



STATE OF WASHINGTON

WASHINGTON SCHOOL FOR THE DEAF

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## OUTREACH CONSULTATION REQUEST FORM

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Name of Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

Position: \_\_\_\_\_

Email: \_\_\_\_\_

School District: \_\_\_\_\_

FAX: \_\_\_\_\_

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

District Administrative Contact: \_\_\_\_\_  
(For Contract Purposes)

FAX: \_\_\_\_\_

Address Where Contract Can Be Sent: \_\_\_\_\_  
\_\_\_\_\_

### Student Information

Child's Name \_\_\_\_\_ DOB: \_\_\_\_\_

Student's Grade level \_\_\_\_\_ Age When Hearing Loss Was Diagnosed: \_\_\_\_\_

Students' Communication Modality \_\_\_\_\_

Does the student use sign language? \_\_\_\_\_ If yes, what form? ASL PSE SEE

Does the student use amplification? If yes, what kind (i.e. hearing aids, cochlear implant, BAHA, etc.)? \_\_\_\_\_

Does the student use an FM system? ☐ Yes ☐ No Soundfield? ☐ Yes ☐ No

Does the student have additional disabilities? If yes, explain.

### Consultation Need:

\_\_\_\_\_ Initial Evaluation for Special Education

\_\_\_\_\_ Educational Consultation

\_\_\_\_\_ Triennial Evaluation

\_\_\_\_\_ IEP Support

\_\_\_\_\_ Independent Educational Evaluation

\_\_\_\_\_ Educational Interpreting Consult

\_\_\_\_\_ Educational Impact of Hearing Loss

**Please provide WSD with the following documents:**

- Release of information
- Most recent evaluation (from district and/or private providers)
- Most recent audiogram with report
- IEP/504 Plan
- Report Cards/teacher comments
- School Schedule

Comments: \_\_\_\_\_

**What are the primary questions/concerns you like the WSD Outreach team to address through evaluation/consult?**

- \_\_\_\_\_ Articulation Skills
- \_\_\_\_\_ Receptive/Expressive Spoken Language Skills
- \_\_\_\_\_ American Sign Language/Communication Skills
- \_\_\_\_\_ Cognitive Ability
- \_\_\_\_\_ Academic Skills
- \_\_\_\_\_ Interpreting Services
- \_\_\_\_\_ Social/Emotional/Behavioral
- \_\_\_\_\_ Programming and Placement
- \_\_\_\_\_ Eligibility
- \_\_\_\_\_ Suspected Additional Disabilities
- \_\_\_\_\_ Transition Planning
- \_\_\_\_\_ Appropriate Curricular Modifications
- \_\_\_\_\_ Determining Needed Specially Designed Instruction
- \_\_\_\_\_ Cochlear Implant, FM, Hearing Aid: Classroom Acoustics
- \_\_\_\_\_ Audiological Status

Additional Information that Will Help WSD understand your questions/concerns: \_\_\_\_\_

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**Provide a brief description of the student's academic, social-emotional, and communicative functioning.**

**What are your evaluation time-lines?**

**Please indicate your preferred evaluation/consult location:**

- ☐ Local School
- ☐ Videoconference
- ☐ Phone Conference
- ☐ WSD

**Is this an IEE (Independent Educational Evaluation)?**

**What are the areas that you would like evaluated?**

**Academic**

**Follow Up Questions:**

- What are his/her academic strengths/weaknesses?
- Has the student's academic and intellectual function been tested before? If yes, please enclose copies of these previous reports.
- Does the student have fine/gross motor difficulties which may adversely impact his performance on motor integration tasks?

**American Sign Language & Communication**

**Follow Up Questions:**

- Does the student currently use sign language?
- If yes, what kind of sign language/system does the child use, i.e. ASL, PSE, SEE, Other?
- If no, how does the student communicate with people who sign and who do not sign?
- How does he/she communicate with his/her parents?
- Any additional information that would help us understand how the child communicates?

**Audiology**

**Follow Up Questions:**

- If the child wears amplification, at what age did s/he receive the amplification?
- Who is responsible for monitoring/troubleshooting the equipment?
- Does the student report to staff when batteries die or when equipment is not working properly?
- How does the student communicate with teachers and peers?
- Any additional information that would help us understand how the student hears?

**Educational Interpreter Support**

**Follow Up Questions:**

- Is the interpreter's primary responsibility to facilitate communication within the educational setting?
- Does the interpreter set up a physical environment that provides for the most successful interpretation?
- Is the interpreter aware of her/his role with the student and does she/he act accordingly?
- Does the interpreter have access to curriculum materials in order to be aware of lesson and IEP goals and objectives?
- Are there guidelines as to how the interpreter is expected to work with other faculty, staff, students and others?
- Are there boundary issues and ethics that the interpreter is expected to follow when working 1:1 with the student?
- What kind of professional development opportunities are provide to the interpreter?
- Any additional information that would help us understand how the child uses the interpreter?

### **Intellectual**

Follow Up Questions:

- Describe the student's attention span.
- What behaviors in class suggest to you that the student may have cognitive differences?
- What concerns you most about this student?

### **Speech-Language & Communication**

Follow Up Questions:

- What is the student's primary mode of communication?
- What are other ways in which the student communicates (writing, AAC, etc)?
- If the student uses spoken language, are they intelligible to their teachers/peers?
- Please list the primary concerns/questions about this student's speech and/or language.
- How does he/she communicate with his/her parents?
- Any additional information that would help us understand how the child communicates?

### **School-to-Work Transition**

Follow Up Questions:

- Does the student have a career/vocational interest assessment?
- Does the student have transition planning/post secondary education goals?
- Does the student's IEP include Age Appropriate Transition Assessment?
- Does the student have any adult agency linkages?
- Does the student have an active case with Vocational Rehabilitation?
- Is the student aware that there is a regional service center for the deaf and hard of hearing?
- Does the student seek out adult deaf role models?
- Does the student have any community involvement?

- Has the student developed some self advocacy skills?
- Has the student developed some independent living skills?