

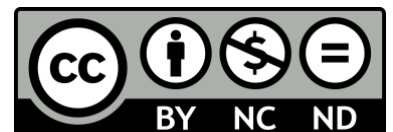
# Navigating Life with Hearing Loss

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“Navigating Life with Hearing Loss” course, TEKS, and curriculum is a project of the Texas Sensory Support Network, in collaboration with the Texas Education Agency.

If you have questions about this resource or about working with students who are deaf or hard of hearing, please contact us at [txssn@esc11.net](mailto:txssn@esc11.net).

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### **Navigating Life with Hearing Loss Curriculum**

Texas Sensory Support Network at Education Service Center Region 11,  
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# Curriculum Overview

## Purpose

The purpose of this course is to provide the necessary information, resources, and opportunities that will empower students who are deaf or hard of hearing to effectively apply information and skills learned in educational, home, and community settings in order to facilitate achievement in secondary and postsecondary environments. Areas to be addressed include audiology, hearing health, assistive technology, available support services and accommodations, communication, self-determination and advocacy, and Deaf culture. This course is open to hearing students who are taking American Sign Language and are interested in working in fields related to deafness, such as audiology, deaf education, interpreting, or speech and language pathology.

## Units

Unit 1: Course Introduction

Unit 2: Anatomy & Physiology

Unit 3: Audiograms



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Unit 4: Auditory Processing

Unit 5: Personal Amplification & Assistive Technology

Unit 6: Hearing Professionals

Unit 7: Communication

Mid-Term Assessments

Unit 8: IEP

Unit 9: Personal Needs & Accommodations

Unit 10: HAT (Hearing Assistive Technology) in School, Work & Community

Unit 11: Transition

Unit 12: Deaf Culture & History

Unit 13: Course Conclusion



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## How to Use This Curriculum

### Scope and Sequence

- The Navigating Life with Hearing Loss (NLWHL) Scope and Sequence can be found in the Scope and Sequence Folder. Please review this information prior to teaching this course.
- This course is divided into thirteen units.
- Every lesson suggests the amount of classroom time that may be needed to complete the lesson IF the course is taught over a period of 36 instructional weeks. If the student is completing this course in one semester instead of two semesters, adjustments will need to be made. Please note that the time indicated is only a suggestion. The teacher should adjust accordingly based on the needs of the learners.

### Lesson Differentiation, Vocabulary, and Teaching Strategies

- The curriculum is divided into three groups: Basic, Intermediate, and Advanced.
- These groupings are designed to build understanding from a vague awareness of a topic to a complex understanding.
- These groups are NOT intended to be used as a tool to determine what should be taught to students who are functioning on a specific language, cognitive, or educational level.
- For ALL students, begin with the Basic grouping (introductory concepts). When/if appropriate, progress to the Intermediate grouping (activities with additional language complexity) and conclude with the Advanced grouping (application activities.) Some students may be able to work through the learning targets in all three groups, while others may focus on the learning targets only in the Basic group or only in the Basic and Intermediate groups.
- The recommended teaching strategies are not comprehensive lists; they are simply suggestions. These suggestions are not designed to be used as a checklist for completion. For example, based on the learners' needs and interests, the teacher may choose to complete one of the suggested activities in a group but not the



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other activities. Likewise, the teacher should expand this list of suggested activities, if necessary, in order to meet the students' needs.

## Suggested Texts

- Berg, B. (2007). *The Social Skills Workbook: Exercises to Improve Social Skills*. Creative Therapy Store.
- Bitz, J. & Musselman, C. (2014). *Advocacy in Action: A Self-Advocacy Curriculum for Students Who Are Deaf or Hard of Hearing*. Hillsboro, OR: Butte Publication, Inc.
- Luckner, J. L. (2002). *Facilitating the Transition of Students Who Are Deaf or Hard of Hearing*. Austin, TX: PRO-ED.
- Price, L. H. (2014). *C.O.A.C.H.: Self Advocacy & Transition Skills for Secondary Students Who Are Deaf or Hard of Hearing*. NC: Lynne Price.
- Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.
- Wright, G. & Anderson, K. L. (2014). *Building Skills for Independence in the Mainstream: Developing Independent Hearing Aid use and Self-Advocacy Skills*. Plymouth, MN: Supporting Success for Children with Hearing Loss Publications

