

Advocacy Skills for Hard of Hearing Students

Understanding Hearing Loss		
	Key: / - Emerging; X - mastery; NA - Not applicable	
GRADES K-2		
Recognizes that he/she has a hearing loss		
Can identify "better" ear if applicable		
Aware of needs related to hearing loss (watch speaker, preferential seating, etc)		
Recognizes audiogram from other charts		
Aware of basic information on an audiogram		
Aware that he/she is not the only one who has a hearing loss		
Aware that environmental sounds may damage hearing		
GRADES 3-5		
Knows the three parts of the ear (outer, middle, inner)		
Knows types of hearing loss (conductive, sensorineural, mixed)		
Knows cause of he/her hearing loss		
Knows age of onset and age of identification		
Understands the basic language of an audiogram		
Identifies the L or R markings on an audiogram		
Aware of the basic terms related to hearing loss		
Refers to self as hard of hearing		
Knows that his/her hearing loss is stable, progressive, or is irreversible		
Recognizes that people with hearing loss use a variety of communication strategies (speech, ASL, Signed English)		
Aware that hard of hearing people and hearing people are similar in almost every way		
Explains to teacher and peers difficulties associated with hearing loss		
Is aware of ways to protect and conserve hearing		
GRADES 6-8		
Identifies parts and functions of the ear		
Identifies his/her type and degree of hearing loss		
Explains audiogram in terms of his/her functional hearing		
Explains aided and unaided hearing loss		
Understands speech reception threshold scores shown on an audiogram		
Talks comfortable about his/her hearing loss with peers/others		
Understands that feelings about hearing loss may impact the overall self image		
Accepts his/her loss and its permanency		
Knows that hard of hearing people are capable of major accomplishments		
Is aware of myths and misconceptions about hard of hearing individuals		

Advocacy Skills for Hard of Hearing Students

Amplification Management		
	Key: / - Emerging; X - mastery; NA - Not applicable	
GOAL	/, X or NA	DATE
GRADES K-2		
Understands how hearing aids/amplification system help		
Accepts and uses hearing aids/amplification system as directed by an adult		
Uses earmolds appropriately		
Puts on and takes off amplification equipment		
Asks an adult for help with hearing aid/amplification system		
Indicates when amplification equipment is not working		
Stores hearing aids correctly when not in use		
Checks batteries and changes as needed		
Cleans/cares for personal earmolds		
Knows how to turn on/off hearing aids and use the volume control, if available		
Gives teacher/speaker/peer the microphone; with reminders, if necessary		
Understands that hearing aids/amplification systems are expensive and valuable		
GRADES 3-5		
Wears hearing aids/amplification system consistently		
Explains why and when hearing aids/amplification system is needed		
Gives speaker the microphone independently		
Ensures speaker is utilizing the microphone appropriately		
Charges FM daily		
Keeps hearing aid/s in good working order		
Cleans earmolds		
Knows battery size needed and keeps a supply at school		
Manages all controls properly (on/off,t-coil, programs, volume, teacher mic)		
Begins to troubleshoot when amplification is not working (static, intermittency, spill over of signal)		
Indicates when auditory stimulus is not loud enough		
Indicates when background noise interferes with audition		
Understands that amplification system is expensive and valuable		
Requests help with amplification system when necessary		
Names the main parts of hearing aids/amplification system and their purpose		
GRADES 6-8		
Uses hearing aids/amplification system switches and volume control in various learning situations		
Monitors and maintains own equipment on a daily basis		

