



Expanded Skills Lesson Plan

Title: Troubleshoot Hearing Assistive Technology (HAT)

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Standard:

[SP.PK12.DH.3.4](#): Maintain (clean, care for, and troubleshoot) own hearing aids, cochlear implants, and/or FM equipment with assistance.

Brief description of the lesson plan.

The student will be able to troubleshoot their personal hearing assistive technology. They will use a checklist to troubleshoot a variety of possible problems with the hearing assistive technology. If they cannot fix the problem themselves, then they will request support from an appropriate adult and/or repair from an audiologist.

Quick Glance:

IEP Domain: Communication

Grade Level(s): 3-5

Specially Designed Instruction: DHH

Instructional Time: 2 hours

Suggested Technology:

Freely Available: Yes or No

Instructional Component Types: (Lesson Plan, Worksheet, Assessment, Instructional Technique, Formative Assessment, Transition)

Instructional Materials Needed:

- [Student Expectations for Advocacy & Monitoring Listening and Hearing \(SEAM\) for School Success](#)
- [Hearing Aid Listening Check](#) Youtube Video
- Central Institute for the Deaf (CID): CID Quick Tips: Troubleshooting [Hearing Aids](#), [Bone Conduction Hearing Devices](#), and [Cochlear Implants](#).
- [Phonak Care and Cleaning of Your Hearing Systems](#) (p. 73) Troubleshooting: Possible causes and solutions
- *Clarke Mainstream News* (Fall 2021, Volume 32, No. 1) - [FM Troubleshooting Tips](#)

Attachments

Hearing Aid Inspection Sheet

Lesson Content

Learning Objectives: What should students know and be able to do as a result of this lesson?

Students will be able to troubleshoot their hearing assistive technology.



Prior Knowledge: What prior knowledge should students have for this lesson?

Students should:

- Be able to name the different kinds of hearing assistive technology.
- Be able to name the parts of the hearing assistive technology.
- Be able to clean and care for their hearing assistive technology.

Guiding Questions: What are the guiding questions for this lesson?

- How does the student troubleshoot their personal hearing assistive technology independently?
- How does the student explain the problem with their hearing assistive technology to a professional when they cannot fix the problem themselves?

Teaching Phase: How will the teacher present the concept or skill to the students?

1. Review the [SEAM](#) with the student to establish where they are and the expectations of where they should be.
2. Next, watch the appropriate video to troubleshoot the student's device. Here are some suggestions from the Central Institute for the Deaf (CID): CID Quick Tips: Troubleshooting [Hearing Aids](#), [Bone Conduction Hearing Devices](#), and [Cochlear Implants](#).
3. Then create a device inspection sheet, like the one attached for hearing aids, with the student to complete a physical check of the device.
4. Create a troubleshooting checklist with the student of common problems and solutions if their device is malfunctioning. (See examples: [Clarke Mainstream News FM Troubleshooting Tips](#) and [Phonak Brochure](#) p. 73.)
5. Create a written plan of who to contact (e.g., teacher of the deaf/hard of hearing, parent, or educational audiologist) and how (email, phone/video call, or text) to contact the person if a device malfunctions and the troubleshooting does not work.

Guided Practice: What activities or exercises will the students complete with the teacher's guidance?

Provide students with practice inspecting and troubleshooting their devices.

Give the students scenarios of when the equipment does not work even after troubleshooting and have them practice describing the problem and requesting assistance getting it repaired.

Independent Practice: What activities or exercises will students complete in order to reinforce the concepts and skills developed in the lesson?

Students will practice weekly inspecting their equipment and maintaining the logs. The student will take on the responsibility of reporting broken equipment with support from school staff.

Extensions/Generalizations: The students should be able to apply these skills in a variety of settings (Postsecondary education, community, and workplace) to a variety of audiences (familiar and unfamiliar persons). Practice Functional listening skills.

The student will learn about what to do when they no longer have an educational audiologist. They will locate a local community audiologist who can maintain their device. They will ask Vocational Rehabilitation about the services they can provide to maintain their equipment.



Closure: How will the teacher assist students in organizing the knowledge gained in the lesson?

The teacher and student will create the checklists to monitor the student's personal hearing assistive technology. They will practice troubleshooting with the student and double-check their work.

Summative Assessment – Evaluate student learning at the end of instructional unity by comparing it against the standard.

The student will demonstrate checking their equipment. Given five different scenarios, two of which require repairs, the student will demonstrate troubleshooting equipment and requesting repairs when appropriate.

Formative Assessment – Formal and informal assessment (including testing) conducted by the teacher during the lesson process in order to modify teaching and learning activities to improve student attainment.

The student will maintain troubleshooting logs and calling in for repairs for one quarter.

Feedback to Students

Accommodations & Recommendations

Accommodations:

- The student(s) needs will depend on the IEP accommodations.

Further Recommendations:

Materials for Parents: Provide the families with the troubleshooting checklist created.

Materials for Professionals: Provide the IEP team with the troubleshooting checklist created.

Source and Access Information

Contributed by: RMTC-DHH

Is this resource freely available? Yes

Additional Resources in RMTC-DHH Loan Library:

- Advocacy in Action, #1938
- Building Skills for Independence in the Mainstream, #1940
- COACH - Self Advocacy & Transition Skills for Secondary Students who are DHH, #1939
- Steps to Assessment - A Guide to Identifying Educational Needs for DHH Students, #1943



| Student Name | Grade | Date | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>FIG. 1</p> | Condition of: Hearing Aid | | L | R | Comments | | | | | | | | | | | | | | | | | | | | | | | | |
| | No Problems – Good condition | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Ear mold | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Ear tube | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Hook | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Microphone filters | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Battery | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Battery compartment | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HA shell Condition | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| EE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Feedback Present | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Earmold fit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FM Synchronization to Transmitter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FM Functioning with source Computer, Project or, Soundfield | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| New Batteries Received - # | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Student Name | Grade | Date | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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