## Curriculum Contributors

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Lesson Plans, Files, and Resources can be located in the Google Drive:

<http://bit.do/NLWHLcurriculum>



# Scope and Sequence

## **Unit 1: Course Introduction**

### **Essential Knowledge and Skills**

#### **Lesson 1.1: Portfolio Development**

- 11E. Develop a collection of materials and resources pertaining to postsecondary opportunities.
- 11G. Create a portfolio of work that may be used to supplement and support the student's Summary of Performance.
- 10D. Identify the process of obtaining accommodations in community settings, including documentation required by agencies, employers, and post-secondary institutions, such as an audiogram, medical documentation, or summary of performance.

**Two 45-60 minute class periods**

#### **Lesson 1.2: Beginning-of-Course Assessments**

- 3F. Explain mode(s) of learning such as auditory, visual, kinesthetic, or a



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combination of modalities.

**Three 45-60 minute class periods**

## **Unit 2: Anatomy & Physiology**

### **Essential Knowledge and Skills**

#### **Lesson 2.1: Parts of the Ear**

- 1A. Identify and describe the parts of the outer ear including the pinna and ear canal.
- 1B. Identify and describe the parts of the middle ear including tympanic membrane; tympanic cavity; malleus, incus, and stapes bones; round window; and oval window.
- 1C. Identify and describe the parts of the inner ear such as the cochlea, the vestibular ducts, and the auditory nerve.
- 1D. Identify and describe the auditory cortex, the part of the brain involved in hearing.

**Seven 45-60 minute class periods**

#### **Lesson 2.2: Hearing and the Brain**

- 1E. Explain how the parts of the ear and brain work together to facilitate hearing.
- 2B. Classify the types of hearing loss, including sensorineural, conductive, mixed,



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and auditory neuropathy.

**Three 45-60 minute class periods**

## **Unit 3: Audiograms**

### **Essential Knowledge and Skills**

#### **Lesson 3.1: Reading an Audiogram**

- 2A. Identify the basic information on an audiogram such as hertz, decibels, frequency, pitch, tympanogram, speech reception threshold, masking, mild, moderate, severe, profound, aided, and unaided.
- 2C. Demonstrate and explain how speech sounds are assigned and located on an audiogram.
- 2D. Interpret symbols used on the audiogram such as "X" representing the left ear, "O" representing the right ear, "A" representing aided results, "<" and ">" representing unmasked bone conduction results, "[ and ]" representing masked bone conduction results, and "CI" representing sound detection when using a cochlear implant.
- 2E. Interpret the audiological information on audiograms.

**Six 45-60 minute class periods**

#### **Lesson 3.2: Interpret & Explain Personal Audiograms**



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- 3A. Describe an individual's hearing loss as stable, progressive, or irreversible including the cause, age of onset.
- 3C. Explain the information found on audiograms to parents, teachers, and peers.

**Seven 45-60 minute class periods**

## **Unit 4: Auditory Processing**

### **Essential Knowledge and Skills**

#### **Lesson 4.1: Auditory Processing**

- 2F. Explain the difference between hearing and understanding such as hearing a sound and being able to identify it or recognizing that someone is speaking and being able to decode the message.
- 3B. Describe how hearing loss is affected by different listening environments.

**Four 45-60 minute class periods**

## **Unit 5: Personal Amplification & Assistive Technology**



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## Essential Knowledge and Skills

### Lesson 5.1: Identifying & Examining Amplification & Hearing Technology

- 4A. Identify and demonstrate techniques used to clean, care for, and troubleshoot hearing aids, cochlear implants, and frequency modulation (FM) equipment.
- 4C. identify and compare personal amplification and hearing assistive technology options such as behind-the-ear, in-the-ear, in-the-canal, body aids, cochlear implants, FM systems, and other advanced hearing aid technologies used in a variety of listening environments.

**Four 45-60 minute class periods**

### Lesson 5.2: Personal Amplification Needs

- 4E. Analyze signal-to-noise ratio and its impact in a variety of listening situations.
- 3D. Discuss and identify amplification needs.

