children to think and participate?		
Does teacher obtain eye contact prior to and while speaking?		
Is the FM microphone passed around to all speakers?		
Comments:		

G. Instructional Style: Use of Sign Language	YES	NO
Is sign consistently used by all adults in the class?		
Does the type of sign used in the classroom match the signs used by your child?		
Is fingerspelling used?		
Are there opportunities for parents and peers to learn to sign?		
Comments:		

H. Instructional Style: Opportunities for Hands-on Experience	YES	NO
Are a variety of materials available? Check those used: ☐ books ☐ visual props ☐ audiovisual materials ☐ objects for dramatic play ☐ manipulatives		
Are stories experienced in a variety of ways?		
Are there field trips?		
Are cooking experiences available?		
Are art and sensory activities conducted		
Comments:		

I. Instructional Style: Amplification & Technology	YES	NO
Are hearing aids/cochlear implants and FM systems checked each day?		
Is the FM used consistently in all learning environments?		
Are current instructional technologies used (e.g., Smart boards, computers, internet)?		
Comments:		

J. School Culture	YES	NO
Is there evidence that the school administration supports children with disabilities?		
Is the school welcoming of parents and does it encourage parent involvement?		
Is the school/district administrator knowledgeable about hearing loss or willing to learn about hearing loss?		
Is the school committed to making the necessary accommodations for children with hearing loss?		
Is the teacher open to consultation with other professionals or specialists?		
Does the teacher provide opportunities for individualized attention?		
Is the teacher welcoming of children with special needs?		
Is the teacher willing to use and troubleshoot hearing assistance technology (e.g., hearing aids/CIs/FMs) and other technologies?		
Comments:		

K. Individual Child Considerations: Communication & Language	YES	NO
Think about how your child communicates thoughts, ideas, and needs. Think about how your child interacts with other children. Are there sufficient opportunities for direct communication with peers and professionals in your child's language and communication mode and at your child's academic level? Is there direct instruction in your child's language and communication mode? Will your child's communication needs be nurtured in this classroom environment? Does your child have sufficient language abilities to benefit from instruction in the classroom? Is the staff qualified and able to support your child's communication needs?		
Comments:		

L. Individual Child Considerations: Social Interactions & Self-Concept	YES	NO
Think about how your child plays alone and in groups. Think about how your child interacts with other children. Will your child's self-concept and social needs be nurtured in this classroom environment? Will your child be encouraged to develop self-advocacy skills?		
Comments:		

Additional Resources:

In other parts of the toolkit, other resources you should be familiar with are:

- ✓ AADL (Alberta Aids to Daily Living)
- ✓ In-servicing teachers
- ✓ Incidental Learning (learning by overhearing)
- ✓ PUF (Program Unit Funding)
- ✓ Speechreading
- ✓ Listening fatigue