Advocacy Skills for Hard of Hearing Students

Resources and Technology		
	Key: / - Emerging; X - mastery; NA - Not applicable	
GOAL		
GRADES K-2		
Knows the people who help him/her in school		
Has seen a person using a phone amplifier, TTY or Video Relay		
Aware of the basic function of a TTY phone		
Is aware that the captions represent the spoken word		
Responds correctly to emergency (fire/smoke) alarms		
GRADES 3-5		
Knows names and roles of school staff members who can help with problems		
Knows that a variety of interpreters (oral, sign, cued speech) are used in a variety of situations		
Is aware of alarm clacks for hard of hearing people		
Uses TTY or amplified phones with some assistance, including etiquette and procedures		
Recognizes that closed captioned programming is available		
Recognized the symbol used to indicate closed captioned programs in the TV guide and on videos/CDs		
Recognizes which assistive technology might be personally appropriate		
Locates and responds to alerting devices such as flashing/strobe light fire alarms		
GRADES 6-8		
Knows who to seek out for help at school		
Recognizes that deaf and hard of hearing people have legal rights in accessing public places		
Is aware of agencies/resources for hard of hearing people		
Recognizes that the option for an interpreter is available for after-school activities		
Uses phone amplifier, TTY, or Video Relay services		
Uses SD Relay Services appropriately		
Knows how to access and use closed captioning on a television		
Identifies purpose and function of technology such as assistive listening devices and alerting systems		
Uses and cares for personal assistive technology		
GRADES 9-11		
Uses school staff as a resource for information about post-secondary education		
Identifies names of agencies/resources/community activities serving hard of hearing clients		

Advocacy Skills for Hard of Hearing Students

Communication Strategies		
	Key: / - Emerging; X - mastery; NA - Not applicable	
GRADES K-2		
Seats themselves preferentially with adult assistance (good visual, near speaker, away from noise)		
Recognizes when hearing or understanding does not happen		
Uses I-statements with adult assistance (I need you to look at me when you talk)		
Understands the need to clarify auditory information		
Attempts to locate the source of sounds		
GRADES 3-5		
Seats themselves preferentially independently		
Restates auditory information consistently		
Attends to the speaker visually and auditorily (body language, speech reading, wait time)		
Tells the speaker when he/she doesn't understand, independently		
Uses I-statements independently		
Avoids bluffing when hearing/understanding are not clear		
Aware of how physical environment affects communication (carpeting, acoustical tile and lighting)		
Scans environment for useful cues		
Lets speaker know what to do to maximize communication (speak louder, speak slower, look at listener)		
Aware of situations which make it hard to speechread and listen in classroom		
Aware of speechreading and its benefits		
Aware of signal-to-noise ratio and its impact		
Aware of impact on own ability to understand when seated too far away from the speaker		
Aware that their hearing loss affects receptive and expressive communication		
GRADES 6-8		
Requests written reinforcement of instruction/transcript or closed captions for films/videos, etc		
Makes necessary adaptations to maximize listening and communication in community situations		
Names and explains accommodations in physical environment of classroom that can affect communication		
Requests preferential seating independently		
Explains speechreading and signal-to-noise ratio		
Names situations which make it hard to speechread and listen in the classroom		
Demonstrates troubleshooting communication skills		

Advocacy Skills for Hard of Hearing Students

Personal and Interpersonal Skills		
	Key: / - Emerging; X - mastery; NA - Not applicable	
GRADES K-2		
Meets other hard of hearing children		
Identifies feelings associated with having a hearing loss		
Aware of appropriate social behaviors in informal situations with peers		
Identifies 2 or 3 main areas of interest and/or ability (academic, social, artistic, sport)		
Knows that all people, regardless of hearing ability, are more similar than different		
GRADES 3-5		
Meets or corresponds regularly with other hard of hearing children		
Identifies feelings associated with having a hearing loss		
Lists, with guidance, strategies for dealing with feelings associated with hearing loss		
Understands informal situations with peers, including understanding body language		
Discusses, with guidance, concerns such as involvement in activities of interest/ability		
Lists, with guidance, adaptations and behaviors to foster successful participation in interest/ability activities		
Participates in at least one activity related to areas(s) of interest or ability		
Describes ways in which he/she is similar to other people		
GRADES 6-8		
Meets/corresponds regularly with other hard of hearing students		
Discusses feelings associated with having a hearing loss and strategies for dealing with them, with family		
Identifies social, interest and ability groups to which he/she belongs		
Discusses concerns such as involvement in activities of interest or ability		
Lists, with guidance, his/her behaviors and attitudes that foster successful participation in activities		
Participates in at least one activity related to areas(s) of interest or ability		
GRADES 9-11		
Interacts comfortably with people with varying hearing abilities		
Discusses his/her hearing loss and associated feelings with family and friends		
Describes personal benefits of participation in groups to which he/she belongs		
Describes impact of hearing loss on participation in groups to which he/she belongs		