**Four 45-60 minute class periods**

### Lesson 5.3: Use of Personal Amplification

- 8A. Select the most effective assistive technology for a variety of listening environments.
- 4B. Instruct another individual such as a teacher, administrator, or staff member on how to use personal amplification and hearing assistive technology.

**Four 45-60 minute class periods**



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## **Unit 6: Hearing Professionals**

### **Essential Knowledge and Skills**

#### **Lesson 6.1: Assistance from Professionals**

- 5C. Differentiate assistance provided by professionals regarding hearing loss needs such as assistance from an interpreter, an audiologist, a teacher of the deaf, and community and employment personnel.

**Five 45-60 minute class periods**

#### **Lesson 6.2: Audiologist or Otolaryngologist**

- 5A. Explain the role of the audiologist in supporting hearing health.
- 5B. Explain the role of the otolaryngologist in supporting hearing health.
- 4D. Develop a schedule to have amplification devices evaluated and serviced based on product recommendations.

**Six 45-60 minute class periods**

## **Unit 7: Communication**

### **Essential Knowledge and Skills**



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**Lesson 7.1: Communication Basics**

6A. Explain the elements of communication including the speaker, listener, message, and feedback.

**Three 45-60 minute class periods**

**Lesson 7.2: Communication Repair**

6B. Identify, analyze, and explain when breakdowns are likely to occur within the communication process.

6C. Compare the positive and negative ways the physical environment can affect communication and describe situations when communication would be difficult.

**Seven 45-60 minute class periods**

**Lesson 7.3: Registers of Language**

6D. Identify and apply appropriate communication techniques for specific relationships such as using slang with peers and more formal words with adults.

**Ten 45-60 minute class periods**

**Mid-Year Assessment**

**Essential Knowledge and Skills**

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3F. Explain mode(s) of learning such as auditory, visual, kinesthetic, or a combination of modalities.

**One 45-46 minute class period**

## **Unit 8: IEP**

### **Essential Knowledge and Skills**

#### **Lesson 8.1: Eligibility for Special Education and Auditory Impairment Services**

11D. Research and evaluate eligibility for a variety of services such as special education in a school setting, DHHS, Social Security Disability Insurance (SSDI) and Medicaid, and postsecondary accommodations.

Review the following TEKS:

5A. Explain the role of the audiologist in supporting hearing health.

5B. Explain the role of the otolaryngologist in supporting hearing health.

**Four 45-60 minute class periods**

#### **Lesson 8.2: Components of an IEP**

9A. Identify and explain the components of an individualized education plan (IEP) such as goals and objectives, assessment, accommodations, modifications the Present Level of Academic Achievement and Functional performance (PLAAFP),



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and special education and related services.

**(mention post-secondary goal as a component of the IEP).**

11A. Research options available for postsecondary education or training, employment, and independent living that may meet an individual's goals and needs.

**Five 45-60 minute class periods**

### **Lesson 8.3: Developing Personal Goals**

9B. Identify personal academic strengths and weaknesses.

9C. Develop personal academic and personal goals.

**Four 45-60 minute class periods**

### **Lesson 8.4: Student Presentation - My IEP**

9D. Roleplay presenting information regarding personal goals and needed accommodations to be shared with others such as the IEP meeting participants, parents, classroom teachers, peers, community members, or employers.

**Four 45-60 minute class periods**

## **Unit 9: Personal Needs & Accommodations**

### **Essential Knowledge and Skills**



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### **Lesson 9.1: Listening in the Community**

- 4E. Analyze signal-to-noise ratio and its impact in a variety of listening situations.
- 8A. Select the most effective assistive technology for a variety of listening environments.

**Two 45-60 minute class periods**

### **Lesson 9.2: Advocating for Preferred Modes of Learning and Instruction**

- 3F. Explain mode(s) of learning such as auditory, visual, kinesthetic, or a combination of modalities.
- 7A. Identify the most effective position of the interpreter for various modes of instruction and explain how the position of the interpreter affects the ability to fully attend to all modes.

**Two 45-60 minute class periods**

### **Lesson 9.3: Accommodations & Modifications**

- 10A. Explain the purpose of personal accommodations and modifications in the classroom and workplace.
- 3E. Identify accommodations that are helpful in various listening environments such as a copy of class notes or preferential or strategic seating in a classroom.

