

**The Expanded Core Curriculum
For Students Who Are Deaf or Hard of Hearing**

August 2010

**Iowa Department of Education
Bureau of Student Family Support Services**

State of Iowa
Department of Education
Grimes State Office Building
400 E 14th St
Des Moines IA 50319-0146

State Board of Education
Rosie Hussey, President, Clear Lake
Charles C. Edwards, Jr., Vice President, Des Moines
Sister Jude Fitzpatrick, West Des Moines
Brian Gentry, Des Moines
Michael L. Knedler, Council Bluffs
Valorie J. Kruse, Sioux City
Ana Lopez-Dawson, Pella
Max Phillips, Woodward
LaMetta Wynn, Clinton
Corey Anderson, Student Member

Administration
Kevin W. Fangman, Acting Director and Executive Officer of the
State Board of Education
Gail M. Sullivan, Chief of Staff

Student and Family Support Services
Marty Ikeda, Bureau Chief
Marsha Gunderson, Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the *Iowa Code* sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688) Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

If you have questions or grievances related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14th St, Des Moines IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.

Forward

The concept of what has become the *Expanded Core Curriculum for Students who are Deaf or Hard of Hearing (ECC-DHH)* had its beginning in two documents for students with visual impairments: the *National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities* and *Quality Programs for Students with Visual Impairments (QPVI)*. Both documents were used in Iowa at the time I was involved in the development of the *National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students* as an Advisory Committee Member. This National Agenda brought forward goals for the nation to improve quality of educational services for students who are deaf or hard of hearing. Also during this time, an expanded core curriculum for students with visual impairments was being developed in Iowa. The concept of an expanded core curriculum for students who are deaf or hard of hearing was a topic for discussion. Wisconsin Department of Public Instruction had used the concept of an expanded core curriculum in 2002 in their *Eligibility Criteria Guidelines for Students Who Are Deaf or Hard of Hearing Evaluation Guide*. After much discussion, a draft document outlining the concept of the ECC-DHH was written by me and circulated in July 2004. At this same time, the Iowa Department of Education entered into an agreement with the developer of *QPVI* to support the adaptation and development of *QPVI* into *Quality Programs for Students Who Are Deaf or Hard of Hearing (QPDHH)*. One of the key components of *QPDHH* is the unique needs of students who are deaf or hard of hearing. All of these documents led to formalizing the unique educational needs of this population. In 2007, the Iowa Department of Education formed a workgroup to create *The Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing*. Thank you to the contributors, listed below, without whom this document would not exist.

Marsha Gunderson, Consultant
Audiology, Deaf & Hard-of-Hearing
Education Services
Iowa Department of Education

Contributors

Christine Auxier, Heartland AEA 11
LeeAnn Bradley, Iowa School for the Deaf
Valorie Caputo, Green Hills AEA
Tori Carsrud, Heartland AEA 11
Polly Fullbright, Des Moines Public Schools
Kathy Geisler, Northwest AEA

Charlotte Herrman, Iowa School for the Deaf and
Green Hills AEA
Nancy Moothart, AEA 267
Sue Schulz, Keystone AEA
Althea Weems, Great Prairie AEA

Table of Contents

Introduction	2
Audiology	9
Career Education	13
Communication	17
Family Education.....	23
Functional Skills for Educational Success	31
Self-Determination and Advocacy	35
Social-Emotional Skills	39
Technology	45
References	46

The Expanded Core Curriculum For Students Who Are Deaf or Hard of Hearing

Introduction

The purpose of the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing (ECC-DHH) is to be a resource for IFSP and IEP team members when developing educational plans for a student who is deaf or hard of hearing. This tool is designed for teachers of students who are deaf or hard of hearing and educational audiologists to address these identified areas that are either not taught or require specific and direct teaching.

The Iowa Core (www.corecurriculum.iowa.gov) identifies essential skills and concepts for all students K-12. This includes literacy, math, science, social studies and 21st century skills and is aligned with the statewide core content standards (http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=917&Itemid=1310). Students with disabilities have the same curriculum as students without disabilities; this includes all students with a hearing loss. In Iowa, children from birth up to age three years who have a hearing loss are eligible to receive special education services through an Individual Family Service Plan (IFSP). Students from 3-21 years who have a hearing loss and have a documented need for special education services are considered an 'eligible individual' who receives services according to an Individual Educational Plan (IEP).

In addition to the essential skills and concepts of the Iowa Core, students who are deaf or hard of hearing have specialized needs not covered in the general education curriculum. Hearing loss adds a dimension to learning that often requires explicit teaching, such as information gained through incidental learning. It has been estimated that for persons without hearing loss, 80% of information learned is acquired incidentally. No effort is required. Any type of hearing loss interrupts this automatic path to gain information. This incidental information must be delivered directly to students who are deaf or hard of hearing. Most teachers without specialized training related to hearing loss do not have the expertise to address the unique needs of students who are deaf or hard of hearing. Therefore, IFSP & IEP team collaboration with educational audiologists and teachers of students who are deaf or hard of hearing is necessary in addressing academic and social instruction and the assessment of these areas (Denzin & Luckner, 1998). In order to close this information gap, the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing (ECC-DHH) was developed.

The eight (8) content areas are: Audiology, Career Education, Communication, Family Education, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology. Each content area has identified skill areas and under those are targets. IFSP and IEP teams can identify and prioritize targets needing explicit instruction. Many targets can be incorporated into daily activities or goals. The intent of the ECC-DHH is to be a framework for addressing unique needs of students who are deaf or hard of hearing.

Audiology

Students are empowered when they understand their hearing loss. “The key to helping a child understand his or her deafness is to expose the child, as early as possible, to information about it” (Grunblatt & Daar, 1994, p. 112). Information to be learned includes: the anatomy of the ear; etiology of hearing loss; diagnostic tests and what they mean; interpreting audiograms; how amplification devices and cochlear implants may help in various situations; and managing the environment to improve auditory and visual information.

Amplification devices and cochlear implants provide improved access to sound; however, they do not make hearing normal like eye glasses make sight normal. Factors that limit access to auditory information include: poor environmental situations, poor room acoustics, more than one person talking at a time, inadequate lighting, etc.

The area of Audiology includes: Understanding Hearing Loss, Amplification Management, and Environmental Management.

Career Education

Students need to be provided with opportunities for career education which include academic instruction, daily living skills, community experiences, and vocational experiences. Not only does there need to be education and services while the student is involved within the school setting, but also linkages with adult support systems in the community. Some of the support systems include work-study programs, post-secondary institutions, Vocational Rehabilitation, and Social Security.

The Iowa Administrative Rules for Special Education (2010, 41.320(2)) require that each IEP addresses transition services and what these services include by stating, “*Transition services*. Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP team, and updated annually, thereafter, the IEP must include: *a*. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and *b*. The transition services, including courses of study, needed to assist the child in reaching those goals”.

A major challenge for many students who are deaf or hard of hearing is the transition from school to living, learning, and working independently (Danek & Busby, 1999). This challenge can be overcome, when transition services extend from early childhood through graduation (Luckner, 2002). Young adults are more likely to achieve their goals when they have received ongoing instruction in the area of career education. (Reichman & Jacoby, n.d.)

The area of Career Education includes: Career Exploration and Planning, Work Skills, Job Seeking Skills and Money Management.

Communication

All children, including children who are deaf or hard of hearing, have the right to an effective and efficient communication system. These communication systems include non-verbal, oral or sign systems. A solid communication base is a precursor to language development. The communication and language needs of students vary depending on factors such as: age of identification, age of amplification, etiology of hearing loss, presence or absence of additional disabilities, family dynamics, etc.

Luckner, Sebald, Cooney, & Muir (2006) found that students with a hearing loss progress through similar language stages as students without a hearing loss, but need more opportunities for direct instruction and time to practice the new skills. Instructional strategies such as rehearsal and intensified instruction have been found to support the students' development. In addition, teaching students how to gain knowledge about new vocabulary through contextual cues will provide them with the skills to learn independently (deVilliers & Pomerantz, 1992). Unfortunately, the field of deaf education does not have access to a large body of evidence-based research in which to support literacy development (Luckner, et.al., 2006). Therefore, it is important to monitor the progress of a student through all communication areas for strengths and areas of need. Progress monitoring and skill building is important to the natural use of effective communication (Robbins, Koch, Osberger, Zimmerman-Phillips, & Kishon-Rabin, 2004).

“Effective communication is an important ingredient of healthy psychological functioning” (Marschark, Lang & Albertini, 2002, p. 60). All students must have a rich language base and develop a strong communication mode that allows them to have reciprocal interactions with peers, family members and professionals. The ultimate goal is for the student with a hearing loss to become a successful and contributing member of society.

The area of Communication includes: Auditory Skills Development, ASL Development, Speech Development, Receptive Communication, and Expressive Communication.

Family Education

Families of children who are deaf and hard of hearing face many unique challenges: diagnosis and acceptance of hearing loss and a myriad of decisions concerning amplification, communication, language, and educational services. Because of their experience and the knowledge they have of their child, parents are a valued member of the educational team. Research indicates there is a strong correlation between parent involvement and academic success (Calderon, 2000).

For students who are deaf or hard of hearing and identified as an eligible child for special education services, parents are included and involved in the educational planning as a member of the IFSP or IEP team.

Families often find themselves in the role of advocate for their child early in the education process. Despite their knowledge and expertise, there may be times when a parent is in need of additional training, support and/or information. Part of the IEP team's role is to assist parents with this process. The Iowa Administrative Rules of Special Education (2010) notes that related services may include parent counseling and training. According to the National Agenda: Moving Forward on Achieving Educational Equality for Deaf and Hard of Hearing Students (2005), mutually respectful partnerships must be established between and among educators, families, and institutions in order for the child/student to be served effectively.

The area of Family Education includes: Understanding Hearing Loss, Amplification, Family and Child Interactions, Communication Strategies, Education/Transition, and Resources and Technology.

Functional Skills for Educational Success

Students who effectively use a planner to organize school assignments, learn how to take effective notes, and use reliable sources to obtain information tend to be more successful than those who don't. "Teachers need to model how to structure and organize daily activities" (Anday-Porter, 2000, p. 24). The functional skills are integrated into the general education curricula; however, students who are deaf or hard of hearing focus on the content information therefore missing out on these "how to" skills. Many general education students internalize study and organizational skills through incidental learning in the classroom. Students who are deaf or hard of hearing often need direct instruction in these skills in order to help them be successful. Some examples are supplementing the general curricula by pre-teaching vocabulary, clarifying concepts, accessing and organizing information, and expanding background knowledge (Luckner & Muir, 2001). "The crucial factor that promotes or hinders success in today's society is the ability to access, understand, and use different types of information. Our job as educators is to help students develop the appropriate attitudes, knowledge, and skills that will enable them to become proficient readers and writers" (Cooney, Good-Muir, Luckner, Sebald & Young, 2005-2006, p. 456). Students with hearing loss need to have the time and appropriate models to learn how to organize their assignments, schedules, contacts and events.

The area of Functional Skills for Educational Success includes: Concept Development, Comprehension, and Study and Organization.

Self-Determination and Advocacy

As students mature and become more independent, they begin to advocate for their needs. Each student begins to engage in self-exploration about their identity as a person with a hearing loss. This self-exploration may entail direct instruction of skills to help students find out about themselves and who they want to become.

The goal is to make students more self-aware of their unique hearing and communication needs and how to take care of those needs. Additionally, as students who are deaf or hard of hearing become active members of their community, they need to be able to advocate for

their needs in the community appropriately and effectively (e.g., requesting an interpreter for medical appointments). They need to know about Deaf Culture as well as laws that influence their rights, such as the Americans with Disabilities Act, among others.

The Individuals with Disabilities Education Improvement Act (IDEIA) considers the transition from school to adult life as a critical component of special education. “The unifying thread across transition-related legislation is an emphasis on helping the adolescent make a successful passage from the security of school to the uncertainties and challenges of adulthood” (Luckner, 2002, p. 9). Additionally, important components of the IEP for students who are deaf or hard of hearing age 14 or older are linkage/interagency responsibilities. These include identifying adult agencies that provide transition services for students after they exit school but become involved in the transition-planning process before the student leaves school.

