



## Florida Expanded Skills for Students who are Deaf/Hard of Hearing:

### *Special Skills Checklist Assessments*



#### **Purpose:**

The purpose of the [Expanded Skills Standards](#) for students who are deaf/hard of hearing (DHH) and dual-sensory impaired (DSI) is to enable them to apply concepts, knowledge, and skills related to their individual hearing levels in educational, home, community, or employment settings. These standards are designed for students who require specially designed instruction to address the unique needs resulting from their individual hearing levels and communication needs. Instruction in these identified needs promotes student success in standards-based instruction. Teachers of the deaf/hard of hearing are key Individual Educational Plan (IEP) team members and play a critical role in developing these skill sets among students in this population.

#### **How to Use Checklist Assessments:**

The checklists provided may serve as one tool that can be used by IEP team members in accordance with [rule 6A-6.03013, F.A.C.](#), to ensure all areas of the Florida Expanded Skills Standards ([Ref-15440](#) of Florida's State Academic Standards – Special Skills, 2023, [rule 6A-1.09401\(1\)\(k\), F.A.C.](#)) are considered and standards applicable to student needs are identified for specially designed instruction.

The Expanded Skills Standards are categorized into six standards with benchmarks within each standard as outlined in [Ref-15440](#), [rule 6A-1.09401\(1\)\(k\), F.A.C.](#). The standards are as follows:

1. Deaf Culture and Heritage
2. Learning Supports
3. Knowledge of Own Hearing Loss
4. Acquisition, Comprehension, and Use of Language
5. Personal and Interpersonal Communication Skills
6. Self-Determination and Self-Advocacy

The Expanded Skills Standards are not a one-size-fits-all framework. It is not mandatory to teach every standard and benchmark to every student, but rather teach the standards applicable to the individual needs of the student. Certain standards and benchmarks may not be pertinent to the student being assessed and therefore may not be assessed using the checklists.



Checklists in this tool have been divided by course code and grade level. Also included is a master checklist with all standards and benchmarks in numerical order. Educators may indicate the year (YR) at the beginning of each checklist and the rating score under each benchmark.

The rating scale for the checklist assessments is as follows:

- Not Yet Emerging (O)
- Emerging (/)
- Inconsistent Use (X)
- Mastered (✓)
- Not Applicable (NA)

## Expanded Skills Course Codes:

- [Expanded Skills: PK-5 \(#7763090\)](#)
- [Expanded Skills: 6-8 \(#7863070\)](#)
- [Expanded Skills: 9-12 \(#7963040\)](#)

In order to teach the Expanded Skills courses a teacher must have a Florida teacher certification in the area of [Deaf or Hard of Hearing \(Grades K-12\)](#).

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# Special Skills: Grades PK-5 Expanded Skills Checklist

Course Code: [Expanded Skills: PK-5 \(#7763090\)](#)

Rating Key: Not Yet Emerging (O), Emerging (I), Inconsistent Use (X), Mastered (✓), Not Applicable (NA)							
Year (YR)				YR_____	YR_____	YR_____	YR_____
<b>Standard 1: Deaf Culture and Heritage</b>							
Benchmark	Description	Rating	Rating	Rating	Rating		
<a href="#">SP.PK12.DH.1.1a:</a>	Identify historical and current attitudes of the Deaf community and the impact on themselves and others.						
<a href="#">SP.PK12.DH.1.2a:</a>	Identify contributions of past and present figures of the Deaf community.						
<a href="#">SP.PK12.DH.1.3a:</a>	Identify ways that individuals who are deaf and hard of hearing provide support for each other in their community.						
<a href="#">SP.PK12.DH.1.4a:</a>	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.						
<b>Standard 2: Learning Supports</b>							
Benchmark	Description	Rating	Rating	Rating	Rating		
<a href="#">SP.PK12.DH.2.1:</a>	Identify steps to complete school assignments and tasks according to directions.						
<a href="#">SP.PK12.DH.2.2:</a>	Maintain a time management and organizational system for academic studies.						
<a href="#">SP.PK12.DH.2.3a:</a>	Identify previously learned academic vocabulary, skill, or content in new skills and concepts.						
<a href="#">SP.PK12.DH.2.4a:</a>	Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.						
<a href="#">SP.PK12.DH.2.5:</a>	Request clarification of school assignments from teachers, family, and peers, when needed.						