**Five 45-60 minute class periods**

### **Lesson 9.4: Advocacy & Interpreting**

- 7E. Explain to others the purpose, role, and responsibilities of an interpreter.



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7C. Explain the importance of pausing when showing visuals before proceeding with explanations.

7B. Identify effective methods of requesting clarification or repetition from the interpreter.

7D. Defend individual interpreting needs such as interpreter placement, seating preferences, and sign modality.

**Six 45-60 minute class periods**

**Lesson 9.5: Personal Interpreting Preferences**

3G. Identify individual personal interpreting needs for various settings.

7G. Research policies and protocols to request an interpreter for extracurricular activities.

**Two 45-60 minute class periods**

**Lesson 9.6: Accommodations in the Community**

10B. Research commonly used accommodations in the community, workplace, and postsecondary education or training settings for persons who are deaf or hard of hearing and identify the specific accommodations that meet personal needs.

10C. Evaluate considerations related to obtaining accommodations in the community, workplace, and postsecondary education or training.

**Four 45-60 minute class periods**



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## **Unit 10: HAT (Hearing Assistive Technology) in School, Work, & the Community**

### **Essential Knowledge and Skills**

#### **Lesson 10.1: Hearing Assistive Technology**

- 8B. Demonstrate how to operate closed captioning or subtitles on a movie, video, or recorded program.
- 8C. Identify locations of alerting devices such as fire or smoke alarms, doorbells, phones, and monitors in the school, community, and job site.
- 8D. Respond to alerting devices by following established emergency procedure.
- 4F. Identify and use a variety of specialized telecommunication technologies such as video phones, text telephones (TTYs), captioned phones, amplified phones, or computer video technology.
- 4G. Describe etiquette and behaviors to consider when using specialized telecommunication technology.

**Six 45-60 minute class periods**

## **Unit 11: Transition**

### **Essential Knowledge and Skills**



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### **Lesson 11.1: Postsecondary Goals**

11A. Research options available for postsecondary education or training, employment, and independent living that may meet an individual's goals and needs.

**Ten 45-60 minute class periods**

### **Lesson 11.2: Community Interpreters**

- 7E. Explain to others the purpose, role, and responsibilities of an interpreter.
- 7F. Determine when interpreting services are necessary such as interviewing for a job or may not be necessary such as shopping at the grocery store.
- 7H. Justify the need for a specialized or a preferred mode of communication with peers, adults, community members, and employers.

**Three 45-60 minute class periods**

### **Lesson 11.3: Local Support Services**

11C. Investigate support services for people who are deaf or hard of hearing available in the school, home, and community such as Video Relay Service, interpreters, and travel assistance.

**Three 45-60 minute class periods**

### **Lesson 11.4: Agencies to Support Transition**

11B. Identify agencies that provide postsecondary transition services such as the Texas Workforce Commission (TWC), Health and Human Services Office of Deaf and Hard of Hearing Services (DHHS), and National Deaf Center on



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Postsecondary Outcomes (NDC).

11D. Research and evaluate eligibility for a variety of services such as special education in a school setting, DHHS, Social Security Disability Insurance (SSDI) and Medicaid, and postsecondary accommodations.

**Three 45-60 minute class periods**

### **Lesson 11.5: Financial Assistance Agencies**

11D. Research and evaluate eligibility for a variety of services such as special education in a school setting, DHHS, Social Security Disability Insurance (SSDI) and Medicaid, and postsecondary accommodations.

**Three 45-60 minute class periods**

## **Unit 12: Deaf Culture & History**

### **Essential Knowledge and Skills**

#### **Lesson 12.1: Past to Present**

12A. Identify and explain historical and current attitudes of the Deaf community and the impact of these attitudes on the student.

12D. Describe and analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.

**Five 45-60 minute class periods**



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### **Lesson 12.2: Important People in the Deaf Community**

12B. Research and evaluate contributions of past and present figures of the Deaf community.

**Ten 45-60 minute class periods**

### **Lesson 12.3: Support in the Deaf Community**

12C. Identify and critique ways that individuals who are Deaf or hard of hearing provide support for each other in the student's community.

