|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Skill Area |  | Lower Elem. | Upper Elem. | Middle School | High School  |
|  | **Lower Elementary** |  | **Date** |  |  |  |
| LE-1 | **The student will care for his/her hearing aids including:** |  |  |  |  |  |
|  | \*Insert and remove earmold |  |  |  |  |  |
|  | \*Turn hearing aid on and to correct setting  |  |  |  |  |  |
|  | \*Clean the earmold |  |  |  |  |  |
|  | \*Label parts of the hearing aid |  |  |  |  |  |
|  | \*Alert teacher/parent to malfunction |  |  |  |  |  |
| LE-2 | **The student will care for his/her cochlear implant including:** |  |  |  |  |  |
|  | \*Place magnet in correct position |  |  |  |  |  |
|  | \*Turn implant on |  |  |  |  |  |
|  | \*Test and change battery |  |  |  |  |  |
|  | \*Label parts of the cochlear implant |  |  |  |  |  |
|  | \*Alert teacher/parent to malfunction |  |  |  |  |  |
| LE-3 | **The student will care for his/her FM including:** |  |  |  |  |  |
|  | \*Answer basic comprehension questions about the use and benefits of an FM system |  |  |  |  |  |
|  | \*Plug FM system into a charger at the end of the day and pick it up in the morning |  |  |  |  |  |
|  | \*Label parts of the FM system |  |  |  |  |  |
|  | \*Alert teacher to malfunction |  |  |  |  |  |
|  | \*Place FM system in correct location when moving throughout the classroom |  |  |  |  |  |
|  | \*Turn on and off FM system when appropriate |  |  |  |  |  |
| LE-4 | **The student will identify aspects of poor and effective listening situations including:** |  |  |  |  |  |
|  | \*Recognize poor listening situations |  |  |  |  |  |
|  | \*Identify factors that create poor listening situations |  |  |  |  |  |
| LE-5  | **The student will identify communication breakdowns in social situations including:** |  |  |  |  |  |
|  | \*Recognize the communication breakdown |  |  |  |  |  |
|  | \*Identify the cause of breakdown |  |  |  |  |  |
|  | \*Identify/implement repair strategies to use in social situations  |  |  |  |  |  |
|  | **Upper Elementary** |  |  | **Date** |  |  |
| UE-1 | **The student will care for his/her hearing aids including:** |  |  |  |  |  |
|  | **\***Troubleshoot the cause of hearing aid malfunction |  |  |  |  |  |
|  | \*Develop checklist of steps to repair hearing aid malfunction |  |  |  |  |  |
|  | \*Develop a maintenance routine for home |  |  |  |  |  |
|  | \*Write model name, serial number and battery number for hearing aid |  |  |  |  |  |
|  | Identify occasions when hearing aid use is necessary and not necessary |  |  |  |  |  |
| UE-2 | **The student will care for his/her cochlear implant including:** |  |  |  |  |  |
|  | **\***Troubleshoot the cause of cochlear implant malfunction |  |  |  |  |  |
|  | \*Develop checklist of steps to repair cochlear implant malfunction |  |  |  |  |  |
|  | \*Develop a maintenance routine for home |  |  |  |  |  |
|  | \*Write model name, serial number and battery number for cochlear implant |  |  |  |  |  |
|  | Identify occasions when cochlear implant use is necessary and not necessary |  |  |  |  |  |
| UE-5 | **The student will learn basic information about hearing and hearing loss including:** |  |  |  |  |  |
|  | \*Label parts of the audiogram |  |  |  |  |  |
|  | \*Label degree of hearing loss on an audiogram |  |  |  |  |  |
|  | \*Graph his/her hearing loss on the audiogram (aided audiogram also) |  |  |  |  |  |
|  | \*Explain hearing loss using audiogram and degree of hearing loss |  |  |  |  |  |
|  | \*Label parts of the ear |  |  |  |  |  |
|  | \*Identify sequence of “how we hear” |  |  |  |  |  |
|  | \*Explain how hearing aid/cochlear implant works |  |  |  |  |  |
|  | \*Identify how hearing loss can be caused |  |  |  |  |  |
| UE-6 | **The student will discuss feelings related to his/her hearing loss including:** |  |  |  |  |  |