“Students who are deaf or hard of hearing generally have received special education and related services throughout their years in school as a result of the IEP process. In contrast, students who enroll in postsecondary training programs are themselves responsible for requesting support services. Students need to identify themselves as individuals with a disability and present documentation of the disability. In addition, they will want to identify their needs and appropriate accommodations” (Luckner, 2002, p. 55).

Also, self-determination and advocacy skills help prepare the youth for the transition to the workforce. “Providing feedback after a task can begin to link cause and effect, and model the ability to evaluate one’s own work” (Hands & Voices, 2004, p. 1). Thus, in the school and home settings, it is important to facilitate suggestions for improvement on their actions so that the student can learn consequential effects. Additionally, unlike the IEP where the team members, including the participating student, identify the accommodations and modifications needed for the student’s school success, when transitioning out to the workforce or postsecondary setting, the student becomes responsible for advocating for his or her own needs (Bowe, 2003).

The area of Self Determination and Advocacy includes: Self-Determination, Community Advocacy, Community Resources and Supports, Cultural Awareness, and Using Interpreters and Transliterators.

Social-Emotional Skills

Social and emotional skills are generally learned through listening, communicating and interacting with others. Children who are deaf or hard of hearing often lack the communication ease and opportunities for social interaction important for developing a positive self concept. They also miss out on incidental social skills learning.

As a result, there can be serious gaps in the social-emotional development of children who are deaf or hard of hearing. However, when social-emotional skills are explicitly taught, students can develop self-awareness, manage their emotions, set and achieve personal goals, and

develop positive relationships. The development of these skills assists them with decision making and responsible behaviors related to school success.

Students who are deaf or hard of hearing need opportunities for building concepts and vocabulary to identify emotional states. Linguistic and cognitive skills must be fully developed in order for each student to appropriately resolve conflicts and maintain healthy relationships. “Deaf students with greater degree of hearing loss and with bi-cultural skills that help them function in both the hearing and the deaf community generally have higher self-esteem.” (Jambor and Elliot, 2005, p 63)

Greenberg and Kusche (1993) consider the following attributes as exhibitors of social and emotional competencies:

- Good communication skills
- Capacity to think independently
- Capacity for self-direction and self-control
- Understanding the feelings, motivations, needs, and so forth, of oneself and others
- Flexibility in appropriately adapting to the needs of each particular situation (which includes being able to take multiple perspectives in any situation)
- Ability to rely on and be relied upon
- Understanding and appreciating one’s own culture and its values as well the cultures and values of others
- Utilizing skilled behaviors to maintain healthy relationships with others and to obtain socially approved goals.

Luckner & Muir (2001) found several variables that contributed to the success of students in the general education classroom including good family support, student determination to succeed, and an outgoing personality. Parents of these students placed a high value on two things: communicating with their own children and receiving services from highly skilled professionals. When educators are working with students on social-emotional skills, family input and involvement could assist in furthering healthy social-emotional development. Further, involving mentors who have a similar hearing loss and background can facilitate social awareness and self-identity. “Hearing parents and other hearing adults can serve as excellent examples for young children if they can communicate effectively with them, but having deaf role models appears to be important for deaf children, even if it represents a challenge for many parents and teachers” (Marschark, Lang & Albertini, 2002, p. 60).

The area of Social-Emotional Skills includes: Self-Awareness (Personal Qualities), Self-Management, Support Networks, Personal Responsibility, Decision Making, Social Awareness, Social Interaction Including Conversation Skills, and Conflict Resolution.

Technology

“Technology changes daily. As such, so does the manner in which technology can enhance the lives of individuals who are hearing as well as individuals who are deaf or hard of hearing” (Luckner, J., 2002, p. 5). According to the Iowa Administrative Rules for Special Education (2010) an “assistive technology device” means “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of such device.” In order to fully understand how to use technology, the student needs to be taught about the various types, how to properly use, maintain and troubleshoot, and where to obtain the technology. These skills must be learned and mastered to maximize their use of technology and to gain access to all areas of their life. In order for students to master these skills, there needs to be instruction and service in the area of technology.

The type of technology an individual may need depends on their degree of hearing loss, individual needs, and the setting. Many devices are covered under the umbrella of technology, including computers, text messaging/instant messaging, alerting devices (vibrating alarm clock, doorbell lights, etc.), closed captioning, video relay services, etc. Technology is always changing and improving. It is important to maintain a partnership with different agencies/ resources that are able to provide the most up-to-date information on the latest technology available. Some possible resources are Area Education Agencies, Office of Deaf Services, Iowa School for the Deaf, Described and Captioned Media Program, and Telecommunications Access Iowa.

The area of Technology includes: Skills Necessary to Access Technology.

Location

This document is located on the Iowa Department of Education website:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=584&Itemid=1608 .

The following nine documents comprise the ECC-DHH and accompanying resources:

- 1 of 9 ECC-DHH August 2010
- 2 of 9 ECC-DHH and the Iowa Core Alignment
- 3 of 9 ECC-DHH Directions for the IFSP
- 4 of 9 ECC-DHH Directions for the IEP
- 5 of 9 ECC-DHH Checklist
- 6 of 9 ECC-DHH Needs Assessment
- 7 of 9 ECC-DHH Worksheet
- 8 of 9 ECC-DHH Assessments
- 9 of 9 ECC-DHH Assessment Matrix

Audiology

In this rubric, typically, “Early” will begin in the preschool years, “Emerging” in the elementary years, “Intermediate” during late elementary and middle school, while “Advanced” is completed by the end of high school. These are only guidelines. Each child is unique and will progress at his/her own rate. Targets may be adjusted and selected as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally. See the ECC-DHH Assessment document for suggestions.

Skill Area	Early	Emerging	Intermediate	Advanced
Understanding Hearing Loss	<ul style="list-style-type: none"> • Recognizes that he/she has a hearing loss • Indicates “better” ear, if applicable • Aware of needs related to hearing loss (e.g., must listen, look to speaker, must be seated strategically, etc.) • Can identify an audiogram 	<ul style="list-style-type: none"> • Aware that he/she is not the only person who has a hearing loss • Aware that loud environmental sounds may damage one’s hearing • Identifies the three parts of the ear (outer, middle, and inner) • Identifies types of hearing loss (conductive, sensorineural, mixed) • Able to explain cause of his/her hearing loss • Identifies age of onset and age of identification • Aware of basic terms related to hearing loss • Understands markings on an audiogram • Refers to self as deaf or hard of hearing • Aware if his/her hearing loss is stable or progressive 	<ul style="list-style-type: none"> • Identifies parts and functions of the ear • Explains the types of hearing loss • Identifies his/her type and degree of hearing loss • Explains aided and unaided hearing loss • Understands speech reception threshold scores shown on an audiogram • Talks comfortably about his/her hearing loss with peers/others • Understands that feelings about hearing loss may impact self concept • Accepts his/her hearing loss and knows it may/may not go away • Aware of the myths and misconceptions about hard-of-hearing and deaf individuals • Knows that hard of hard- 	<ul style="list-style-type: none"> • Can explain own hearing loss type, degree and etiology • Demonstrates knowledge of hearing test and audiogram • Recognizes that people may respond to him/her differently due to hearing loss • Indicates what they hear and understand in varying environments • Makes and keeps appointments with ENT, audiologist, physician, etc. • Reads biographies of successful hard-of-hearing and deaf individuals • Understands that problems are involved in adjusting to life’s experiences whether or not a person has a hearing loss • Talks to younger deaf and hard-of- hearing students

		<ul style="list-style-type: none"> • Aware of the fact that hard-of-hearing and deaf and hearing people are similar in almost every way • Explains to teachers and peers difficulties associated with hearing loss • Aware of ways to protect and conserve hearing 	<ul style="list-style-type: none"> • of-hearing and deaf people are capable of major accomplishments • Understands importance of protecting hearing • Knows that loud sounds are hazardous to hearing 	<ul style="list-style-type: none"> • about ways of adjusting to hearing loss • Uses products related to hearing protection and conservation
Amplification Management	<ul style="list-style-type: none"> • Understands how amplification devices help • Accepts and utilizes amplification devices, as directed by adult • Inserts/removes earmolds appropriately • Puts on/takes off amplification device • Asks adult for help with amplification devices 	<ul style="list-style-type: none"> • Indicates when amplification devices are not working • Stores amplification devices correctly when not in use • Charges batteries as needed • Cleans and cares for earmolds • Knows how to turn on/off amplification device • Understands that amplification devices are expensive and valuable • Wears amplification devices consistently • Explains when and why amplification devices are or are not needed • Ensures speaker is utilizing FM or infrared microphone appropriately • Keeps amplification devices in good working order • Knows size of batteries and keeps supply at school • Manages all controls properly (on/off, programs, 	<ul style="list-style-type: none"> • Uses amplification devices switches and controls appropriately in various listening situations • Monitors and maintains own equipment on a daily basis • Knows products available to protect hearing aids from moisture • Troubleshoots amplification devices consistently by solving minor problems • Requests help with monitoring amplification devices when necessary • Understands advantages of wearing amplification devices in the classroom • Knows approximate cost of amplification devices • Knows size and cost of batteries and where to get them • Describes amplification devices used by hard of hearing and deaf people 	<ul style="list-style-type: none"> • Requests appropriate amplification accommodations • Adapts to situations where the use of amplification devices are not possible (e.g., swimming class) • Refines troubleshooting skills related to problems with amplification devices • Describes how amplification devices work • Knows amplification options in varying academic /community situations (e.g., personal and assistive listening devices) • Knows how to use amplification device in conjunction with assistive listening devices • Seeks advice/assistance in managing amplification • Knows where and when to have hearing and amplification devices re-evaluated • Schedules routine

		<p>t-coil)</p> <ul style="list-style-type: none"> • Begins to troubleshoot when amplification devices are not working • Indicates when auditory stimulus is not loud enough • Indicates when background noise interferes with audition • Requests help with amplification devices when necessary • Names main parts of amplification devices and their purpose 	<p>(hearing aids, cochlear implants, assistive listening devices)</p> <ul style="list-style-type: none"> • Explains how FM or infrared microphone works 	<p>evaluations with audiologist to monitor hearing loss and to maintain/update amplification devices</p> <ul style="list-style-type: none"> • States how he/she can keep updated on devices to assist with hearing loss • States consequences of use/non-use of amplification devices • Knows how to obtain financial assistance for getting amplification devices, if necessary • Understands the cost of purchasing and maintaining amplification devices, plus warranty and service plans • Keeps self updated on new amplification technology • Knows difference between audiologist, hearing aid dispenser and hearing aid dealer
<p>Environmental Management</p>	<ul style="list-style-type: none"> • Seats self preferentially with adult assistance (e.g., clear view visually, near speaker, and away from distracting noise) • Attempts to locate source of sounds (e.g., announcements) 	<ul style="list-style-type: none"> • Recognizes when he/she doesn't hear or understand • Uses I-statements with adult assistance (e.g., "I need you to look at me when you talk") • Understands the value in clarifying auditory information • Independently seats self preferentially (e.g., clear view visually and near speaker) 	<ul style="list-style-type: none"> • Requests written reinforcement of instruction/transcript or captioning for media, if needed • Makes adaptations needed to maximize listening and communication in community situations (e.g., vehicles, movies, restaurants and malls) • Names and explains 	<ul style="list-style-type: none"> • Maintains adaptive skills to maximize listening and communication • Identifies accommodations and/or support services needed to succeed in post-secondary setting • Demonstrates effective communication strategies during interview and on the job • Continues use of

		<ul style="list-style-type: none"> • Restates auditory information consistently • Attends to speaker visually/auditorily (e.g., body language, speech reading, and wait time) • Independently tells speaker when he/she doesn't understand • Avoids bluffing when he/she doesn't hear or understand • Aware of how physical environment of classroom can affect communication (e.g., carpeting, acoustical tile, and lighting) • Scans environment for useful cues • Tells speaker what he/she needs to do to maximize communication (e.g., speak louder, slower, and 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 self when seated too far away from speaker • Aware that his/her hearing loss affects receptive and expressive communication 	<p>factors in the physical environment of the classroom that can affect communication (e.g., reverberation)</p> <ul style="list-style-type: none"> • Independently requests the need for preferential seating • Uses I-statements independently • Explains speechreading and signal-to-noise ratio • Names situations which make it hard to speechread and listen in classroom • Demonstrates troubleshooting communication skills 	<p>troubleshooting strategies for communication difficulties (e.g., environment, speaker, and listener)</p>
--	--	---	---	---

Career Education

In this rubric, typically, “Early” will begin in the preschool years, “Emerging” is early elementary years, “Intermediate” is late elementary and middle school, while “Advanced” is completed by the end of high school. Targets may be adjusted and selected as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally. See the ECC-DHH Assessment document for suggestions.

