



DEAF AND HARD OF HEARING EXPANDED CORE CURRICULUM



Use of Amplification

click the drop down menu to the left of each goal > to view objectives or click: [File >> Print](#) to print the full document

GOALS:

I understand my hearing technology

Objectives:	
I can name the parts of my hearing technologies and explain how they work	I can understand advanced features of my device(s) i.e. various listening programs, microphone settings, apps, etc.
I can understand when my equipment is working or not working	I know who my audiologist is and understand their role
I can understand advanced features of my device(s) i.e. various listening programs, microphone settings, apps, etc.	I can describe what I like and dislike about my hearing equipment

I am responsible for using my hearing technology

Objectives:	
I can put on/ take off my amplification device(s) myself	I can store/ charge my assistive listening equipment independently
I wear my personal amplification device consistently	I can carry out basic troubleshooting with my hearing technology
I can change my own batteries/ charge my equipment	I know which adults to ask when my hearing technology is not working
I can turn my technology on and off	I can connect my hearing technology to various multimedia
I can clean/ maintain my personal devices	

I am responsible for advocating for my hearing technology

Objectives:	
I can ask an adult to use my hearing technology	I participate in training teachers about the accommodations and hearing technologies that I need
I can ask my teacher to mute/ unmute	I ask and show my friends how to use my hearing technology
I can remind teachers to wear the microphone optimally	I independently request the use of FM/ DM in all environments with all speakers

I can request a pass around microphone	
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I can protect my hearing

Objectives:	
I am aware that loud noises can damage my hearing.	I can take steps to protect my hearing from noise induced loss
I can explain ways to conserve and protect my hearing	

Strategies and Assessment Suggestions:

Strategies/ Resources	Evidence/ Assessment
• Collaboration with Audiologist/ PRP-AO/ Children's Hospital/ Family/ school based team • 1:1 with TDHH • Models/ diagrams • Planning Checklist for Self-Advocacy and Instructional Access • Checklist • Monitoring/ listening checklist • Pictures/ videos • Physical manipulatives ex. Candy Ear, playdough ear	• Observation • Student Advocacy & Independence Development Teacher Checklist (SAID) • Audiology Self-Advocacy Checklist Elementary/ Middle School/ High School (ASAC-E; ASAC-MS; ASAC-H) • Informal Inventory of Independence and Self-Advocacy Skills for Deaf/Hard of Hearing Students • Student Expectations for Advocacy & Monitoring Hearing Technology (SEAM)

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| <ul style="list-style-type: none"> • Tender loving sabotage • Practice • Building routines • Creating presentations/ handouts • Direct instruction and building vocabulary • Social stories • Cleaning kits • Include whole class/school in teaching and inclusion strategies • DHH representation in materials and content • DHH mentors • Fundamental Framework for Deaf and Hard of Hearing Children (Language First) | |
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