TEXAS DEAFBLIND PROJECT

Life Skills Placement Considerations

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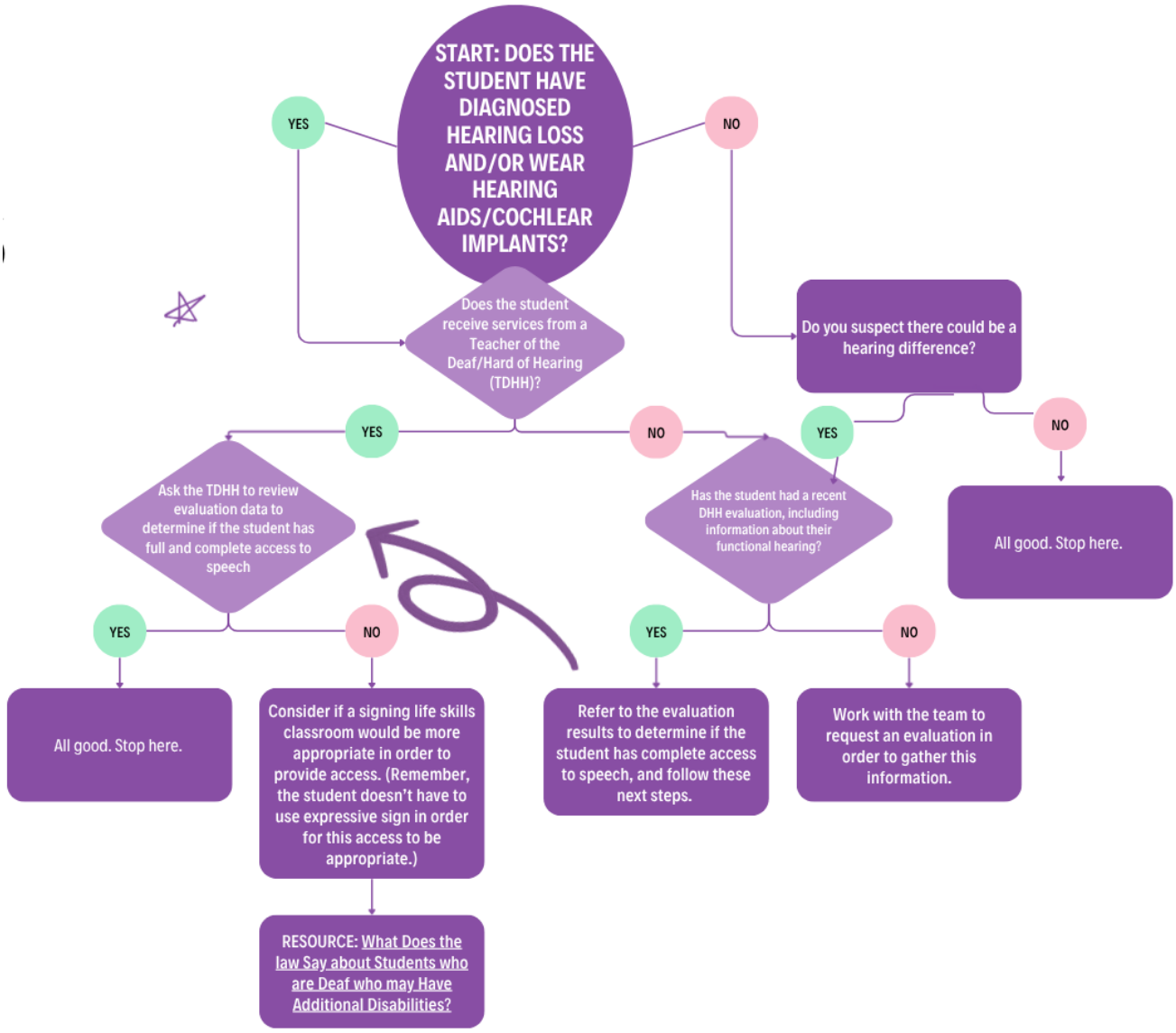

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Accessible Text Version of Life Skills Placement Considerations Flow Chart

Does the student have diagnosed hearing loss and/or wear hearing aids/cochlear implants? If yes, go to number 1. If no, go to number 2.

1. Does the student receive services from a Teacher of the Deaf/Hard of Hearing (TDHH)? If yes, go to number 3. If no, go to number 4.
2. Do you suspect there could be a hearing difference? If yes, go to number 4. If no, go to number 5.
3. Ask the TDHH to review evaluation data to determine if the student has full and complete access to speech. If yes, go to number 5. If no, go to number 6.
4. Has the student had a recent DHH evaluation, including information about their functional hearing? If yes, go to number 7. If no, go to number 8.
5. All good. Stop here.
6. Consider if a signing life skills classroom would be more appropriate in order to provide access. (Remember, the student doesn't have to use expressive sign in order for this access to be appropriate.) RESOURCE: What Does the law Say about Students who are Deaf who may Have Additional Disabilities?
7. Refer to the evaluation results to determine if the student has complete access to speech, and follow these next steps. Go to number 3.
8. Work with the team to request an evaluation in order to gather this information.

IDEAs that Work
Office of Special Education Programs

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