<b>Standard 3: Knowledge of Own Hearing Loss</b>					
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.3.1a:</a>	Recognize that he/she has a hearing loss, including referring to self as deaf or hard of hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible.				
<a href="#">SP.PK12.DH.3.2:</a>	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.				
<a href="#">SP.PK12.DH.3.3a:</a>	Identify the basic information on an audiogram.				
<a href="#">SP.PK12.DH.3.4:</a>	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.				
<a href="#">SP.PK12.DH.3.5a:</a>	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.				
<a href="#">SP.PK12.DH.3.6a:</a>	Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.				
<a href="#">SP.PK12.DH.3.7a:</a>	Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.				
<b>Standard 4: Acquisition, Comprehension, and Use of Language</b>					
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.4.1:</a>	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.				

<a href="#">SP.PK12.DH.4.2:</a>	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.				
<a href="#">SP.PK12.DH.4.3:</a>	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.				
<a href="#">SP.PK12.DH.4.4:</a>	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.				
<a href="#">SP.PK12.DH.4.5:</a>	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.				
<a href="#">SP.PK12.DH.4.6:</a>	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.				
<b>Standard 5: Personal and Interpersonal Communication Skills</b>					
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.5.1:</a>	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.				
<a href="#">SP.PK12.DH.5.2a:</a>	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.				
<a href="#">SP.PK12.DH.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.				
<a href="#">SP.PK12.DH.5.4a:</a>	Communicate with others in ways appropriate for the relationship, such as friends and family.				
<a href="#">SP.PK12.DH.5.5:</a>	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.				

Standard 6: Self-Determination and Self-Advocacy					
Benchmark	Description	Rating	Rating	Rating	Rating
<a href="#">SP.PK12.DH.6.1a:</a>	Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.				
<a href="#">SP.PK12.DH.6.2a:</a>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.				
<a href="#">SP.PK12.DH.6.3a:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.				
<a href="#">SP.PK12.DH.6.4a:</a>	Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.				
<a href="#">SP.PK12.DH.6.5:</a>	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.				

**Notes:**

# Special Skills: Grades 6-8 Expanded Skills Checklist

Course Code: [Expanded Skills: 6-8 \(#7863070\)](#)

Rating Key: Not Yet Emerging (O), Emerging (I), Inconsistent Use (X), Mastered (✓), Not Applicable (NA)				
Year (YR)		YR _____	YR _____	YR _____
<b>Standard 1: Deaf Culture and Heritage</b>				
Benchmark	Description	Rating	Rating	Rating
<a href="#">SP.PK12.DH.1.1b:</a>	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.			
<a href="#">SP.PK12.DH.1.2b:</a>	Compare and contrast contributions of past and present figures of the Deaf community.			
<a href="#">SP.PK12.DH.1.3b:</a>	Evaluate ways that individuals who are deaf or hard of hearing provide support for each other in their community.			
<a href="#">SP.PK12.DH.1.4a:</a>	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.			
<a href="#">SP.PK12.DH.1.4b:</a>	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.			
<b>Standard 2: Learning Supports</b>				
Benchmark	Description	Rating	Rating	Rating
<a href="#">SP.PK12.DH.2.2:</a>	Maintain a time management and organizational system for academic studies.			
<a href="#">SP.PK12.DH.2.3b:</a>	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.			
<a href="#">SP.PK12.DH.2.4b:</a>	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.			
<a href="#">SP.PK12.DH.2.5:</a>	Request clarification of school assignments from teachers, family, and peers, when needed.			

<b>Standard 3: Knowledge of Own Hearing Loss</b>				
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.3.1b:</a>	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.			
<a href="#">SP.PK12.DH.3.2:</a>	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.			
<a href="#">SP.PK12.DH.3.3a:</a>	Identify the basic information on an audiogram.			
<a href="#">SP.PK12.DH.3.3b:</a>	Explain the meaning of information on own audiogram to parents, teachers, and peers.			
<a href="#">SP.PK12.DH.3.4:</a>	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.			
<a href="#">SP.PK12.DH.3.5a:</a>	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.			
<a href="#">SP.PK12.DH.3.6b:</a>	Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.			
<a href="#">SP.PK12.DH.3.7b:</a>	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.			
<b>Standard 4: Acquisition, Comprehension, and Use of Language</b>				
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.4.1:</a>	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.			

<a href="#">SP.PK12.DH.4.2:</a>	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.			
<a href="#">SP.PK12.DH.4.3:</a>	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.			
<a href="#">SP.PK12.DH.4.4:</a>	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.			
<a href="#">SP.PK12.DH.4.5:</a>	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.			
<a href="#">SP.PK12.DH.4.6:</a>	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.			
<b>Standard 5: Personal and Interpersonal Communication Skills</b>				
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.5.2a:</a>	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.			
<a href="#">SP.PK12.DH.5.2b:</a>	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.			
<a href="#">SP.PK12.DH.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.			
<a href="#">SP.PK12.DH.5.4b:</a>	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.			
<a href="#">SP.PK12.DH.5.5:</a>	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.			
<b>Standard 6: Self-Determination and Self-Advocacy</b>				
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.6.1b:</a>	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.			
<a href="#">SP.PK12.DH.6.1c:</a>	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.			

<a href="#">SP.PK12.DH.6.2b:</a>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.			
<a href="#">SP.PK12.DH.6.3b:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.			
<a href="#">SP.PK12.DH.6.4b:</a>	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.			
<a href="#">SP.PK12.DH.6.5:</a>	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.			

**Notes:**

## Special Skills: Grades 9-12 Expanded Skills Checklist

Course Code: [Expanded Skills: 9-12 \(#7963040\)](#)

Rating Key: Not Yet Emerging (O), Emerging (I), Inconsistent Use (X), Mastered (✓), Not Applicable (NA)					
Year (YR)		YR_____	YR_____	YR_____	YR_____
<b>Standard 1: Deaf Culture and Heritage</b>					
Benchmark	Description	Rating	Rating	Rating	Rating
<a href="#">SP.PK12.DH.1.1b:</a>	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.				
<a href="#">SP.PK12.DH.1.2b:</a>	Compare and contrast contributions of past and present figures of the Deaf community.				
<a href="#">SP.PK12.DH.1.3b:</a>	Evaluate ways that individuals who are deaf or hard of hearing provide support for each other in their community.				
<a href="#">SP.PK12.DH.1.4b:</a>	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.				
<a href="#">SP.PK12.DH.1.5:</a>	Develop a list of local and national resources with a description of their purposes and contact information for individuals who are deaf and hard of hearing.				
<b>Standard 2: Learning Supports</b>					
Benchmark	Description	Rating	Rating	Rating	Rating
<a href="#">SP.PK12.DH.2.2:</a>	Maintain a time management and organizational system for academic studies.				
<a href="#">SP.PK12.DH.2.3b:</a>	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.				
<a href="#">SP.PK12.DH.2.4b:</a>	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.				

<b>Standard 3: Knowledge of Own Hearing Loss</b>					
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.3.1b:</a>	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.				
<a href="#">SP.PK12.DH.3.3c:</a>	Explain the role of the audiologist in supporting one's hearing (set up appointment for audiogram, interpret the information on the audiogram, and discuss amplification needs).				
<a href="#">SP.PK12.DH.3.6c:</a>	Seek appropriate assistance from a professional regarding hearing loss needs, such as the interpreter, audiologist, itinerant teacher, and community and employment personnel.				
<a href="#">SP.PK12.DH.3.7c:</a>	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, independently.				
<b>Standard 4: Acquisition, Comprehension, and Use of Language</b>					
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.4.1:</a>	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.				
<a href="#">SP.PK12.DH.4.2:</a>	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.				
<a href="#">SP.PK12.DH.4.3:</a>	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.				
<a href="#">SP.PK12.DH.4.4:</a>	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.				

<a href="#">SP.PK12.DH.4.5:</a>	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.				
<a href="#">SP.PK12.DH.4.6:</a>	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.				
<b>Standard 5: Personal and Interpersonal Communication Skills</b>					
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.5.1:</a>	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.				
<a href="#">SP.PK12.DH.5.2b:</a>	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.				
<a href="#">SP.PK12.DH.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.				
<a href="#">SP.PK12.DH.5.4b:</a>	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.				
<a href="#">SP.PK12.DH.5.5:</a>	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.				
<b>Standard 6: Self-Determination and Self-Advocacy</b>					
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<a href="#">SP.PK12.DH.6.1b:</a>	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.				
<a href="#">SP.PK12.DH.6.1c:</a>	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.				
<a href="#">SP.PK12.DH.6.2b:</a>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.				

<a href="#">SP.PK12.DH.6.3b:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.				
<a href="#">SP.PK12.DH.6.4b:</a>	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.				
<a href="#">SP.PK12.DH.6.5:</a>	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.				
<a href="#">SP.PK12.DH.6.6:</a>	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.				
<a href="#">SP.PK12.DH.6.7:</a>	Develop an emergency contingency plan to gather information regarding man-made or natural disasters or personal emergencies.				
<a href="#">SP.PK12.DH.6.8:</a>	Identify agencies that provide postsecondary transition services, such as Vocational Rehabilitation, and Postsecondary Education Programs Network (PEPNet).				
<a href="#">SP.PK12.DH.6.9:</a>	Participate effectively in the development of own Summary of Performance, maintaining a portfolio of materials and resources to prepare for and succeed in postsecondary settings.				
<a href="#">SP.PK12.DH.6.10:</a>	Describe options available for postsecondary education or training, employment, and independent living that will meet personal goals and needs.				
<a href="#">SP.PK12.DH.6.11:</a>	Explain considerations related to obtaining reasonable accommodations in the community, workplace, and/or postsecondary education or training, including eligibility, necessary documentation, procedures for making a request, and the appeals process.				

**Notes:**

## Special Skills: Expanded Skills Master Checklist

Rating Key: Not Yet Emerging (O), Emerging (I), Inconsistent Use (X), Mastered (✓), Not Applicable (NA)			
Standard 1: Deaf Culture and Heritage			
Benchmark	Description	Rating	Date
<a href="#">SP.PK12.DH.1.1a:</a>	Identify historical and current attitudes of the Deaf community and the impact on themselves and others.		
<a href="#">SP.PK12.DH.1.1b:</a>	Explain historical and current attitudes of the Deaf community and the impact on themselves and others.		
<a href="#">SP.PK12.DH.1.2a:</a>	Identify contributions of past and present figures of the Deaf community.		
<a href="#">SP.PK12.DH.1.2b:</a>	Compare and contrast contributions of past and present figures of the Deaf community.		
<a href="#">SP.PK12.DH.1.3a:</a>	Identify ways that individuals who are deaf and hard of hearing provide support for each other in their community.		
<a href="#">SP.PK12.DH.1.3b:</a>	Evaluate ways that individuals who are deaf or hard of hearing provide support for each other in their community.		
<a href="#">SP.PK12.DH.1.4a:</a>	Identify ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.		
<a href="#">SP.PK12.DH.1.4b:</a>	Analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.		
<a href="#">SP.PK12.DH.1.5:</a>	Develop a list of local and national resources with a description of their purposes and contact information for individuals who are deaf and hard of hearing.		
Standard 2: Learning Supports			
Benchmark	Description	Rating	Date
<a href="#">SP.PK12.DH.2.1:</a>	Identify steps to complete school assignments and tasks according to directions.		
<a href="#">SP.PK12.DH.2.2:</a>	Maintain a time management and organizational system for academic studies.		