Skill Area	Early	Emerging	Intermediate	Advanced
Career Exploration and Planning	<ul style="list-style-type: none"> • Identifies family members and their roles • Recognizes full name, address and phone number • Complies with an adult request • Follows simple directions • Identifies supplies needed to complete a classroom task/job • Completes a simple task (e.g., puzzle, coloring) • Participates in occupation-based play (e.g. plays school) • Performs different jobs/roles within the classroom (e.g. paper passer, milk count) • Identifies roles and responsibilities of others in the school and community 	<ul style="list-style-type: none"> • Writes full name, address and phone number • Writes parents’/guardians’ full name, place of employment, email address (if available) and phone number • Follows 2-3 step directions • Completes a task directed by an adult (e.g., math assignment, worksheet) • Organizes/maintains materials needed to complete classroom tasks/jobs • Keeps designated area (e.g., locker, desk) organized • Locates materials needed to complete a classroom task/job and returns them after use • Describes characteristics of a good student/worker • Identifies and describe different types of work • Understands that children grow up to have occupations 	<ul style="list-style-type: none"> • Follows multiple directions for multiple tasks • Completes a complex task (e.g., project, essay, book reports) • Identifies and applies the characteristics and skills needed to be an effective student including practice and effort • Describes skills and working environments for a variety of occupations • Describes how attitude impacts school performance • Begins transition planning process • Completes basic interest inventories and identifies possible future careers • Identifies education and training requirements for various occupations • Groups occupations based on interests, skills, abilities, work activities, 	<ul style="list-style-type: none"> • Identifies skills, education and training needed for careers of interest using a variety of resources • Analyzes careers of interest for wages, employment possibilities, values, etc. • Analyzes career options that best fit with education, aptitudes, skills, and interests • Participates in activities related to career interests such as job shadowing, part time job and work experience to assist with determining interests and compatibility • Examines career stereotypes • Makes adjustments in school course selection to prepare for specific career/vocational area • Identifies viable post secondary options/resources (e.g., college, apprenticeship programs, Voc Rehab, Social

		<p>outside the home.</p> <ul style="list-style-type: none"> • Understands the relationship of school to work • Identifies occupations of characters in books, movies, television shows and print media (e.g., newspapers, magazines) 	<p>characteristics and work environments</p> <ul style="list-style-type: none"> • Identifies and uses resources in the family, school and community to gather career information • Develops a list of skills needed to succeed in any career 	<p>Security, Waivers)</p> <ul style="list-style-type: none"> • Completes post secondary assessments (e.g., SAT, ACT, COMPASS, PSAT, Vocational Rehabilitation) • Develops a transition plan that includes steps leading to graduation and post secondary goal including needed accommodations and supports (e.g., interpreters, note-takers, tutors, peer support group, counseling) and financial arrangements • Understands ADA and other legal issues related to career of choice and post secondary training options/institutions
<p>Work Skills</p>	<ul style="list-style-type: none"> • Participates in group activities • Performs basic classroom jobs • Follows simple directions • Complies with an adult request 	<ul style="list-style-type: none"> • Works collaboratively in small group setting • Follows multi-step directions • Independently begins and completes classroom jobs • Understands the rewards of work • Participates in group decision making process. 	<ul style="list-style-type: none"> • Begins to multi-task • Identifies work habits needed to succeed in high school • Develops system to organize and maintain materials needed for a job/task • Sets and meets self-directed standards of performance • Follows a school/extra-curricular schedule • Pays attention to details • Makes and keeps school and work related appointments 	<ul style="list-style-type: none"> • Works well with others (e.g., understands social interaction conventions and carrying own “load”) • Successfully multi-tasks • Identifies own work habits and skills and their potential impact on academic and career success • Breaks down long term assignments/multiple step tasks into manageable chunks, steps, or activities • Obtains and maintains resources needed to prepare for and succeed in post-secondary settings (e.g., college, training program,

				<p>work)</p> <ul style="list-style-type: none"> • Understands relationship between high school work and work/post secondary training • Demonstrates ability to identify a problem, identify possible solutions, and devises plan to resolve the problem. • Asks questions and seeks additional help when needed and/or when demands become increasingly more difficult • Makes adjustments in school performance to prepare to achieve career goal (e.g., stronger study skills, higher academic achievement, meeting timelines, etc) • Understands the importance of work and the individual's role in the workplace • Follows rules of the workplace • Understands the importance of work attendance and punctuality
Job Seeking Skills		<ul style="list-style-type: none"> • Demonstrates ability to set and achieve goals 	<ul style="list-style-type: none"> • Demonstrates skills necessary for identifying and seeking possible job openings • Demonstrates skills necessary for job (e.g., reading, writing, math, science) 	<ul style="list-style-type: none"> • Awareness of self-presentation when applying and/or interviewing for a job • Completes job applications, resumes and cover letters • Completes application for post secondary institution, if

			<ul style="list-style-type: none"> • Knowledge of typical requirements for applying for a job 	<p>needed</p> <ul style="list-style-type: none"> • Completes school related forms, obtaining any unknown, but needed related information (e.g., mother's maiden name) • Practices and demonstrates effective communication skills for interviewing and asking for assistance/accommodations
Money Management	<ul style="list-style-type: none"> • Knows that money is used to buy things • Distinguishes between appropriate spending choices • Identifies the value of coins and currency 	<ul style="list-style-type: none"> • Knows and describes the purpose of banks, bank accounts, and saving money • Sets spending goals based on wants and needs • Saves money and understands reason for saving • Develops an awareness that each person has a financial identity 	<ul style="list-style-type: none"> • Identifies the concept of debt and an individual's responsibility for debt • Recognizes common risks to one's financial identity and demonstrates the ability to protect that identity 	<ul style="list-style-type: none"> • Practices basic banking skills e.g., depositing money, applying for savings and checking accounts • Explains bank statements, fees and procedures • Describes relationships between cash, checks, debit cards and credit card • Develops a monthly budget using typical income and expenditures

Communication

In the rubric below, “Early” begins at identification and may correlate more with ‘hearing age’ than chronological age. The targets are listed according to a hierarchy of development. Students, including those identified later, may have gaps requiring targets in earlier stages to be addressed. Targets may be adjusted and selected as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally. See the ECC-DHH Assessment document for suggestions.

Skill Area	Early	Emerging	Intermediate	Advanced
Auditory Skills Development	<p style="text-align: center;">(Detection)</p> <ul style="list-style-type: none"> • Uses body language to indicate when something is heard (turn head, widening eyes, stops action, quiets, facial changes) • Shows awareness of loud environmental sounds (turns to sound source, alerts or quiets in response to loud sound) • Shows awareness of soft environmental sounds (microwave bell, clock ticking) • Shows awareness of voices, spoke at typical loudness levels • Detects the Ling Six Sounds • Detects the speaker’s voice when background noise is present • Searches to find out where a sound is coming from 	<p style="text-align: center;">(Discrimination)</p> <ul style="list-style-type: none"> • Discriminates the voice of a speaker talking and sounds in his/her environment • Discriminates different types of environmental sounds (dog barking versus a phone ringing) • Hears difference between fast versus slow speech • Hears difference between high versus high pitch • Discriminates a speaker using a whispering voice versus conversational level • Discriminates singing versus conversation • Discriminates family members’ voices • Discriminates minimal pair words • Discriminates similar sounding phrases and sentences 	<p style="text-align: center;">(Identification)</p> <ul style="list-style-type: none"> • Hears his/her name when called • Identifies an item with an associated sound (train goes choo choo) • Hears difference between long and short, one-syllable words versus two-syllable words • Understand if the speaker is happy, angry, or surprised by the change in their vocal tones • Identify commonly used words • Identify the Ling Sounds • Identify familiar songs 	<p style="text-align: center;">(Comprehension)</p> <ul style="list-style-type: none"> • Follow one-step directions • Follow two-step directions • Follow three-step directions • Has an auditory memory for phrases and sentences • Sequences a story with: 3 events, 4 events, and more than 4 events • Understands the question forms: what, where, who, why, when • Understands and responds appropriately to concepts in phrases and sentences • Understands the use of negatives in phrases and sentences • Understands frequently heard phrases/sentences • Acquires information incidentally through audition alone

				<ul style="list-style-type: none"> • Understands most of what is said through audition alone • Recognizes there has been a breakdown in communication and implements repair strategies to improve the listening environment.
Listening in Background Noise <i>(also covered in Auditory: Environmental Management)</i>	<ul style="list-style-type: none"> • Listens to speech sounds in a variety of situations with added background noise & is able to respond appropriately 	<ul style="list-style-type: none"> • Listens to words in a variety of situations with added background noise & is able to respond appropriately 	<ul style="list-style-type: none"> • Listens to phrases in a variety of situations with added background noise & is able to respond appropriately 	<ul style="list-style-type: none"> • Listens to an entire message in all situations with added background noise & responds appropriately
Listening Skills <i>(also covered in Auditory: Environmental Management)</i>	<ul style="list-style-type: none"> • Attends to speaker • Follows directions 	<ul style="list-style-type: none"> • Uses amplification appropriately • Provides appropriate feedback to the message 	<ul style="list-style-type: none"> • Identifies when there is a communication breakdown • Uses repair strategies 	<ul style="list-style-type: none"> • Manages the environment
Identifying Aspects of Good Listening Situations <i>(also covered in Auditory: Environmental Management)</i>		<ul style="list-style-type: none"> • Recognizes good/bad listening situations 	<ul style="list-style-type: none"> • Identifies good listening characteristics (lighting, noise level, preferential seating) 	<ul style="list-style-type: none"> • Implements repair strategies to improve the listening environment
ASL Development	<ul style="list-style-type: none"> • Uses ASL Babbling - not true sign • Uses one word signs – not always formed correctly (e.g., uses ‘1’ for Mommy instead of ‘5’) • Uses one word signs which may include pointing • Uses signs reflecting simple hand shapes (“c” “o”) 	<ul style="list-style-type: none"> • Uses single signs which expand to two • Expands to two or three signs plus sign or facial expression • Uses sign order to show semantic relations (e.g., mommy work) • Begins to use classifiers to show objects (e.g., cup) • Demonstrates negations with headshake or “no” sign 	<ul style="list-style-type: none"> • Uses simple sentence construction • Uses classifiers to show movement of objects (e.g., “cup” moving away from body) • Modifies verbs to show manner or temporal aspects by changing the movement of the signs or facial expressions (e.g., “walk” with fast hand movements – quickly walking) 	<ul style="list-style-type: none"> • Expands complex sentence structures marked with topic continuation, relative clauses and conditional sentences • Uses noun and verb sign modifications showing spatial relations of objects • Uses wh-questions including “when” and bracketing • Uses verb agreement with nouns for abstract spatial

		<ul style="list-style-type: none"> • Distinguishes yes/no questions with facial expressions • Distinguishes wh-questions with facial expressions along with signs • Continues to use simple handshapes and attempts complex signs but substitutes simpler handshapes (e.g., water with 5 handshape) • Combines three or four signs, including indexing and facial expressions 	<ul style="list-style-type: none"> • Shows negation by adding handshake to non-negation sign or sentence • Signs “why” and “who” with facial expressions • All deictic pronouns (e.g., this book, that person, those shoes) used correctly • Uses more complex handshapes correctly (e.g., 3 in bug, x like apple) • Begins to use complex sentence construction including topicalization (e.g., “ball” with one hand, sign with other hand) • Shows verb agreement with nouns • Expands verb sign modifications to show number amounts • Begins noun sign modification to show intensity, size, shape and quality of objects with movement and facial expressions • Uses wh-questions including “for-for” “how” and “which” • Consistently uses complex handshapes, including fingerspelling and alternating hands 	<p>location</p> <ul style="list-style-type: none"> • Uses complex verbs of motion • Uses more descriptive language enriched with more advanced features
Speech Development	<ul style="list-style-type: none"> • Babbling • Begins producing Vowel 	<ul style="list-style-type: none"> • Produces /p/, /b/, /m/, /h/, /w/ 	<ul style="list-style-type: none"> • Produces /f/, /y/ • Produces /r/, /l/ 	<ul style="list-style-type: none"> • Produces voiceless /th/ • Produces voiced /th/

	sounds	<ul style="list-style-type: none"> • Produces /n/, /g/, /ng/ • Produces /k/, /d/, /t/ • Uses vowel (V)/consonant (C) combinations from sounds above 	<ul style="list-style-type: none"> • Produces /s/ • Produces /ch/, /sh/ • Produces /z/ • Produces /j/ • Produces /v/ • Uses CVC combinations from sounds above 	<ul style="list-style-type: none"> • Produces (zh) • Use of CVC combinations from all sounds
Receptive Communication	<ul style="list-style-type: none"> • Watches the speaker's face • Aware of non-verbal cues • Responds appropriately to non-verbal communication • Aware of cause/effect in their environment • Responds to speaker's voice by smiling or making sounds or turning toward the speaker • Responds to the speaker using meaningful gestures (turning head, pointing or grabbing) • Takes turns within interactions • Recognizes names of common objects or people • Understands simple requests • Follows simple directions • Responds to others' emotions appropriately • Identifies objects that are named • Matches familiar objects 	<ul style="list-style-type: none"> • Distinguishes between pronouns, prepositions, and adjectives • Remembers story order • Understands number or quantity concept. • Identifies cause/effect within scenarios • Follows more complex directions • Answers who, what, where, when and yes/no questions • Takes turns within conversations • Understands the difference between fact/opinion 	<ul style="list-style-type: none"> • Answers if-what, how, or why questions • Differentiates singular and plural in commands • Understands the elements of a story (e.g., beginning, middle, end, characters) • Sequences pictures or events from a story • Understands opposites • Demonstrates cause/effect as appropriate • Identifies a fact or opinion 	<ul style="list-style-type: none"> • Sequences directions given in any situation • Follows multi-step, complex directions • Understands jokes, riddles and idioms • Makes inferences • Writes a story with all the elements (e.g., beginning, middle, end, characters) • Describes facts and opinions as appropriate

<p style="text-align: center;">Expressive Communication</p>	<ul style="list-style-type: none"> • Produces vocalizations and sounds • Uses non-verbal communication appropriately • Sounds begin to take shape into words • Imitates syllables, pitch, and intonation • Uses single words • Combines two-words into one (allgone) • Uses jargon mixed with some true words • Uses mainly nouns with a few adjectives • Consistently uses “no” • Begins asking what, where and who questions • Uses 2-3 pronouns (you, I, it) • Uses nouns and some verbs plus some adjectives • Uses place terms (here, outside) • Uses simple negation (no) • Use 50-100 words 	<ul style="list-style-type: none"> • Combines words in any order • Combines 2 words in a meaningful order • Refers to self as “I”, “me” • Combines 2-3 words in a sentence • Uses prepositions “in” and “on” • Uses some pronouns (this, that, these, those) • Uses some personal pronouns (me, mine, you, your, yours) • Uses some articles (a, the) • Uses plurals • Uses negative terms (no, not, can’t, don’t) • Uses wh-questions (where, what doing) • Uses present progressive (-ing) • Uses catenative verb forms (gonna, wanna, hafta) • Uses yes/no questions • Describes the function and name of an object 	<ul style="list-style-type: none"> • Uses adjectives after articles and other modifiers (some, other, more, one) • Uses more prepositions (with, of, to, for) • Consistently uses plural and possessive morphemes (cats, John’s) • Uses irregular past verb forms (came, went) • Uses more personal pronouns (he, him, she, we, our) • Uses auxiliaries with main verb in positive, declarative sentences • Uses yes/no questions with subject-verb • Uses wh-questions with auxiliary verbs at the end (Where the bus is) • Uses more mature pronouns (another, something) • Uses irregular verb forms (am, was, are) • Uses regular past tense (-ed) • Uses different forms of “be” • Uses third-person singular • Uses present tense modals (can, may, will) • Uses forms of “do” 	<ul style="list-style-type: none"> • Uses a variety of sentence structures and mature language • Uses idioms, riddles, and jokes • Uses derivative endings (-er, -ist) • Uses comparative forms of adjectives • Uses past tense modal forms (could, would) • Uses reflexive pronouns (myself, yourself) • Uses wh-questions with subject-verb inversion • Differentiates tenses • Uses the passive rule (The file was put away by the teacher.) • Uses interrogative and declarative statements • Uses complex verb forms (tense+modal+have+en+be+ing+verb)
--	---	---	---	--

			<ul style="list-style-type: none">• Consistently uses contractions• Separates verb from adverb or participle (He took it off)• Uses “do” in forming yes/no questions• Uses negatives formed with a copular “be”	
--	--	--	--	--

Family Education

In the rubric below, “Early” begins for the family when the child is identified with a hearing loss. Typically, “Emerging” occurs when the child is in late elementary years, “Intermediate” in middle school, and “Advanced” in high school. Specific targets are listed for each skill area according to a general hierarchy. Most children who are deaf or hard of hearing are now identified at birth. It is suggested to begin in the ‘Early’ column for all newly identified children. You will note that some items are in more than one column indicating the possible need for revisiting this target as the children age. Targets may be adjusted and selected as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally. See the ECC-DHH Assessment document for suggestions.

Skill Area	Early	Emerging	Intermediate	Advanced
Understanding Hearing Loss	<ul style="list-style-type: none"> • Parent recognizes that their child has a hearing loss • Parent knows that grief is a process • Parent understands basic anatomy of the ear and the function of the parts • Parent knows types of hearing loss (conductive, sensorineural, mixed) • Parent knows cause of child’s hearing loss and age of onset and how it affects services • Parent understands basic information found on an audiogram • Parent can describe aided and unaided hearing loss • Parent understands the effect of hearing loss on living and learning 	<ul style="list-style-type: none"> • Parent knows cause of child’s hearing loss and age of onset and how it affects services • Parent understands basic information found on an audiogram • Parent and student can describe aided and unaided hearing loss • Parent understands the effect of hearing loss on living and learning • Parent and student are aware of the myths and misconceptions about individuals who are deaf or hard of hearing 	<ul style="list-style-type: none"> • Parent understands basic information found on an audiogram • Parent and student can describe aided and unaided hearing loss • Parent understands the effect of hearing loss on living and learning • Parent and student are aware of the myths and misconceptions about individuals who are deaf or hard of hearing 	<ul style="list-style-type: none"> • Parent understands basic information found on an audiogram • Student can describe aided and unaided hearing loss • Parent understands the effect of hearing loss on living and learning • Student is aware of the myths and misconceptions about individuals who are deaf or hard of hearing

	<ul style="list-style-type: none"> • Parent is aware of the myths and misconceptions about individuals who are deaf or hard of hearing 			
Amplification	<ul style="list-style-type: none"> • Parent understands various amplification devices available (hearing aids, cochlear implant, frequency modulated system, etc) • Parent understands the benefits/limitations of amplification device(s) • Parent names the main parts and function of the amplification device • Parent demonstrates knowledge of acclimating their child to amplification • Parent puts on /takes off amplification equipment appropriately (earmolds, CI processor) • Parent stores hearing aids/CI correctly when not in use • Parent checks batteries in device with battery tester and changes as needed • Parent cleans ear mold(s) and knows importance of cleaning them regularly • Parent knows how to manage all controls of amplification device properly • Parent performs daily 	<ul style="list-style-type: none"> • Parent understands various amplification devices available (hearing aids, cochlear implant, frequency modulated system, etc) • Parent understands the benefits/limitations of amplification device(s) • Parent and student names the main parts and function of the amplification device • Parent and student puts on /takes off amplification equipment appropriately (earmolds, CI processor) • Parent and student stores hearing aids/CI correctly when not in use • Parent and student check batteries in device with battery tester and changes as needed • Parent and student cleans ear mold(s) and knows importance of cleaning them regularly • Student knows how to manage all controls of amplification device properly • Parent and student perform daily listening 	<ul style="list-style-type: none"> • Student understands various amplification devices available (hearing aids, cochlear implant, frequency modulated system, etc) • Student understands the benefits/limitations of amplification device(s) • Student names the main parts and function of the amplification device • Student puts on /takes off amplification equipment appropriately (earmolds, CI processor) • Student stores hearing aids/CI correctly when not in use • Student checks batteries in device with battery tester and changes as needed • Student cleans ear mold(s) and knows importance of cleaning them regularly • Student knows how to manage all controls of amplification device properly • Parent and student perform daily listening check 	<ul style="list-style-type: none"> • Student understands various amplification devices available (hearing aids, cochlear implant, frequency modulated system, etc) • Student understands the benefits/limitations of amplification device(s) • Student names the main parts and function of the amplification device • Student puts on /takes off amplification equipment appropriately (earmolds, CI processor) • Student stores hearing aids/CI correctly when not in use • Student checks batteries in device with battery tester and changes as needed • Student cleans ear mold(s) and knows importance of cleaning them regularly • Student knows how to manage all controls of amplification device properly • Student troubleshoots when amplification is not working

	<p>listening check</p> <ul style="list-style-type: none"> • Parent troubleshoots when amplification is not working • Parent knows who to contact when amplification is not functioning properly • Parent knows importance of appropriately fitting ear mold • Parent knows importance of regularly scheduled booth testing and follow up appointments 	<p>check</p> <ul style="list-style-type: none"> • Parent and student troubleshoot when amplification is not working • Parent and student know who to contact when amplification is not functioning properly • Parent and student know importance of appropriately fitting ear mold • Parent knows importance of regularly scheduled booth testing and follow up appointments 	<ul style="list-style-type: none"> • Parent and student troubleshoot when amplification is not working • Parent and student know who to contact when amplification is not functioning properly • Parent and student know importance of appropriately fitting ear mold • Parent and student know importance of regularly scheduled booth testing and follow up appointments 	<ul style="list-style-type: none"> • Student knows who to contact when amplification is not functioning properly • Student knows importance of appropriately fitting ear mold • Student knows importance of regularly scheduled booth testing and follow up appointments
<p>Family and Child Interactions</p>	<ul style="list-style-type: none"> • Parent is aware of parent behaviors and infant characteristics that lead to positive parent-infant relationship • Parent helps siblings understand hearing loss and its effect on the family • Parent includes and enlists extended family and friends in early intervention, education, and support. • Parent is aware of community support (Child care, church, financial) • Parent has high expectations for their child to increase success and motivation 	<ul style="list-style-type: none"> • Parent has high expectations for their child to increase success and motivation • Parent helps siblings understand hearing loss and its effect on the family • Parent applies consistent, equitable rules and/or limits for the child as compared to hearing sibling(s) • Parent is aware of community support (Child care, church, financial) • Parent understands the need to meet other children and adults who are deaf or hard of hearing 	<ul style="list-style-type: none"> • Parent has high and realistic expectations for their child to increase success and motivation • Student has high and realistic expectations and goals • Parent helps siblings understand hearing loss and its effect on the family • Parent applies consistent, equitable rules and/or limits for the child as compared to hearing sibling(s) • Parent is aware of community support (Child care, church, financial) • Parent and student 	<ul style="list-style-type: none"> • Parent has high and realistic expectations for their child to increase success and motivation • Student has high and realistic expectations and goals • Parent helps siblings understand hearing loss and its effect on the family • Parent applies consistent, equitable rules and/or limits for the child as compared to hearing sibling(s) • Student understands the need for self-advocacy • Student understands the need to meet other children

	<ul style="list-style-type: none"> • Parent applies consistent, equitable rules and/or limits for the child as compared to hearing sibling(s) • Parent understands the need to meet other children and adults who are deaf or hard of hearing • Parent promotes child's self-awareness and identity. • Parent understands etiquette in Deaf culture • Parent understand the need for child to self-advocate 	<ul style="list-style-type: none"> • Parent understands etiquette in Deaf culture • Parent and student understand the need for student to self-advocate 	<p>understand the need for student to self-advocate</p> <ul style="list-style-type: none"> • Parent understands the need to meet other children and adults who are deaf or hard of hearing • Parent understands etiquette in Deaf culture 	<p>and adults who are deaf or hard of hearing</p> <ul style="list-style-type: none"> • Student understands etiquette in Deaf culture
<p>Communication Strategies</p>	<ul style="list-style-type: none"> • Parent understands communication and language development depend on the support and involvement of the family • Parent knows that prelinguistic communication is expressed through motor movements, facial expressions, vocalizations, and social interactions. • Parent becomes an observer of child's listening and communication behaviors to support communication development • Parent is familiar with the features of communication such as proximity, turn-taking, following the child's 	<ul style="list-style-type: none"> • Parent understands communication and language development depend on the support and involvement of the family • Parent becomes an observer of child's listening and communication behaviors to support communication development • Parent is knowledgeable about various communication modes and educational settings in order to make informed decisions about effective communication and if a change is warranted • Parent and student consistently use modality of choice 	<ul style="list-style-type: none"> • Parent and student consistently use modality of choice • Parent and student understand that communication modality may change according to child's needs/preferences • Parent and student understand the need for academic environments with opportunities for direct interactions with peers and adults • Parent and student understand the need for extra-curricular and social environments which allow direct communication in the student's modality • Parent and student understand the need for 	<ul style="list-style-type: none"> • Parent and student consistently use modality of choice • Parent and student understand that communication modality may change according to child's needs/preferences • Parent and student understand the need for academic environments with opportunities for direct interactions with peers and adults • Parent and student understand the need for extra-curricular and social environments which allow direct communication in the student's modality • Parent and student understand the need for

	<p>lead</p> <ul style="list-style-type: none"> • Parent understands that play is work and necessary for learning • Parent knows various communication modes and how to determine which are successful in order to make decisions about what mode(s) to use with to best support communication development • Parent consistently uses child's mode(s) of communication • Parent understands that children with hearing loss need a language rich environment • Parent understands the need to read to the child in their communication modality • Parent understands the need for explicit teaching of vocabulary and concepts that other children overhear • Parent identifies difficult listening situations and attempts to manage the listening environment • Parent is aware of ways to protect and conserve hearing. • Parent understands that communication modality may change according to child's needs/preferences 	<ul style="list-style-type: none"> • Parent and student understand that communication modality may change according to child's needs/preferences • Parent understands that children with hearing loss need a language rich environment • Parent understands the need to read to the child in their communication modality • Parent and student understand the need for explicit teaching of vocabulary and concepts • Parent and student understand the need for academic environments with opportunities for direct interactions with peers and adults • Parent and student identify difficult listening situations and attempts to manage the listening environment • Parent and student are aware of ways to protect and conserve hearing 	<p>explicit teaching of vocabulary and concepts</p> <ul style="list-style-type: none"> • Student identifies difficult listening situations and attempts to manage the listening environment • Parent and student are aware of ways to protect and conserve hearing 	<p>explicit teaching of vocabulary and concepts</p> <ul style="list-style-type: none"> • Student identifies difficult listening situations and attempts to manage the listening environment • Student is aware of ways to protect and conserve hearing
--	---	---	--	--

<p>Education/Transition</p>	<ul style="list-style-type: none"> • Parent is aware of all Early ACCESS services available for children birth to age 3 • Parent develops rapport with professionals working with the child • Parent is aware of developmental milestones and their child's current level • Parent develop a system for keeping their child's records • Parent knows how to access services for the child with disabilities in addition to hearing loss • Parent is familiar with rights and laws (ADA, IDEIA, 504, etc.) • Parent understands the IFSP process and participates as a member of the team • Parent observes and describes child's current language and communication levels needed for the development of an education plan • Parent recognizes and explains the accommodations their child needs in various environments • Parent is beginning to 	<ul style="list-style-type: none"> • Parent and student develop rapport with professionals • Parent knows how to access services for the child with disabilities in addition to hearing loss • Parent is familiar with rights and laws (ADA, IDEIA, 504, etc.) • Parent is familiar with their parental rights (IEP procedural safeguards, transfer of rights at age of majority) • Parent and student understand the IEP process and participate as members of the team • Parent observes and describes child's current language, communication levels and academic skills needed for the development of an education plan • Parent recognizes and explains the accommodations their child needs in various environments • Parent understands the appropriate process to request reasonable accommodations for their child • Parent and student understand what to look 	<ul style="list-style-type: none"> • Parent and student develop rapport with professionals • Parent knows how to access services for the child with disabilities in addition to hearing loss • Parent and student are familiar with rights and laws (ADA, IDEIA, 504, etc.) • Parent is familiar with their parental rights (IEP procedural safeguards, transfer of rights at age of majority) • Parent and student understand the IEP process and participate as members of the team. • Parent and student describe current communication needs and academic levels needed for the development of an education plan • Parent and student recognize and explain the accommodations needed in various environments • Parent understands the appropriate process to request reasonable accommodations for their child • Parent and student understand what to look for in academic programs 	<ul style="list-style-type: none"> • Parent and student are knowledgeable about post-secondary options and accommodations offered in order to make informed decisions • Parent and student develop rapport with professionals • Parent and student know how to access services for the child with disabilities in addition to hearing loss • Student is familiar with rights and laws (ADA, IDEIA, 504, etc.) • Parent knows their parental rights (IEP procedural safeguards, transfer of rights at age of majority) • Parent and student understand the IEP process and participate as members of the team. • Student describes communication needs and academic levels for the development of an education plan. • Student recognizes and explains the accommodations needed in various environments • Parent and student understand the appropriate process to request reasonable accommodations
------------------------------------	---	---	--	---

	<p>understand the appropriate process to request reasonable accommodations for their child</p> <ul style="list-style-type: none"> • Parent understands what to look for in a preschool situation and visits programs in advance of transition • Parent helps prepare the child for a new situation • Parent helps to familiarize the school professionals with the child's history and hearing needs • Parent is familiar with their parental rights (IEP procedural safeguards, transfer of rights at age of majority) 	<p>for in academic programs and visits programs in advance of transition</p> <ul style="list-style-type: none"> • Parent helps prepare the child for a new situation • Parent and student help to familiarize the school professionals with the child's history and hearing needs 	<p>and visits programs in advance of transition</p> <ul style="list-style-type: none"> • Parent helps prepare the child for a new situation • Parent and student help to familiarize the school professionals with the child's history and hearing needs 	<ul style="list-style-type: none"> • Parent and student understand what to look for in post-high school settings and visits in advance of transition • Parent helps prepare the child for a new situation • Parent and student help to familiarize the school or other professionals with the child's history and hearing needs for post high school
<p>Resources and Technology</p>	<ul style="list-style-type: none"> • Parent knows name, title and role of people who provide services to their child • Parent is aware of resources and can research further (media library, websites, etc.) • Parent is aware of and can access support organizations and agencies for people with hearing loss (Lions Club, Sertoma, Hands and Voices, local support groups, SSI, etc.) • Parent recognizes that captioning is available, how 	<ul style="list-style-type: none"> • Parent knows name, title and role of people who provide services to their child • Parent and student are aware of resources and can research further (media library, websites, etc.) • Parent is aware of and can access support organizations and agencies for people with hearing loss (Lions Club, Sertoma, Hands and Voices, local support groups, SSI, etc.) • Parent and student understand how to access 	<ul style="list-style-type: none"> • Parent and student know name, title and role of people who provide services • Parent and student are aware of resources and can research further (media library, websites, etc.) • Parent is aware of and can access support organizations and agencies for people with hearing loss (Lions Club, Sertoma, Hands and Voices, local support groups, SSI, etc.) • Parent and student understand how to access 	<ul style="list-style-type: none"> • Parent and student know name, title and role of people who provide services • Parent and student are aware of resources and can research further (media library, websites, etc.) • Parent and student are aware of and can access support organizations and agencies for people with hearing loss (Vocational Rehabilitation, Lions Club, Sertoma, Hands and Voices, local support groups, SSI, etc.)

	<p>to access, and its benefits</p> <ul style="list-style-type: none"> • Parent is aware of communication devices for Deaf/HH (relay, video phone, personal communication device) • Parent is aware of and has experience with alerting devices and emergency procedures (fire, doorbell, phone, monitors) • Parent understands how to access and use interpreter services 	<p>captioning and its benefits</p> <ul style="list-style-type: none"> • Parent and student are aware of and have experience with alerting devices and emergency procedures (fire, doorbell, phone, monitors) • Parent and student are aware of and have experience with communication devices for Deaf/HH (video relay services, video phone, personal communication device) • Parent and student are aware of technology to access information (speech-to-text services such as TypeWell or C-Print, video remote interpreting, etc) • Parent and student understand how to access and use interpreter services • Parent and student understand rules associated with use of technology in playing sports 	<p>captioning and its benefits</p> <ul style="list-style-type: none"> • Parent and student are aware of and have experience with alerting devices and emergency procedures (fire, doorbell, phone, monitors) • Parent and student are aware of and have experience with communication devices for Deaf/HH (video relay services, video phone, personal communication device) • Parent and student are aware of technology to access information (speech-to-text services such as TypeWell or C-Print, video remote interpreting, etc) • Parent and student understand how to access and use interpreter services • Parent and student understand rules associated with use of technology in playing sports 	<ul style="list-style-type: none"> • Student understands how to access captioning and its benefits • Student is aware of and has experience with alerting devices and emergency procedures (fire, doorbell, phone, monitors) • Parent and student are aware of and have experience with communication devices for Deaf/HH (video relay services, video phone, personal communication device) • Parent and student are aware of technology to access information (speech-to-text services such as TypeWell or C-Print, video remote interpreting, etc) • Student understands how to access and use interpreter services • Student understands rules associated with use of technology in playing sports
--	--	---	---	--

Functional Skills for Educational Success

In this rubric, typically, “Early” will begin in the preschool years, “Emerging” is early elementary years, “Intermediate” is late elementary and middle school, while “Advanced” is completed by the end of high school. The targets are listed according to a hierarchy of development. Some targets are listed in more than one column indicating the possible need to revisit at a more complex level. Students identified later may have gaps requiring assessment in earlier stages. Targets may be adjusted and selected as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally. See the ECC-DHH Assessment document for suggestions.

Skill Area	Early	Emerging	Intermediate	Advanced
Concept Development	<ul style="list-style-type: none"> • “Listens” to stories read in their mode of communication • Knows words in a book tell a thought/ story • Understands the difference between letters and numbers • Understands how to follow picture/simple school schedule • Uses problem solving skills to meet personal needs (“I want that toy”) 	<ul style="list-style-type: none"> • Identifies and uses features of a text to aid comprehension in content areas (subtitles, table of contents, diagrams, glossary, etc) • Identifies key words, dates, definitions in textbooks, and in discussions • Understands and uses graphic organizers and outlines • Selects appropriate resources to complete assignments (encyclopedia, dictionary, internet, etc) • Understands how to read and follow simple schedules, charts, tables, diagrams, outlines, maps, etc • Uses problem solving skills to meet personal needs and resolve conflicts 	<ul style="list-style-type: none"> • Understands and uses graphic organizers and outlines • Recognizes and understands universal symbols and trademarks • Understands how to read and use schedules, charts, tables, diagrams, outlines, maps, etc • Selects appropriate resource to complete assignments (encyclopedia, dictionary, internet, etc) • Uses problem solving skills to meet personal needs, resolve conflicts and make decisions 	<ul style="list-style-type: none"> • Uses schedules, charts, tables, diagrams, outlines, maps, etc • Selects appropriate resource to complete assignments (encyclopedia, dictionary, internet, etc) • Uses problem solving skills to meet personal needs, resolve conflicts and make decisions

<p>Comprehension</p>	<ul style="list-style-type: none"> • Listens” to stories read in his/her mode of communication • Uses features of a book to aid comprehension of a reading passage (pictures) • Participates in experiences that increase vocabulary and background knowledge to improve comprehension • Acquires sight word vocabulary • Identify first/beginning and last/ending and retell sequence • Attempts to make inferences based on information read and “heard” • Recognizes and understands universal symbols and trademarks 	<ul style="list-style-type: none"> • Uses features of a book to aid comprehension of a reading passage (titles, pictures, and context clues) • Participates in experiences that increase vocabulary and background knowledge to improve comprehension • Recognizes sight word vocabulary • Identify and retell sequence • Makes inferences based on information read and discussed • Recognizes and understands universal symbols and trademarks 	<ul style="list-style-type: none"> • Uses features of a book to aid comprehension of a reading passage (titles, pictures, and context clues) • Participates in experiences that increase vocabulary and background knowledge to improve comprehension • Able to summarize passage, identify and retell sequence • Makes inferences based on information read • Recognizes and understands universal symbols and trademarks 	<ul style="list-style-type: none"> • Participates in experiences that increase vocabulary and background knowledge to improve comprehension • Access background knowledge related to a topic or book • Makes inferences based on background knowledge and information read • Recognizes and understands universal symbols and trademarks
<p>Study and Organizational Skills</p>	<ul style="list-style-type: none"> • Demonstrates attending skills with direction (i.e. watches speaker, sits quietly, responds) • Gains attention appropriately • Stays on task during independent work with redirection • Ignores distractions with assistance • Follows oral directions 	<ul style="list-style-type: none"> • Demonstrates attending skills independently (i.e. watches speaker, sits quietly, responds) • Indicates a need for help • Stays on task during independent work with redirection • Ignores distractions with less assistance • Follows oral and written directions • Accepts feedback and 	<ul style="list-style-type: none"> • Appropriately seeks help and/or clarification for concepts, assignments, tests, and due dates • Stays on task during independent work • Ignores distractions • Follows multi- step oral and written directions • Makes necessary corrections when given teacher feedback • Labels, organizes, and 	<ul style="list-style-type: none"> • Uses interpreter appropriately • Appropriately seeks help and/or clarification for concepts, assignments, tests, and due dates • Completes task independently • Follows oral and written directions • Analyzes academic performance based on test scores, teacher feedback

	<ul style="list-style-type: none"> • Accepts feedback • Knows where classroom items are kept • Completes tasks • Knows where to put completed products • Participates in classroom activities • Follows a picture schedule 	<p>makes corrections</p> <ul style="list-style-type: none"> • Knows where classroom items are kept and returns items to appropriate place • Records assignments and tests in an assignment book • Completes and returns homework in a timely manner • Contributes to group work • Participates in classroom discussions when called upon • Understands the grading system and requirements for assignments • Follows schedules, charts, tables, diagrams, and maps • Begins to understand and use test taking strategies • Uses study guides to aid comprehension and test preparation 	<p>maintains a system of organization for supplies and personal items</p> <ul style="list-style-type: none"> • Maintains and records assignments and tests in an assignment book • Brings appropriate materials (paper, pencil, HA, FM) to class/school/homework setting • Identifies barriers to study and homework completion and implements strategies to overcome barriers • Completes and returns homework in a timely manner • Participates in classroom discussions voluntarily or when called upon • Contributes to group work to complete a project • Understands the grading system and requirements for assignments and projects • Understands and uses study and research skills to complete assignments • Understands and uses test taking strategies • Uses study guides to aid comprehension and test preparation • Knows which papers to keep and keeps them in an appropriate notebook/file 	<p>and grades, etc</p> <ul style="list-style-type: none"> • Labels, organizes, and maintains an organization for supplies and personal items • Maintains and records assignments and tests in an assignment book • Brings appropriate materials (paper, pencil, HA, FM, homework) to class or school setting • Identifies barriers to study and homework completion and implements strategies to overcome barriers • Understands how to break down assignments and complete them systematically • Participates in classroom discussions voluntarily or when called upon • Collaborates in a group to complete a project • Understands the grading system and requirements for assignments, projects and graduation • Understands and uses study and research skills to complete assignments • Recognizes and indicates a need for accommodations (note-taker, voice-to-print, etc) • Knows which notes and
--	--	---	---	---

			<ul style="list-style-type: none"> • Knows how to access daily news/announcements 	<p>assignments to keep and files them appropriately</p> <ul style="list-style-type: none"> • Understands and uses test taking strategies • Knows how to access daily news/announcements and how it impacts him/her
--	--	--	--	--

Self-Determination and Advocacy

In this rubric, typically, “Early” will begin in the preschool years, “Emerging” is early elementary years, “Intermediate” is late elementary and middle school, while “Advanced” is completed by the end of high school. Targets may be adjusted and selected as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally. See the ECC-DHH Assessment document for suggestions.

Skill Area	Early	Emerging	Intermediate	Advanced
Self-Determination	<ul style="list-style-type: none"> • Knowledge of school routines (e.g.: obtaining pass for bathroom, lunch room rules, etc) 	<ul style="list-style-type: none"> • Demonstrates positive attitude towards self as a unique person • Knowledge of coping strategies • Knowledge of how to respond to negative comments and feelings • Knowledge of how to make choices • Knowledge of IEP goals, as appropriate • Knowledge of skills for independent living, i.e., clothing, hygiene 	<ul style="list-style-type: none"> • Understanding of individual and others unique differences • Knowledge of how to articulate concerns positively • Knowledge of problem-solving strategies • Knowledge of possible consequences of decisions • Knowledge of how to set realistic goals, make decisions, and take necessary action to achieve goals • Participates in IEP meetings as appropriate • Knowledge of additional skills for independent living, i.e., nutrition, time and task management • Knowledge of assistive devices applicable to independent living (e.g. alarm clock, door alarm, fire alarm, etc) 	<ul style="list-style-type: none"> • Knowledge of how to advocate for services as needed, e.g., school, work, medical, community • Knowledge of laws • Knowledge of school procedures • Knowledge of hearing community and culture • Knowledge of deaf community, culture, traditions, norms, history, values, etc • Cultural competence • Demonstrates ownership of self needs • Knowledge of assistive devices applicable to independent living (e.g. bed alarm, door alarm, fire alarm, etc)

<p>Community Advocacy</p>	<ul style="list-style-type: none"> • Knowledge of where to find help (e.g., EXIT sign, person at counter can help you, police, what to do if lost) 	<ul style="list-style-type: none"> • Demonstrates respect for people and organizational structures • Knowledge of roles and responsibilities for the communities the student is involved in, e.g., class, school, home, and community(s) • Knowledge of how to obtain emergency help (e.g. 911 for medical or fire emergency) 	<ul style="list-style-type: none"> • Knowledge of definition of advocacy • Demonstrates negotiation-language skills • Advocates for own needs in the classroom (e.g., beginning of year inservice with new teachers, requesting closed captions turned on) • Understanding of effective problem-solving strategies or conflict resolution • Knowledge of laws applicable for DHH Americans (ADA, Rehabilitation Act of 1973, IDEA) 	
<p>Community Resources and Supports</p>			<ul style="list-style-type: none"> • Knowledge of community resources and their functions • General knowledge of community events and how to advocate positively for needed accommodations if applicable • Identifies various consequences when community members do not meet responsibilities • Knowledge of local and national resources for deaf and hard of hearing people, their purposes, and how to access them • Knowledge of any unspoken or unwritten 	<ul style="list-style-type: none"> • Identifies issues and problems in communities, ways to address them, and assist in community service • Aware of local civic organizations and functions • Knowledge of how to become involved and participate in local community or civic organizations (e.g., school board, Sertoma Club, etc) • Knowledge of local, state, and national community organizations and resources • Knowledge of civic responsibilities and roles; e.g., voting, jury duty, being a good neighbor, snow

			values/norms applicable to advocating for oneself (e.g., be positive, choice is a key concept not a destiny, reprimand is serious, etc)	<p>removal, taking care of pets, following curfew, cutting grass, being a safe driver, etc</p> <ul style="list-style-type: none"> • Knowledge of city, state, and federal ordinances and laws • Understanding of how to access appropriate community adult services (e.g., VR, SSA, interpreter) related to DHH needs • Understanding of how to access various community supports for other needs (i.e., functions of community service providers, which may be governmental, nonprofit, or for-profit organizations, e.g., Dept of Housing, City Council, Dept of Transportation, banking, debt consolidation services, Iowa Citizens for Community Improvement, etc)
Cultural Awareness		<ul style="list-style-type: none"> • Knowledge of current cultural communities within student's realm 	<ul style="list-style-type: none"> • Knowledge of definitions of community and culture 	<ul style="list-style-type: none"> • Knowledge of deaf community, culture, traditions, norms, history, values, etc • Demonstrates cultural competence across all cultures
Using Interpreters and Transliterators	<ul style="list-style-type: none"> • Must have a language base sufficient to use an interpreter • Must have a sign language 	<ul style="list-style-type: none"> • Knowledge of how to utilize the interpreter for non-instructional situations, e.g., peer interactions, extra- 	<ul style="list-style-type: none"> • Demonstrates competence in explaining the role and various uses of the interpreter 	<ul style="list-style-type: none"> • Knowledge of situations where it is appropriate to ask for interpreting services and how to locate and

	<p>base sufficient to use an interpreter</p> <ul style="list-style-type: none"> • Demonstrates adequate attention to the interpreter for the appropriate length of time based on age and skill • Utilizes attention-getting techniques appropriately for age and skill level 	<p>curricular activities, other school personnel</p> <ul style="list-style-type: none"> • Understanding of consequences resulting from student exercising choice not to attend to the interpreter during instructional time 	<ul style="list-style-type: none"> • Knowledge of appropriate (or not) times and situations of using an interpreter (e.g., job interview, grocery store) • Knows own preferences and communicates effectively to the interpreter regarding seating preferences, sign modality, interpreter placement, etc 	<p>secure interpreter arrangements</p> <ul style="list-style-type: none"> • Identifies community interpreting resources and understands general payment issues for interpreter services • Understanding of interpreter needs, e.g., advanced notice for interpreting requests, preliminary information about spoken or signed information, etc
--	--	--	---	--

Social-Emotional Skills

In this rubric, typically, “Early” will begin in the preschool years, “Emerging” is early elementary years, “Intermediate” is late elementary and middle school, while “Advanced” is completed by the end of high school. Targets may be adjusted and selected as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally. See the ECC-DHH Assessment document for suggestions.

Skill Area	Early	Emerging	Intermediate	Advanced
Self – Awareness (Personal Qualities and/or Traits)	<ul style="list-style-type: none"> • Recognizes own name and name sign • Identifies one’s likes, dislikes, needs, wants, strengths and challenges • Identifies self as hard of hearing or deaf • Recognizes and labels emotions/ feelings • Describes situations that cause various emotions (e.g., birthday party, someone taking your toy) 	<ul style="list-style-type: none"> • Distinguishes range of emotions • Describes physical responses to emotions • Recognizes and discusses how emotions are linked to behavior • Discusses unique aspects of growing up as a child who is deaf or hard-of-hearing (growing up in a deaf, hard of hearing or hearing family) • Identifies needs of deaf or hard-of-hearing child within a family, the school and/or the community (e.g. communication, participation, rules of behavior, respect) • Describes socially acceptable ways to express emotions • Describes personal qualities/skills possessed 	<ul style="list-style-type: none"> • Recognizes negative emotions • Links negative emotions to situations in need of attention • Analyzes emotional states that contribute to or detract from personal problem solving /decision making • Explains possible outcomes/ results associated with expressing personal emotions • Evaluates how expressing one’s emotions affects others • Evaluates how expressing more positive attitudes influence others • Analyzes and describe show personal qualities and temperaments influence choices and success • Applies self-reflection techniques to recognize 	<ul style="list-style-type: none"> • Distinguishes own feelings versus expressing / accepting what others “expect” them to feel • Describes event or thought process that causes an emotion • Understands the effects of self-talk on emotions • Describes how the interpretation of an event may alter feelings about it • Uses self-reflection to assess feelings and assess perception of an event (truth) • Acknowledges emotions and determines the appropriate time and place to process them • Identifies things about self that cannot be changed • Sets priorities in building on strengths and identifying areas for improvement.

		<p>and interests one wants to develop.</p> <ul style="list-style-type: none"> Explains how family members, peers, school personnel and community members can support school success and responsible behavior 	<p>strengths, weaknesses and potential areas of growth</p>	<ul style="list-style-type: none"> Recognizes personal learning style/ intelligence and find ways to employ those styles Describes self accurately Evaluates how developing interests and filling useful roles supports school and life success
Self-Management	<ul style="list-style-type: none"> Identifies ways to calm self Demonstrates constructive way to deal with upsetting emotions. Walks away / removes self from an emotional event Adjusts to new/novel situations 	<ul style="list-style-type: none"> Uses self-monitoring strategies (self-talk) to regulate emotions Shows skills for handling pressure situations (e.g. calm down, walk way, seek help, or mediation) Demonstrates an ability to present own perspective 	<ul style="list-style-type: none"> Applies strategies for managing stress and motivating successful performance Reflects on possible consequences both positive and negative before expressing emotions Generates ways to develop positive attitudes Recognizes the emotional and physical effects of substance abuse (alcohol, tobacco and/or other drugs) Recognizes mental health issues affecting teenagers including depression and suicide Demonstrates techniques for handling overt and subtle bullying and harassment 	<ul style="list-style-type: none"> Demonstrates self-control of behavior Evaluates the role attitude plays in success Uses strategies for coping with and overcoming feelings of rejection, social isolation and other forms of stress Demonstrates an ability to change the perception of a situation and make adjustments to understand it in a different way Incorporates self-management skills on daily basis and demonstrate effective emotional management
Support Networks	<ul style="list-style-type: none"> Identifies adults to trust Identifies situations where its appropriate to seek adult help. 	<ul style="list-style-type: none"> Recognizes qualities of positive role models , including hard-of-hearing and deaf role models 	<ul style="list-style-type: none"> Demonstrates awareness of where to go for support when in need (parents, teachers, school counselors, 	<ul style="list-style-type: none"> Identifies school support personnel and has knowledge of when/how to use them

	<ul style="list-style-type: none"> • Understands where and how to get help in emergency situation 	<ul style="list-style-type: none"> • Identifies positive adults in own life • Identifies peer, home, school resources to access when solving problems • Offers help to classmates (recognizes needs or wants of others) 	<ul style="list-style-type: none"> • Evaluates benefits of extra-curricular activities • Recognizes outside influences on development of personal characteristics and discern whether those influences are supportive or not 	<ul style="list-style-type: none"> • Identifies organizations in community that provide opportunities to develop interests or talents • Utilizes community resources to achieve goals • Accesses safety networks for self and others • Has constructive support systems in place that contribute to life success
Personal Responsibility	<ul style="list-style-type: none"> • Understands school expectations and responsibilities that promote a safe and productive environment • Accepts that there are positive and negative consequences of choices and actions • Acts responsibly when using other's property 	<ul style="list-style-type: none"> • Chooses to do school work/chores without being reminded. • Defines what it means to be responsible and identifies self-responsibility traits • Explains the benefits of being responsible 	<ul style="list-style-type: none"> • Identifies areas of school and life within their control • Identifies short and long term outcomes of safe, risky and harmful behaviors • Defines own responsibility for behavior 	<ul style="list-style-type: none"> • Describes the effect that taking responsibility or not taking responsibility can have and how it can lead to success • Demonstrates responsibility for personal choices • Plans, implements and evaluates participation in a group effort to contribute to the community
Decision Making	<ul style="list-style-type: none"> • Makes a choice based on preferences/interests • Chooses and becomes involved in one activity out of several options • Explores cause and effect (what ifs) • Recognizes response choices in a situation 	<ul style="list-style-type: none"> • Describes the steps of a decision making model • Generates alternate solutions and possible outcomes • Effectively participates in group decision making processes • Implements stop, think and act strategies in problem solving 	<ul style="list-style-type: none"> • Identifies and applies the steps of systematic decision making • Evaluates strategies for avoiding risky behavior 	<ul style="list-style-type: none"> • Evaluates how external influences (e.g. media, peer, cultural norms) effect decision making • Considers ethical, safety and societal factors when making decisions • Applies decision making skills to foster responsible social and work relations and to make healthy life long choices
Social Awareness	<ul style="list-style-type: none"> • Predicts how others feel 	<ul style="list-style-type: none"> • Identifies verbal, physical 	<ul style="list-style-type: none"> • Predicts others' feelings 	<ul style="list-style-type: none"> • In increasingly complex

	<p>based on facial expressions and body language</p> <ul style="list-style-type: none"> • Recognizes words and actions that hurt others 	<p>and situational cues that indicate how others may feel</p> <ul style="list-style-type: none"> • Describes the expressed feelings and perspectives of others 	<p>and perspectives in a variety of situations</p> <ul style="list-style-type: none"> • Analyzes how one's behavior may affect others • Develops an appreciation of the diversity of the Deaf community 	<p>social situations, identifies verbal, physical and situational cues that indicate how others may feel</p> <ul style="list-style-type: none"> • Uses conversational skills in preferred mode(s) of communication to understand the perspective of others • Demonstrates understanding of those who hold different opinions • Demonstrates ways to express empathy of others • Demonstrates ability to differentiate facts from feelings
<p>Social Interaction Including Conversational Skills</p>	<ul style="list-style-type: none"> • Gains the other person's attention before beginning a conversation • Recognizes communication breakdown • Uses appropriate attention-getting behaviors (e.g. voice, tapping table or tapping teacher and/or peer's shoulder to gain attention without repeating multiple times) • Understands the importance of personal space • Engages in play with others (e.g. introduce self, ask permission, join in and 	<ul style="list-style-type: none"> • Adapts attention getting behaviors to setting or people (e.g. recess versus during instruction) • Lets others know when it is their turn to speak by asking questions, pausing and looking or giving other cues • Ends conversations appropriately. • Develops understanding that there are formal and informal social expectations (e.g. using a first name sign rather than Mrs. Smith [informal] while using full name when identifying in 	<ul style="list-style-type: none"> • Describes when a communication breakdown occurs • Understands role in clarifying communication between two people including respecting the choice of sign and knowing when it is appropriate to correct another • Adapts to the preferred sign choice of the individual to advance the interaction rather than hinder it • Analyzes social situations and appropriate responses to these (e.g. school dance, peer pressure situations, 	<ul style="list-style-type: none"> • Understands the appropriate times for technology use (e.g. not late at night, tie up phone line, text messaging) • Uses appropriate topics of conversation dependent on the social situation and conversational partner • Indicates change of subject in conversation • Appropriate uses of repair strategies: repeat, rephrase, demonstrate, or change communication methods, slower pace, ask a question if the conversation breaks down

	<p>invite others to join in)</p> <ul style="list-style-type: none"> • Waits and/or takes turn, observe the situation and know when it's appropriate to respond (e.g. urgent need to interrupt versus sharing idea or asking questions) • Demonstrates etiquette (use please, thank you, excuse me) • Shares • Identifies friend(s) by name/name signs • Lists traits of a good friend 	<p>writing [formal])</p> <ul style="list-style-type: none"> • Describes impact of body language and facial expressions in communication • Develops awareness that social cues may be different among various groups (e.g. family, deaf community, peers) • Describes approaches for making and keeping friends • Gives and receives compliments in a genuine manner • Demonstrates good sportsmanship. • Demonstrates cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus) • Identifies peer pressure/acceptance • Advocates for self • Demonstrates awareness of unique cultural aspect of individuals who are deaf or hard of hearing as opposed to individuals who are hearing 	<p>cliques, public speaking, clowning around, joking, somber events, sarcasm)</p> <ul style="list-style-type: none"> • Knows appropriate topics for conversation dependent upon communication partner • Recognizes the personal boundaries of self and others (e.g. friends, family members, teachers) • Demonstrates ability to be true to personal values when choosing friendships • Demonstrates cooperation • Assume both a leadership and a team player based on group/activity • Differentiates between passive, assertive and aggressive responses • Retells/restates opinion/position of others • Understands unique cultural aspects of individuals who are deaf or hard of hearing as opposed to individuals who are hearing 	<ul style="list-style-type: none"> • Evaluates how norms and values have an effect on personal interactions • Collaborates with peers, adults and others in the community to move group efforts forward • Offers and accepts constructive feedback • Works to maintain an objective, non-judgmental tone/position during disagreements • Uses assertive communication to get needs met • Empowers, encourages and affirms self and others through interactions. • Understands the value of mentors (including mentors who are deaf or hard of hearing) • Actively participates in a healthy support network of valued relationships that support development through life
Conflict Resolution	<ul style="list-style-type: none"> • Identifies an adult who can help when a conflict or disagreement occurs • Identifies problems and 	<ul style="list-style-type: none"> • Shows an understanding of conflicts as a natural part of life • Describes causes and 	<ul style="list-style-type: none"> • Describes how honesty respect, fairness and compassion can enable one to take needs of others into account when resolving 	<ul style="list-style-type: none"> • Analyzes how listening and talking accurately help in preventing and resolving conflicts

	<p>conflicts commonly experienced by/with peers</p> <ul style="list-style-type: none"> • Describes ways that people are similar and different • Recognizes there are many ways to solve conflicts and practice solving problems using a menu of choices • Sincerely tells others that s/he is sorry for doing something • Identifies why unprovoked acts that provoke others are wrong 	<p>consequences of conflicts</p> <ul style="list-style-type: none"> • Demonstrates the ability to respect the rights of self and others • Demonstrates how to work effectively with others who are different from self • Applies constructive approaches to resolving conflicts • Identifies interpersonal problems that need adult help to resolve 	<p>differences</p> <ul style="list-style-type: none"> • Describes how individual, social and cultural differences may increase vulnerability to bullying and identifies ways to address it • Defines unhealthy peer pressure and develop strategies for resisting it • Analyzes the origins and negative effects of stereotyping and prejudice • Evaluates strategies for preventing and resolving interpersonal problems • Identifies the roles of individuals in conflict and understands their responsibility in reaching resolution • Identifies how all parties in conflict might get their needs met (win-win) • Identifies positive supports to go to in a conflict situation/crisis 	<ul style="list-style-type: none"> • Applies skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety • Accesses conflict resolution and problem solving resources (e.g. security, trusted adults, peer mediators, counselors) • Evaluates the effects of using negotiation skills to reach win-win solutions • Evaluates strategies for being respectful of others while opposing stereotyping and prejudice • Evaluates current conflict resolutions skills and plan how to improve them
--	--	---	--	---

Technology

Technology devices change daily. In order to find out the latest technology devices used by people who are deaf or hard of hearing, contact: local Deaf or hard-of-hearing adults; your local AEA; Iowa Department of Human Rights, Office of Deaf Services; or Iowa School for the Deaf. For information on specialized phones, contact Telecommunications Access Iowa, a program of the Iowa Utilities Board.

In this rubric, typically “Early” will begin in preschool and the rubric will be completed by high school graduation. Targets may be adjusted and selected as needed. Not every target may need to be addressed. Assessment of these targets can be accomplished informally.

Skill Area	Early	Emerging	Intermediate	Advanced
<p>Skills Necessary to Access Technology</p>	<ul style="list-style-type: none"> • Introduced to various types of technology • Exposed to vocabulary used with technology (mouse, click, on/off switch, program, batteries, etc) • Explores the layout of various types of technology • Beginning to understand that technological devices are necessary tools and are not toys 	<ul style="list-style-type: none"> • Tells an adult when device is not working • Uses the basic features of the various devices (on/off, volume, etc.) • Understands that devices must be cared for and are expensive • Knows the correct etiquette when using various devices 	<ul style="list-style-type: none"> • Uses devices appropriately and with care • Begins to troubleshoot problems when system is not working • Uses the correct etiquette when using various devices • Begins to take part in the process of purchasing hearing aids and other technology • Knows the appropriate time and place to use technology • Explores advanced features of his/her devices 	<ul style="list-style-type: none"> • Researches funding sources for technology purchases (grant, loan, organizations, self pay, etc) • Troubleshoots personal technology and knows where to obtain repair or replacement • Knows the cost of purchasing and maintaining devices • Is able to comparison shop for technology in order to obtain a device that is most suited to his/her need • Knows advanced functions of various devices

References

- Albertini, J.A., Lang, H.G., & Marschark, M. (2002). *Educating deaf students from research to practice*. New York, NY: Oxford University Press.
- Anchorage School District. *Social and emotional learning standards and benchmarks* Anchorage, AK.
- Anday-Porter, S., Henney, K., & Horan, S. (2000). *Improving student organization through the use of organization skills in the curriculum*. 24. Unpublished master's thesis, St. Xavier University, Chicago, IL.
- Bitz, J., & Musselman, C. (2005). *SAFE: Self-Advocating, Fun and Empowering*.
- Bodner-Johnson, B., & Sass-Lehrer, M. (2003). *The young deaf or hard of hearing child*. Baltimore, MD: Paul H. Brooks Publishing Co.
- Bowe, F. (2003). Transition for deaf and hard of hearing: a blueprint for change. *Journal of Deaf Studies and Education*, 8, 485-493.
- Cahoon, B.B. (1995). *Computer skill learning in the work place: A comparative case study*. Doctoral dissertation. University of Georgia.
<http://www.arches.uga.edu>
- Calderon, R. (2000). Parent involvement in deaf children's programs as a predictor of child's language, early reading, and social-emotional development. *Journal of Deaf Studies and Deaf Education*, 5, 140-155.
- Collins, H. (1989). *Sound hearing or hearing what you miss*. Oregon: Garlic Press.
- Connor, M. (2005). Engaging learning: Designing e-simulation learning games. *Essential resources for training and HR Professional manual*. Pfeiffer and Company.
- Cooney, J., Good-Muir, S., Luckner, J., Sebald, & Young, J. (2005-2006). A review of evidence-based literacy research with students who are deaf or hard of hearing. *American Annals of the Deaf*. 150(5). 443-456.
- Dankek, M. & Busby, H. (1999). *Transition planning and programming: Empowering through partnership*. Washington, DC: Gallaudet University Laurent Clerc National Deaf Education Center.
- Denzin, P., & Luckner, J. (1998) In the mainstream: Adaptations for students who are deaf or hard of hearing. *Perspectives in Education and Deafness Practical Ideas for the Classroom and Community*, 17, 1.
- deVilliers, P., & Pomerantz, S. (1992). Hearing impaired students learning new words from written context. *Applied Psycholinguistics*, 13, 409-431.
- Deyo, D., & Hallau, M. (1988). *Communicate with me (teacher guide) conversation strategies for deaf students*. Washington, DC: Gallaudet University Laurent Clerc National Deaf Education Center.
- Edwards, J., & Tyszkiewicz, E. (1999). Cochlear implants. In J. Stokes (Eds) *Hearing impaired infants: Support in the first eighteen months*. Philadelphia, PA.: Whurr Publishers.
- English, K. (1997). *Self-advocacy for students who are deaf or hard of hearing*. Austin, TX: Pro-Ed.

- English, L. M. (1999). Learning from changes in religious leadership: A study of informal and incidental learning at the parish level. *International Journal of Lifelong Education*. 18. 385-394.
- French, M. (1999). *Sharing ideas, planning for literacy: Guidelines for instruction*. Washington, DC: Gallaudet University Laurent Clerc National Deaf Education Center.
- French, M. (1999). *Starting with assessment: A developmental approach to deaf children's literacy*. Washington, DC: Gallaudet University Laurent Clerc National Deaf Education Center.
- Gray, C., Hosie, J., Russell, P., & Ormel, E. (2001) Emotional development in deaf children: Facial expressions display rules, and theory of mind. In M.D. Clark, M. Marschark & M. Karchmer (Eds.), *Context, cognition, and deafness* 135-160. Washington, D.C.: Gallaudet University Press.
- Greenberg, M., & Kusche, C. (1993). *Promoting social and emotional development in deaf children: The PATHS project*. Seattle, WA: University of Washington Press.
- Grunblatt, H., & Daar, L. (1994). A support program: audiological counseling. *Language, Speech, and Hearing Services in Schools*, 25, 112-114.
- Hallau, M. (2002). Creating partnerships with families in national forum educators and parents discuss roles, hammer out strategies. *Odyssey: Family Involvement*, 3(1), 5-12.
- Hands and Voices. (2004). *What parents need to know series*. Retrieved from http://www.handsandvoices.org/articles/articles_index.html#fam_perspectives
- Hart, B., & Risley, T. (1995). *Meaningful differences in the everyday experience of young american children*. Baltimore, MD: Paul H. Brooks.
- Illinois State Board of Education. *Illinois learning standards: Social/emotional learning (SEL)*. Retrieved June 13, 2008 from: http://www.isbe.state.il.us/ils/social_emotional/standards.htm
- Iowa Administrative Rules of Special Education, January 20, 2010. Retrieved June 2, 2010 from http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=624&Itemid=1640
- Iowa Department of Education. *Iowa core curriculum*. (2008). Retrieved June 11, 2009, from www.corecurriculum.iowa.gov
- Iowa Department of Education. (2007). *Iowa expanded core curriculum (ECC) resource guide*. Des Moines, IA.
- Iowa Department of Education & Iowa Department of Human Services. (2006). *Iowa early learning standards with the creative curriculum for preschool and the goals and objectives of the developmental continuum for Ages 3-5*. Des Moines, IA
- Jambor, E., & Elliot, M. (2005). Self-esteem and coping strategies among deaf students. *Journal of Deaf Studies and Education*, 10, 63-81. doi:10.1093/deafed/eni004
- Laurent Clerc National Deaf Education Center (2007) *Transition skills guidelines*. Washington, DC: Gallaudet University.
- Leroux, J. A., & Lafleur, S. (1995). Employability skills: The demands of the workplace. *Vocational Aspects of Education*. 47. 189-196
- Luckner, J. (2002). *Facilitating the transition of students who are deaf or hard of hearing*. (p. 9). Austin, TX: Pro-Ed, Inc.

- Luckner, J. (2002). *Issues-education of students who are deaf or hard of hearing*. (p. 55). Retrieved June 13, 2008, from www.nclid.unco.edu/DeafIssues.htm
- Luckner, J., & Muir, S. (2001). Successful students who are deaf in general education settings. *American Annals of the Deaf*, 146 (5), 435-445.
- Luckner, J., Sebald, A., Cooney, J., & Muir, S. (2006). An examination of the evidence-based literacy research in deaf education, *American Annals of the Deaf*, 150(5), 443-456.
- Marschark, M. (2007). *Raising and educating a deaf child*. Oxford, NY: Oxford University Press.
- Marschark, M., Lang, H., & Albertini, J. (2002). *Educating deaf students: from research to practice*. (p.60). New York, NY: Oxford University Press.
- Marschark, M., & Spencer, P. (2003). *Oxford handbook of deaf studies, language, and education*. Oxford, NY: Oxford University Press.
- Marzano, R. J. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McConkey Robbins, A., Burton Koch, D., Osberger, M.J., Zimmerman-Phillips, S., & Kishon-Rabin, L. (2004). Effect of age at cochlear implantation on auditory skill development in infants and toddlers. *Archives of Otolaryngology- Head & Neck Surgery*, 130, 570-574.
- Michigan Department of Education. *Michigan content standards and benchmarks*. Retrieved July 1, 2010 from: <http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>
- Minnesota Department of Human Services. (2000). *Minnesota compensatory skills checklist for hard of hearing students*. Minnesota Department of Human Services - Deaf/Hard of Hearing Services Division.
- Mississippi Bend Area Education Agency (2002). *KIP Knowledge is Power – A program to help students learn about their hearing loss*. Bettendorf, IA: Mississippi Bend Area Education Agency, Special Education Division.
- Moeller, M.P. (2001). Intervention and outcomes for young children who are deaf and hard of hearing and their families. In E. Kurtzer-White & D. Luterman (Eds.), *Early Childhood Deafness*, (pp.111-138). Baltimore, MD: York Press.
- National Child Traumatic Stress Network. 2006. *White paper on addressing the trauma treatment needs of children who are deaf or hard of hearing and the hearing children of deaf parents*. Retrieved July 1, 2010 from www.NCTSN.org
- Pennell, R. (2001). Self-determination and self-advocacy: Shifting the power, *Journal of Disability Policy Studies*, 11, 223-227.
- Reed, S., Antia, S., & Kreimeyer, K. (2008, February 11). Academic status of deaf and hard of hearing students in public schools: Student, home, and service facilitators and detractors. Retrieved June 6, 2008, from <http://jdsde.oxfordjournals.org/cgi/content/full/enn006v1?maxtoshow=&HITS=10&hits=10>
- Reichman, A., & Jacoby, S. (n.d.). A lifetime of learning and earning: A family guide to work preparation for deaf and hard of hearing high school students. (p. 2). Retrieved June 13, 2008, from www.clerccenter.gallaudet.edu
- Ripper, J. (2007). The right answer for reading comprehension. *Volta Voices*, 14(5), 34-35
- Roberts, F. (1990). *Living with a hearing problem: Coping strategies and services for the hearing impaired*. Dana Point, CA: Roberts Enterprises.
- Rogers, A. (1997). Learning: Can we change the discourse. *Adults Learning*, 8. 116-117.

- Schuyler, V., & Broyles, N. K. (2006). *Making connections: Support for families of newborns and Infants with hearing loss*. Hillsboro, OR: Butte Publications, Inc.
- Schuyler, V., & Sowers, J. (1998). *Parent-infant communication*. Logan, UT: SKI-HI Institute.
- Simko, C. (1990). *Ear gear: A student workbook on hearing and hearing aids*. Washington, DC: Gallaudet University Press.
- Simko, C. (1990). *Wired for sound*. Washington, DC: Gallaudet University Press.
- The national agenda: Moving forward on achieving educational equality for deaf and hard of hearing students*. (April 2005). Retrieved June 11, 2009, from www.ceasd.org/agenda/downloads/natl-agenda-2005-04.pdf
- Traxler, C. (2000). The stanford achievement test, 9th edition: National norming and performance standards for deaf and hard-of-hearing students. *Journal of Deaf Studies and Deaf Education*, 5(4), 337-348.
- United States Department of Education. (2006). 34 CFR Parts 300 and 301 *Assistance to states for the education of children with disabilities and preschool grants for children with disabilities*. Retrieved June 2, 2010 from <http://idea.ed.gov/download/finalregulations.pdf>
- Wayner, D. (1990). *The hearing aid handbook: Clinician's guide to client orientation*. Washington, DC: Gallaudet University Press.