|  | \*Discuss and write about feelings related to hearing |  |  |  |  |  |
|  | \*Discuss and write feelings related to hearing aid/cochlear implant |  |  |  |  |  |
|  | **Middle School** |  |  |  | **Date** |  |
| MS-1 | **The student will care for his/her hearing aids including:** |  |  |  |  |  |
|  | \*Maintain previous skills from upper elementary |  |  |  |  |  |
|  | \*Label and define specific vocabulary related to how the hearing aid works |  |  |  |  |  |
| MS-2 | **The student will care for his/her cochlear implant including:** |  |  |  |  |  |
|  | \*Maintain previous skills from upper elementary |  |  |  |  |  |
|  | \*Label and define specific vocabulary related to how the cochlear implant works |  |  |  |  |  |
| MS-3 | **The student will care for his/her FM system including:** |  |  |  |  |  |
|  | \*Maintain previous skills from upper elementary |  |  |  |  |  |
|  | \*Label and define specific vocabulary related to how the cochlear implant works |  |  |  |  |  |
| MS-4 | **The student will learn information about hearing and hearing loss including:** |  |  |  |  |  |
|  | \*Label the anatomy of the ear using specific vocabulary |  |  |  |  |  |
|  | \*Trace the path of sound through the ear |  |  |  |  |  |
|  | \*Label the audiogram and discuss its implications |  |  |  |  |  |
|  | \*Learn specific audiogram vocabulary  |  |  |  |  |  |
|  | \*List the types of etiology for hearing loss  |  |  |  |  |  |
| MS-5 | **The student will learn information about assistive devices used by individuals with a hearing loss including:** |  |  |  |  |  |
|  | \*Identify, use, and evaluate various devices |  |  |  |  |  |
| MS-6 | **The student will research individuals with a hearing loss including:** |  |  |  |  |  |
|  | \*Identify other people with a hearing loss |  |  |  |  |  |
|  | \*Identify their feelings related to their hearing loss |  |  |  |  |  |
|  | **High School** |  |  |  |  | Date |
| HS-1 | **The student will actively participate in their IEP meeting including:** |  |  |  |  |  |
|  | \*Identify sections of the IEP |  |  |  |  |  |
|  | \*Identify their strengths, needs, and provide information included in the transition plan |  |  |  |  |  |
|  | \*Participate in the IEP meeting |  |  |  |  |  |
| HS-2 | **The student will learn information related to the ADA, Section 504, community resources, and Organizations for individuals with hearing loss including:** |  |  |  |  |  |
|  | \*Summarize the key points of the ADA |  |  |  |  |  |
|  | \*List and write summaries about organizations for D/HH  |  |  |  |  |  |
| HS-3 | **The student will learn information about assistive devices used by individuals with hearing loss including:** |  |  |  |  |  |
|  | \*Identify what assistive devices the student may need in and outside of school |  |  |  |  |  |
|  | \*List the companies and organizations that provide assistive devices for D/HH individuals |  |  |  |  |  |
| HS-4 | **The student will request needed services for a work situation including:** |  |  |  |  |  |
|  | \*List difficult listening situations related to a possible career and provide a solution to resolve the situation |  |  |  |  |  |
|  | \*Identify how to request needed services from an employer such as captioning, etc |  |  |  |  |  |
|  | \*Respond to sample job interview questions related to hearing loss and job performance |  |  |  |  |  |
| HS-5 | **The student will request needed services for post-secondary school including:** |  |  |  |  |  |
|  | \*Identify challenges in the post-secondary classroom and list needed services |  |  |  |  |  |
|  | \*Identify challenges within the living environment and list needed services |  |  |  |  |  |
|  | \*List how to acquire these needed services |  |  |  |  |  |
|  | \*Identify procedures to obtain these needed services |  |  |  |  |  |