<a href="#">SP.PK12.DH.2.3a:</a>	Identify previously learned academic vocabulary, skill, or content in new skills and concepts.		
<a href="#">SP.PK12.DH.2.3b:</a>	Explain how previously learned academic vocabulary, skill, or content is used in new skills and concepts.		
<a href="#">SP.PK12.DH.2.4a:</a>	Produce written communication, including identifying parts of sentences, combining words to make sentences, and combining sentences to make paragraphs with the support of sign and/or voice.		
<a href="#">SP.PK12.DH.2.4b:</a>	Construct paragraphs and essays following English semantic and syntactic rules with the support of own preferred mode of communication.		
<a href="#">SP.PK12.DH.2.5:</a>	Request clarification of school assignments from teachers, family, and peers, when needed.		
<b>Standard 3: Knowledge of Own Hearing Loss</b>			
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Date</b>
<a href="#">SP.PK12.DH.3.1a:</a>	Recognize that he/she has a hearing loss, including referring to self as deaf or hard of hearing; stating cause of the hearing loss; and explaining that the hearing loss is stable, progressive, or irreversible.		
<a href="#">SP.PK12.DH.3.1b:</a>	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.		
<a href="#">SP.PK12.DH.3.2:</a>	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.		
<a href="#">SP.PK12.DH.3.3a:</a>	Identify the basic information on an audiogram.		
<a href="#">SP.PK12.DH.3.3b:</a>	Explain the meaning of information on own audiogram to parents, teachers, and peers.		
<a href="#">SP.PK12.DH.3.3c:</a>	Explain the role of the audiologist in supporting one's hearing (set up appointment for audiogram, interpret the information on the audiogram, and discuss amplification needs).		
<a href="#">SP.PK12.DH.3.4:</a>	Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.		

<a href="#">SP.PK12.DH.3.5a:</a>	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.		
<a href="#">SP.PK12.DH.3.6a:</a>	Identify people who can provide assistance in the school regarding a hearing loss, such as interpreters, audiologist, and the itinerant teacher.		
<a href="#">SP.PK12.DH.3.6b:</a>	Describe the type of assistance that can be provided in the school from an interpreter, audiologist, and the itinerant teacher.		
<a href="#">SP.PK12.DH.3.6c:</a>	Seek appropriate assistance from a professional regarding hearing loss needs, such as the interpreter, audiologist, itinerant teacher, and community and employment personnel.		
<a href="#">SP.PK12.DH.3.7a:</a>	Identify and use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with some assistance.		
<a href="#">SP.PK12.DH.3.7b:</a>	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, with minimal assistance.		
<a href="#">SP.PK12.DH.3.7c:</a>	Use a variety of specialized telecommunication technology, including etiquette and procedures appropriate for his/her needs, independently.		
<b>Standard 4: Acquisition, Comprehension, and Use of Language</b>			
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Date</b>
<a href="#">SP.PK12.DH.4.1:</a>	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.		
<a href="#">SP.PK12.DH.4.2:</a>	Participate in direct interactions with peers and adults using an appropriate mode of communication in a variety of settings independently.		
<a href="#">SP.PK12.DH.4.3:</a>	Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.		
<a href="#">SP.PK12.DH.4.4:</a>	Demonstrate nonverbal elements of communication, including proximity, turn taking, body shifting, facial expressions, and eye gaze.		
<a href="#">SP.PK12.DH.4.5:</a>	Express the meaning of complex vocabulary, concepts, and figurative language through explicit strategies, such as drawing, role play, fingerspelling, and recognizing visual markers.		
<a href="#">SP.PK12.DH.4.6:</a>	Apply auditory discrimination and phonological skills to enhance understanding of spoken and written language, when appropriate.		

<b>Standard 5: Personal and Interpersonal Communication Skills</b>			
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Date</b>
<a href="#">SP.PK12.DH.5.1:</a>	Explain the elements of the communication process—speaker, listener, message, feedback—and identify situations when communication breakdowns occur.		
<a href="#">SP.PK12.DH.5.2a:</a>	Describe positive and negative ways the physical environment can affect communication and describe situations when it would be difficult.		
<a href="#">SP.PK12.DH.5.2b:</a>	Request adaptation of the physical environment or accommodations when communication is perceived to be difficult.		
<a href="#">SP.PK12.DH.5.3:</a>	Use appropriate behavior in response to situational demands and modify behavior as needed.		
<a href="#">SP.PK12.DH.5.4a:</a>	Communicate with others in ways appropriate for the relationship, such as friends and family.		
<a href="#">SP.PK12.DH.5.4b:</a>	Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers.		
<a href="#">SP.PK12.DH.5.5:</a>	Anticipate and use repair strategies to ensure communication occurs during difficult listening situations or when communication breakdowns occur.		
<b>Standard 6: Self-Determination and Self-Advocacy</b>			
<b>Benchmark</b>	<b>Description</b>	<b>Rating</b>	<b>Date</b>
<a href="#">SP.PK12.DH.6.1a:</a>	Demonstrate understanding of the role and responsibility of an interpreter, including attending to the interpreter for directions and information as long as the teacher/speaker is talking and signaling the interpreter for clarification or repetition.		
<a href="#">SP.PK12.DH.6.1b:</a>	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.		
<a href="#">SP.PK12.DH.6.1c:</a>	Articulate the need for specialized or a preferred mode of communication with peers, adults, community members, and employers.		
<a href="#">SP.PK12.DH.6.2a:</a>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate with the assistance of an adult.		
<a href="#">SP.PK12.DH.6.2b:</a>	Select and use assistive technology—low-tech, high-tech, closed captioning, alerting systems—that is personally appropriate.		

<a href="#">SP.PK12.DH.6.3a:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the home and school.		
<a href="#">SP.PK12.DH.6.3b:</a>	Locate and respond appropriately to alerting devices, such as fire or smoke alarm, doorbell, phone, and monitors in the school, community, and job site.		
<a href="#">SP.PK12.DH.6.4a:</a>	Summarize knowledge of own individual educational plan (IEP), including assessment data, strengths, weaknesses, annual goals, objectives, special education and related services, and accommodations.		
<a href="#">SP.PK12.DH.6.4b:</a>	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.		
<a href="#">SP.PK12.DH.6.5:</a>	Explain support services available in the school, home, and community, such as Florida Relay Service, interpreters, and travel assistance.		
<a href="#">SP.PK12.DH.6.6:</a>	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when needed.		
<a href="#">SP.PK12.DH.6.7:</a>	Develop an emergency contingency plan to gather information regarding man-made or natural disasters or personal emergencies.		
<a href="#">SP.PK12.DH.6.8:</a>	Identify agencies that provide postsecondary transition services, such as Vocational Rehabilitation, and Postsecondary Education Programs Network (PEPNet).		
<a href="#">SP.PK12.DH.6.9:</a>	Participate effectively in the development of own Summary of Performance, maintaining a portfolio of materials and resources to prepare for and succeed in postsecondary settings.		
<a href="#">SP.PK12.DH.6.10:</a>	Describe options available for postsecondary education or training, employment, and independent living that will meet personal goals and needs.		
<a href="#">SP.PK12.DH.6.11:</a>	Explain considerations related to obtaining reasonable accommodations in the community, workplace, and/or postsecondary education or training, including eligibility, necessary documentation, procedures for making a request, and the appeals process.		

**Notes:**