



# Interpreter Input Form for Florida's Model Communication Plan for Students who are Deaf or Hard of Hearing

Student Name: \_\_\_\_\_

Interpreter Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Interpreter Credentials:

School Name: \_\_\_\_\_

Not credentialed

Today's Date: \_\_\_\_\_

QA 1/EIE 1

QA 2/EIE 2

QA 3/EIE 3

EIPA (Level: \_\_\_\_\_)

RID (Type: \_\_\_\_\_)

Days/Times/Period/Class with Student:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

I am hired by:

the school principal and based at one school  
 the district and placed at a school(s)

an agency who has a contract with the  
 school/district

other: \_\_\_\_\_

## Section I - Consider the Student's Language and Communication

1. The student's method(s) to access and use language is one or more of the following:

Receptive    Expressive

Auditory/oral (speaking and listening)

American Sign Language (ASL)

Sign Supported Speech

Bilingual/Bimodal (fluency in both ASL and English)

English Sign System (CASE, SEE, PSE, etc)

Gestures or Home Signs

Tactile Sign Language

Receptive    Expressive

- Cued Speech
- Reading and Writing
- Assistive Technology/use of a communication device or augmentative communication
- Emerging language or no formal language established (minimal language)

Please describe your observations of the student's communication skills:

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2. Please complete the attached "Instructional Communication Access Checklist" (if applicable).

3. Other observation related to language or communication:

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*\*Use this information to provide input for **Section I #1, 2, 5; Section III #1, 4; Section IV # 1, 2, 3** on Florida's Model Communication Plan.*

## Section II - Considerations for Accommodations & Assistive Technology

1. Please describe your observations of the student's monitoring, maintenance and use of their amplification:

The student has an amplification device (hearing aid, cochlear implant, FM system, etc)

The student uses the device(s) consistently

The student monitors their own device(s)

A staff member monitors the student's device(s)

Observations:

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2. Please complete the attached "Guide to Self-Advocacy Skill Development" and check off the skills you have observed the student using consistently, if applicable.

*\*Use this information to provide input to **Section II #1, 2, and 3***

3. Do you believe the student does or would benefit from any of these visual access considerations:

Does

Would

Note-taker or notes provided to allow the student to watch the interpreter

Copies of assignments/lessons/reading material provided in advance

Captioned Media (movies, videos, internet content)

Real-time Speech-to-Text Captioning Services (CART, C-Print, Typewell)

Assistive Technology Device(s)

Sign Language Interpreter/Cued Speech Transliterater

Does

Would

OTHER:

Preferential/Flexible Seating

Line of Sight Considerations (ensuring ease of visual access for the DHH student in the classroom)

Considerations for visual fatigue

Use of Visual Supports (document camera, key vocabulary written on board, use of pictures/graphics)

Lighting Considerations (ensuring the student can see the interpreter and other visual information)

*\*Use this information to provide input to **Section II #4; Section V #1, 2***

4. Using the attached "Informal Inventory of Independence and Self-Advocacy Skills for Deaf/Hard of Hearing Students" and/or "The Checklist of Student Use of Interpreter Services" please rate your student's ability to use an interpreter (if applicable).

Based on your ratings from the attached, please briefly describe your observations of the student's ability to appropriately use an interpreter:

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*\*Use this information to provide input to **Section II #5***

5. Does the student have access to any of the following safety considerations:
- videophones
  - visual alerts/alarms
  - tactile alerts
  - other (personal electronic devices, etc): \_\_\_\_\_

*\*Use this information to provide input to **Section II #6***

### Section III - Consider Academic Level & Readiness to Engage in the Curriculum

1. Using the attached "Checklist of Socio-Pragmatic Language Behaviors" and/or all/portions of the "PARC Placement and Readiness Checklists" please indicate your observations of the student's language skills, if applicable.

*\*Use this information to provide input to **Section I #5, 6; Section II #4, 5; Section III #1, 4***

2. Please describe the student's typical behaviors during a teacher-lead read-aloud:

Does not watch interpreter and follows text appropriately and independently

Does not watch interpreter and **cannot** follow text appropriately and independently

Watches interpreter and does not look at text

Watches interpreter and text simultaneously (such as with an interpreter next to a document camera or interactive white board)

Does not watch the interpreter or look at text

Student switches back and forth from watching the interpreter to looking at the text, but does not see both at the same time.

*\*Use this information to provide input to **Section III #5***

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

Definition of "direct communication": Direct language/communication/instruction occurs person to person, not through an additional source (e.g., educational interpreter, captioner, etc.)

1. How do you observe the student communicating with:

Peers (hearing and deaf/hard of hearing):

Does not communicate with peers

Communicates directly with peers using speaking/listening, sign language, gestures, a communication device, etc.

Communicates with peers through an additional source, such as an interpreter or captioner

Adults (librarian, principal, counselor):

Does not communicate with adults

Communicates directly with adults using speaking/listening, sign language, gestures, a communication device, etc.

Communicates with adults through an additional source, such as an interpreter or captioner

Teachers (signing and non-signing):

Does not communicate with teachers

Communicates directly with teachers using speaking/listening, sign language, gestures, a communication device, etc.

Communicates with teachers through an additional source, such as an interpreter or captioner

*\*Use this information to provide input to **Section IV #1, 2, and 3***

2. Describe how instructional content is delivered to the student in various settings, such as with a classroom teacher, DHH itinerant teacher, Occupational Therapist, coach, speech-language pathologist, etc.

The student communicates directly with these teachers:

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The student communicates through an additional source with these teachers:

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*\*Use this information to provide input to **Section IV #3***

3. In your opinion, do you feel that additional training could benefit you or any other staff involved with this student to provide an environment most conducive for language development and educational success? Please explain.

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*\*Use this information to provide input to **Section IV #4***

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

1. Describe any accommodations needed to provide communication access to non-classroom components of the school day, such as recess, lunch, assemblies, extracurricular activities, school plays, sports, field trips, etc.

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*\*Use this information to provide input to **Section V #2***

