

**SAFETY ATTACHMENT FOR STUDENT WHO IS DEAF/HARD OF HEARING OR DEAF-BLIND**

The IFSP/IEP/504 team has considered the need for a child's safety within the home/academic setting in order to comply with FAPE. Research suggests that students who have special needs experience three-four times higher risk of maltreatment. Addressing the development of protective factors can decrease the child's risk for maltreatment. Characteristics are given below for developing "safety" from most common incidences of maltreatment. Consideration should be given for goals, services, accommodations/modifications, or staff training to further develop protective factors. The educational team understands that the purpose of special education is : "to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living." Services and goals directed at improving a student's personal safety meet a critical unique need for students.

**1. Knowledge of Protective Factors for Parents Parent Counseling and Training (34 CFR 300.34(c)(8))**

- My child's educators and caregivers have had background checks and training to recognize and report signs and symptoms of maltreatment.
- I know who my child's caregivers are. (Concepts of "grooming," open door policies, training for all involved with child.)  Understanding how a child's hearing loss may contribute to maltreatment without targeted support to learn self-advocacy, proactive communication skills, and the ability to set boundaries with adults and strangers appropriate to age and developmental level.

*Example: The student will give clear nonverbal, signed or spoken "no" to uncomfortable interaction through role play and real life activities followed by appropriate parent response to that "no." including an explanation when interaction is necessary for health or safety of child (e.g., medical visits, hygiene).*

Action Plan if needed:

**2. IEP/504: Addressing communication and self-advocacy: Special Considerations 'full range of needs' (34 CFR 300.324(a)(2)(iv))**

IEP: A "safe" student is noted to communicate frequently and well with parents and teachers. **Goal could be linked to typical educational standard of "Student communicates effectively with a variety of audiences."** Can the student share effectively in these areas?

- Basic needs
- Reactions and thoughts about the school day
- Pragmatic social language skills (taking turns, seeking clarification, sharing personal information, using humor appropriately)

*Examples: a. Goal added to IEP: The student will communicate effectively with 1-2 trusted adults and peers within a circle of support, including making friends, using appropriate pragmatic language skills (e.g. taking turns, seeking clarification, sharing personal information appropriately and using humor appropriately).*

*b. A student will learn to describe their particular hearing loss, how they learn best, and how to ask for accommodations (preferential seating, note taking, clarification of assignments, etc) in preparation for entering the adult world and using ADA laws to ensure equal access through a self-advocacy workshop series.*

Action Plan if needed:

**3. IEP: Addressing Knowledge of Protective Factors for Students:** Related Services –'mobilizing school & community resources'; 34 CFR 300.34(c)(14)(iv, v) and 'independent living skills'[34 CFR §300.320(b)]

- The student recognizes risky situations for themselves or others (unhealthy relationships, safety issues, sharing personal information)
- The student demonstrates an appropriate response to boundary crossing behavior of others.
- The student demonstrates how and who to tell if they or another student has faced an inappropriate behavior by a peer or adult.
- School and community resources have been mobilized to increase knowledge and safety for student

*Example: Given a variety of scenarios, the student can identify elements of healthy and unhealthy relationships of peers or children/ adult pairs, recognizing red flags of unequal or inappropriate relationships and describing first steps to change the balance of power (Methods: role plays, stories in film and literature).*

Legal Name of Student

State Student ID (SASID)

Date of Birth

Date

Action Plan if needed: