



Expanded Skills Year-Long Course Map

This course map is based upon working with a student once a week on expanded skills. It was designed with secondary students in mind. Depending on the students' level, they may move more quickly or slowly through the lessons. For example, by middle school the hope would be that the student already knows what amplification is and how to care for it. You would just be working on the skill of them listening to themselves perform the Ling and asking peers to do the Ling with them. Although, the newly staffed student you would have to start at the beginning. All materials are suggested. Feel free to keep using materials you are already using. All skills can be taught with free materials, but there are some suggested materials for purchase to supplement the curriculum.



Navigating Expanded Skills



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Expanded Skills for Students who are Deaf/Hard of Hearing, Secondary					
Month	Content/Standards	Skills	Assessment	Essential Questions	Lesson Plan
Aug. 01	<p>Amplification Use and Care</p> <p>SP.PK12.DH.3.4: Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.</p>	<p>Clean and care for hearing aids, cochlear implant (CI), and FM equipment</p> <p>Perform basic troubleshooting of hearing aids, CI, or FM equipment</p> <p>Determine if a battery is functioning and charge batteries</p> <p>Explain why you need a hearing aid</p> <p>Draw and explain basic function of hearing aids, CI, or FM equipment</p> <p>Explain the advantages of an FM over personal amplification alone.</p> <p>Ask a variety of familiar and unfamiliar adults to use the FM</p> <p>Ask a variety of familiar and unfamiliar students to use the FM</p>	<p>Observation: Completion of the cleaning process</p> <p>Observation and Data Collection: Student will maintain a checklist that includes a battery change log with the general education teacher</p> <p>Completion of drawing for specific equipment with arrows showing intake and output of sound Verbal or written explanation of process</p> <p>Observation and Data Collection: Teacher will role with the student. Then observe in the classroom the behavior.</p>	<p>Why do I have to clean and take care of my hearing aid, CI or FM equipment?</p> <p>How do I figure out the problem when it is not working? How do I know if a battery is working?</p> <p>How does personal amplification help?</p> <p>When will I ever need to explain how my hearing aid, CI, or FM equipment works? What are the advantages of a FM system?</p> <p>How do you use the FM transmitter properly to get the best signal?</p>	

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Sept. 02	<p>Understanding Hearing Loss</p> <p>SP.PK12.DH.3.1b: Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.</p> <p>SP.PK12.DH.3.2: Label and describe the functions of the parts of the ear (pinna, ear canal, eardrum, bones, cochlea, hearing nerve, brain, outer, middle, inner) using pictures.</p> <p>Hearing Tests</p> <p>SP.PK12.DH.3.3a: Identify the basic information on an audiogram.</p> <p>SP.PK12.DH.3.3b:</p>	<p>Gather information about the ear from various sources and label all parts of the ear</p> <p>Describe how sound moves through the ear</p> <p>Identify locations of hearing loss</p> <p>Recognize an audiogram</p>	<p>Complete diagram of ear with all parts labeled</p> <p>Ear Part Chart including name of part and description of function</p> <p>Participate in class presentation</p> <p>Label diagram with route of sound</p> <p>Verbal explanation of sound travel and ear part function</p> <p>Participation in class presentation</p> <p>Diagram of ear with parts highlighted and color coded</p> <p>Chart of ear parts and at least one possible cause of hearing loss for each part</p> <p>Draw 2 ways doctors can fix a hearing loss</p> <p>Written statement following categorizing ear parts and types of hearing loss</p> <p>Teacher brochure, graphic organizer</p>	<p>How do people Hear?</p> <p>What causes hearing loss?</p> <p>Why do I have a hearing loss?</p>	
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	<p>Explain the meaning of information on own audiogram to parents, teachers, and peers.</p>	<p>Name basic information on an audiogram</p> <p>Explain hearing test procedure</p> <p>Name how permanent hearing loss can be treated</p> <p>Name at least 2 ways to cure a hearing loss</p> <p>State type of hearing loss</p> <p>Draw and label part(s) of ear causing hearing loss</p> <p>Write cause of hearing loss</p>	<p>What caused my hearing loss activity page</p> <p>Teacher brochure graphic organizer(?)</p> <p>Identify audiogram</p> <p>Complete audiogram puzzle and name pieces</p> <p>List at least 2 treatments (i.e. hearing aids, Baha implant, CI)</p>	<p>When will I need to explain my hearing loss?</p> <p>Why do I need to have my hearing tested?</p> <p>What can help a hearing loss?</p>	
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Oct. 03	<p>Communication Process</p> <p>SP.PK12.DH.3.5a: State and apply listening and learning rules, including recognizing that hearing does not mean understanding, attending to the person who is speaking and/or signing, talking only about what he/she is learning, and requesting repetition or clarification when needed.</p> <p>SP.PK12.DH.4.3: Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.</p> <p>SP.PK12.DH.4.4: Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.</p> <p>Communication Break Down</p> <p>SP.PK12.DH.5.2a: Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.</p>	<p>Label parts of communication process</p> <p>Explain the process of communication</p> <p>Model how the process of communication works</p> <p>Recognizes the impact of body language on communication</p> <p>Match communication Need with Activity</p> <p>Recognize a communication breakdown</p> <p>Identify environmental causes of communication breakdowns</p>	<p>Identify speaker, listener, and message</p> <p>Complete drawing with correct symbols and labels</p> <p>Verbal or written explanation of process</p> <p>Role play scenarios</p> <p>Model feelings using body language</p> <p>Identify environmental sounds using listening</p> <p>Identify speaker challenges experienced by the student</p> <p>Identify listener challenges by the student</p> <p>Teacher brochure-Add some of the communication breakdowns experienced by the student</p>	<p>What is communication?</p> <p>Why is it important for me to understand communication?</p> <p>Where do I use the communication process?</p> <p>What is a communication breakdown?</p> <p>Where will I need help with communication breakdown?</p> <p>How does a communication breakdown affect me?</p>	
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Nov. 04	Communication Repair Strategies SP.PK12.DH.5.2b: Request adaptation of the physical environment or accommodations when communication is perceived to be difficult. SP.PK12.DH.2.5: Request clarification of school assignments from teachers, family, and peers, when needed.	Get Close, Look at Person Speaking Check for Proper Lighting, Reduce Background Noise Look for clues, Check the Board, Check Teacher/School Website	Scenario cards-Role Playing Gail Wright Knowledge Worksheet Discussion Guide Portfolio "Tool Box"	What is causing the communication breakdown? What strategy can you use to correct the communication breakdown?	
Dec. 04	SP.PK12.DH.6.6: Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.	 Ask for Clarification, Repetition, or Summary Ask for Buddy Notes, Get Notes/ Handouts			

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Jan. 05	<p>Technology</p> <p>SP.PK12.DH.3.7b: Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.</p> <p>SP.PK12.DH.6.2b: Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.</p>	<p>Turn on Closed Captioning</p> <ul style="list-style-type: none">• Define• Recognize symbol• Name formats where available <p>T-Coil/bluetooth</p> <ul style="list-style-type: none">• Recognize switch on HA• Explain purpose and how to use it• Where can you use it <p>Speech to Text Technology</p> <p>Cell phone/tablet</p> <p>Florida Relay/Video Phones</p>	<p>Verbal or written explanation</p> <p>States at least 2 formats (TV, DVD, movie theaters)</p> <p>Points to and states name of switch</p> <p>Verbal or written explanation including a personal experience</p>	<p>What is CC and how can it help me?</p> <p>Where can I find CC?</p> <p>What is a t-coil switch?</p> <p>How can it help me hear on the phone?</p> <p>How can it help me hear in the community?</p> <p>What is speech to text technology?</p> <p>What accessibility settings?</p>	
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Feb. 06	<p>3 Rs-Rights, Responsibilities, and Resources (Laws)</p> <p><u>SP.PK12.DH.3.6b:</u> Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.</p>	<p>Delineate the differences between rules, rights and responsibilities and identify specific applications in their own lives</p> <p>Develop an understanding of rights, responsibilities, and process of special education in public schools in order to participate more effectively in IEP and transition plan development. Demonstrate an understanding of equal opportunity provisions under the Individuals with Disabilities Education Act and Americans with Disabilities Act.</p>	Role Playing Journal	<p>What is a rule? What is a right? What is a responsibility? What is IDEA? What is Section 504? What is ADA? How does this apply to the student and their disability?</p>	
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March 07	Standing Up for Me-Self Directed IEP SP.PK12.DH.6.4b: Participate effectively in the development and presentation of own IEP, including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, accommodations, course of study, transition services, and postsecondary goals.	Explain an IEP and why the student has one.	Student Portfolio Student Participation in IEP	What is an IEP? What is a team? Student Profile Transition Assessment Understanding Exceptionalities Planning for the Future Personal Goal Setting Students Rights & Responsibilities High School Planning Graduation Options	
April 07		Explain the IEP process Explain strengths and weaknesses Identify accommodations to support learning Post-Secondary Goal Short term goals Presenting at IEP	Create IEP to Present/Participate in IEP. See the I'm Determined Website for a template		



May 08	<p>Self-Advocacy AKA Problem Solving SP.PK12.DH.4.2: Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently. SP.PK12.DH.5.4b: Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.</p>	<p>Demonstrate Assertive Communication Skills and explain Benefits</p> <p>Use negotiation to tell People What You Need</p> <p>Develop a set of strategies using assertive communication skills to address infringements on protected rights.</p>	<p>Role Playing Scenario cards Portfolio</p>	<p>What are communication styles? What is assertive behavior? How do you negotiate needs?</p>	
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June 09	<p>Self-Advocacy-Put it all together. Prevent problems.</p> <p>SP.PK12.DH.5.5: Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.</p> <p>SP.PK12.DH.6.1c: Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.</p> <p>SP.PK12.DH.6.5: Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.</p>	<p>Show knowledge of hearing loss, technology, and needs:</p> <ul style="list-style-type: none">● Type & degree of hearing loss● Cause of hearing loss● Hearing loss in one or both ears● Kind of hearing aids, cochlear implant, and FM● At least 3 places or times it is difficult to hear in school● Ways student helps him/herself (coping strategies)● Ways Teachers Can Help (accommodations)● Strengths● Goals and interests <p>Design and create a brochure, PPPT, handout, video for the classroom teacher(s)</p> <p>Proofread and revise</p>	<p>Create presentation: brochure, PPT, handout, video....</p> <p>“One Pager” from I’m Determined Website</p> <p>“I’m Determined” from I’m Determined Website</p>	<p>How will my teacher know about my hearing loss, hearing aids, FM equipment, etc.? Who will tell him/her?</p>	
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Opt. 10	<p>Use of an Interpreter (Note All Year)</p> <p>SP.PK12.DH.4.1: Consistently and appropriately use preferred communication modality, such as American Sign Language (ASL), Conceptually Accurate Signed Exact English (CASE), Signed Exact English (SEE), or Spoken Language (Aural-Oral Communication), and recognize that communication modality may change according to individual needs and preferences.</p> <p>SP.PK12.DH.6.1b: Articulate interpreting needs, including describing how to work effectively with an interpreter for school and community activities, stating when services are needed/not needed, and describing the preferred mode of communication.</p>	<p>Apply attending skills for duration of directions or message</p> <p>Distinguish between created and standard signs</p> <p>Model how signs match the pace of spoken words</p> <p>Communicates with the speaker, recognizing the interpreter is conveying the message</p> <p>Plan a signal system with interpreter for asking for repetition, clarification, or a break</p>	<p>Observation</p> <p>Observation and data collection in collaboration with interpreter Read aloud observation</p> <p>Observation and interpreter feedback</p> <p>Written plan</p>	<p>What happens if I do not pay attention to all of the directions or messages?</p> <p>Where will I use made-up and regular signs?</p> <p>How does matching signs with speech affect me?</p> <p>How do I talk to my teacher and friends using an interpreter?</p> <p>Where will I use a signal system?</p>	
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Opt. 11	Unilateral Hearing Loss SP.PK12.DH.3.1b : Describe own hearing loss, including identifying self as deaf or hard-of-hearing; stating cause of the hearing loss and age of onset; explaining that the hearing loss is stable, progressive, or irreversible; and describing accommodations, preferred learning strategies, and interpreting needs to teachers, peers, and community members.	<p>Explain how unilateral hearing loss affects listening.</p> <p>Explain how unilateral Hearing loss affects performance in the classroom.</p> <p>Explain accommodations to overcome disadvantages of unilateral hearing loss.</p>	Student portfolio	<p>What's the big deal of a unilateral Hearing Loss?</p> <p>What is sound localization? Head shadowing? Hearing in noise? Cognitive load? Binaural loud summation?</p> <p>What accommodations are for unilateral hearing loss?</p>	
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Florida
Hearing

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