11F. Identify and describe local and national resources for individuals who are Deaf or hard of hearing.

**Three 45-60 minute class periods**

## **Unit 13: Course Conclusion**

### **Essential Knowledge and Skills**

#### **Lesson 13.1: End-of-Course Assessments**

3F. Explain mode(s) of learning such as auditory, visual, kinesthetic, or a combination of modalities.

**One 45-46 minute class period**



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### **Lesson 13.2: Portfolio Completion**

- 10D. identify the process of obtaining accommodations in community settings, including documentation required by agencies, employers, and post-secondary institutions, such as an audiogram, medical documentation, or summary of performance .
- 11E. Develop a collection of materials and resources pertaining to postsecondary opportunities.
- 11G. Create a portfolio of work that may be used to supplement and support the student's Summary of Performance.

**Two 45-60 minute class periods**



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# Unit 1: Introduction

# Navigating Life with Hearing Loss

- [Lesson 1.1: Portfolio Development](#)
- [Lesson 1.2: Beginning-of-Course Assessments](#)



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## Lesson 1.1: Portfolio Development

<b>Duration of Lesson:</b>	Two 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(10) Advocacy and Accommodations. The student develops specific skills to advocate for accommodations that allow people who are deaf or hard of hearing access to the community, workplace, and postsecondary education or training. The student is expected to:</p> <p>(D) Identify the process of obtaining accommodations in community settings, including documentation required by agencies, employers, and post-secondary institutions, such as an audiogram, medical documentation, or summary of performance.</p> <p>(11) Advocacy and Transition. The student demonstrates advocacy skills necessary for successful transition to adult life. The student is expected to:</p> <p>(E) develop a collection of materials and resources pertaining to postsecondary opportunities; and</p> <p>(G) create a portfolio of work that may be used to supplement and support the student's Summary of Performance.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	



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- How will students organize and document their learning?
- What documentation will students need after high school?
- Note: This student-generated portfolio is intended to be used as a post-secondary, transition resource. The information included in the portfolio will be helpful and necessary as the student navigates life with a hearing loss.

### Resources and Supplies:

(What resources will you and your students use?)

- [Table of Contents](#)
- One 1 ½" 3-ring Binder
- Eight Dividers
- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

**Basic**

**Intermediate**

**Advanced**

Assemble portfolio using the Table of Contents and appropriately labeled dividers



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Target Vocabulary/Key Concepts:		
Basic	Intermediate & Advanced	
<ul style="list-style-type: none"><li>• binder</li><li>• divider</li><li>• label</li><li>• Table of Contents</li></ul>	<ul style="list-style-type: none"><li>• portfolio</li><li>• checklists</li><li>• inventories</li><li>• medical information</li><li>• amplification</li><li>• technology</li><li>• communication</li><li>• IEP</li><li>• personal needs</li><li>• transition</li><li>• Deaf culture and history</li></ul>	
Teaching Strategies:		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"><li>• Students present personal information from portfolio and how it relates to their future goals and needs.</li><li>• <a href="#">Options for Presentations</a></li></ul>		



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## Lesson 1.2: Beginning-of-Course Assessments

<b>Duration of Lesson:</b>	Three 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(3) Personal Hearing Loss. The student describes the physical, social, and emotional dynamics of individual hearing loss. The student is expected to:</p> <p>(F) explain mode(s) of learning such as auditory, visual, kinesthetic, or a combination of modalities.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What self-advocacy skills do students already possess?</li> <li>• What are the students' learning preferences?</li> <li>• What are the students' self-identified interests?</li> </ul>	
<b>Resources and Supplies:</b>	
(What resources will you and your students use?)	
<p>Price, L. H. (2014). <i>C.O.A.C.H.: Self Advocacy &amp; Transition Skills for Secondary Students Who Are Deaf or Hard of Hearing</i>. NC: Lynne Price.</p>	



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Price, L. H. (2016). *Steps to Success: A Scope and Sequence of Skills for Students Who Are Deaf/Hard of Hearing: Perception, Processing, Self Knowledge, and Advocacy Development*. NC: Lynne Price.

### **Self-Advocacy Inventories:**

- Self-Advocacy Competency (*Steps to Success*, pp. 7-8)
- [Informal Inventory of Independence and Self-Advocacy Skills for DHH Students](#)
- [SEAM: Student Expectations for Advocacy & Monitoring](#)

### **Learning Styles Inventories:**

- [Learning Styles Quiz](#) (external link)
- [CITE Learning Style Inventory](#)
- [Learning Styles Inventory, Teaching and Learning Center](#)

### **Student Interest Survey:**

- Interest Questionnaire, C.O.A.C.H., p. 51

### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)



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Basic	Intermediate	Advanced
Complete self-assessments and interest inventories regarding self-advocacy and learning preferences		
<b>Target Vocabulary/Key Concepts:</b>		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• skills</li> <li>• interests</li> <li>• learning styles</li> <li>• listening</li> <li>• doing/acting</li> <li>• seeing</li> </ul>	<ul style="list-style-type: none"> <li>• self-advocacy</li> <li>• assessment</li> <li>• inventory</li> <li>• auditory</li> <li>• kinesthetic</li> <li>• visual</li> <li>• preferences</li> <li>• self-awareness</li> <li>• access</li> <li>• hearing perception</li> </ul>	<ul style="list-style-type: none"> <li>• modality</li> <li>• competency</li> </ul>
<b>Teaching Strategies:</b>		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Teacher chooses one of each (in Resources):</li> </ul>		



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- Self-advocacy assessment tool
- Learning styles assessment tool
- Student-interest survey
- Teacher and student each complete a self-advocacy inventory, then conference/compare the results.
- Students complete learning styles and interest surveys.
- Include all information in student portfolio.

## Unit 2: Anatomy & Physiology

# Navigating Life with Hearing Loss

- [Lesson 2.1: Parts of the Ear](#)



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### **Navigating Life with Hearing Loss Curriculum**

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- [Lesson 2.2: Hearing and the Brain](#)



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**Navigating Life with Hearing Loss Curriculum**

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## Lesson 2.1: Parts of the Ear

<b>Duration of Lesson:</b>	Six 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(1) Anatomy and Physiology. The student describes the auditory system and how it works. The student is expected to:</p> <p>(A) identify and describe the parts of the outer ear including the pinna and ear canal.</p> <p>(B) identify and describe the parts of the middle ear including tympanic membrane; tympanic cavity; malleus, incus, and stapes bones; round window; and oval window.</p> <p>(C) identify and describe the parts of the inner ear such as the cochlea, the vestibular ducts, and the auditory nerve.</p> <p>(D) identify and describe the auditory cortex, the part of the brain involved in hearing.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What are the parts of the ear and the function of each part?</li> <li>• Why is it important to identify the parts of the ear and the function of each part?</li> <li>• What part of the brain is involved in the process of hearing?</li> </ul>	



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## Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: A Scope and Sequence of Skills for Students Who Are Deaf/Hard of Hearing: Perception, Processing, Self Knowledge, and Advocacy Development*. NC: Lynne Price.

- [Deaf or Hard of Hearing | DO-IT](#) (external link)
- [Just for Kids and Young Adults, American Academy of Audiology](#) (external link)
- [Twelve Listening Environments, Kaseem Hearing \(video\)](#) (external link)
- [Hearing and How It Works, Med-El \(video\)](#) (external link)
- [Turn It to the Left: Ten Fun Facts About Hearing](#) (external link)
- [Types of Hearing Loss, Johns Hopkins Medicine](#) (external link)
- 3D model of the ear
- 2D diagrams of the ear
  - [Diagram #1: Ear Coloring](#)
  - [Diagram #2: Ear Labeling](#)
  - [Parts of the Ear Foldable](#)
  - [Google Slides: Anatomy of the Ear](#)
- [Miracle Ear: Anatomy of the Ear and Hearing Loss \(video\)](#) (external link)
- [Hearing and Balance: Crash Course A&P #17 \(video\)](#) (external link)

## Additional Resources:



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- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

<b>Learning Targets:</b> (Scaffold learning targets to differentiate levels)		
Basic	Intermediate	Advanced
Locate and label the parts of the ear and the brain that are involved in the process of hearing	State the function of each part of the ear and the brain that are involved in the process of hearing	Use appropriate terms for the structures of the ear in oral and written communication
<b>Target Vocabulary/Key Concepts:</b>		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• outer ear</li> <li>• eardrum</li> <li>• inner ear</li> <li>• bones</li> </ul>	<ul style="list-style-type: none"> <li>• pinna</li> <li>• cochlea</li> <li>• auditory canal</li> <li>• Eustachian tube</li> </ul>	<ul style="list-style-type: none"> <li>• external auditory meatus</li> <li>• stapes</li> <li>• malleus</li> </ul>



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<ul style="list-style-type: none"> <li>• snail shell</li> <li>• nerves</li> <li>• ear canal</li> <li>• hammer</li> <li>• anvil</li> <li>• stirrup</li> </ul>	<ul style="list-style-type: none"> <li>• semicircular canals</li> <li>• auditory nerve</li> <li>• auditory cortex</li> <li>• hair cells</li> </ul>	<ul style="list-style-type: none"> <li>• incus</li> <li>• tympanic membrane</li> <li>• ossicles</li> <li>• oval window</li> <li>• round window</li> <li>• brainstem</li> <li>• cilia</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Label a blank diagram of the ear with the use of a word bank.</li> <li>• Given the location on a diagram, state the name of the part of the ear.</li> <li>• Teacher spells a word from a list of learned material and student points to the spelled word.</li> <li>• Teacher states/signs a part of the ear. Student writes the word on the proper location on a diagram.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Label a blank diagram of the ear and state the function of each part of the ear and the brain that are involved in the process of hearing.</li> <li>• Invite an audiologist to the class to speak to the students.</li> <li>• Play a <a href="#">vocabulary game</a>, matching the picture and vocabulary word first, then</li> </ul>		



### **Navigating Life with Hearing Loss Curriculum**

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matching the definition. Follow up with discussion and check the answers with [presentation](#).

### **Advanced**

- Write a narrative describing one's personal perspective on hearing. Include an explanation of hearing acuity and its effect on recognition and understanding of sounds and speech.



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## Lesson 2.2: Hearing and the Brain

<b>Duration of Lesson:</b>	Four 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(1) Anatomy and Physiology. The student describes the auditory system and how it works. The student is expected to:</p> <p>(E) explain how the parts of the ear and brain work together to facilitate hearing.</p> <p>(2) Audiograms. The student interprets a variety of audiograms. The student is expected to:</p> <p>(B) classify the types of hearing loss, including sensorineural, conductive, mixed, and auditory neuropathy.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What is the role of the brain in hearing?</li> <li>• What are the differences in the types of hearing loss?</li> </ul>	
<b>Resources:</b> (What resources will you and your students use?)	



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Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [Common Causes of Hearing Loss for parents and Families, Harvard Medical School, Center for Hereditary Deafness](#) (external link)
- [Understanding the Genetics of Deafness: A Guide for Patients and Families, Harvard Medical School Center for Hereditary Deafness](#) (external link)
- [Facts About Genetic Testing, Harvard Medical School Center for Hereditary Deafness](#) (external link)
- [Auditory Neuropathy, NIDCD](#) (external link)
- [The Auditory Pathway Song, Brandon H. Young \(video\)](#) (external link)
- [Anatomy of Auditory Pathway and Auditory Cortex](#) (external link)
- 3D model of the brain
- [Auditory Processing, Khan Academy](#) (external link)
  - (Specifically at the 4:30 mark)
- [Types of Hearing Loss, ASHA](#) (external link)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016



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**Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Sequence the process of hearing	List and describe key causes of hearing loss including genetics, illnesses, and drug or medication use	Explain the process of hearing using technical vocabulary for the entire process from sound waves to the brain
Explain different types of hearing loss (sensorineural, conductive, and mixed) and auditory neuropathy in relation to the parts of the ear		Evaluate how the different types of hearing loss can affect learning and daily living
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• outer ear</li> <li>• eardrum</li> <li>• inner ear</li> <li>• bones</li> <li>• nerves</li> <li>• ear canal</li> <li>• hammer</li> </ul>	<ul style="list-style-type: none"> <li>• pinna</li> <li>• cochlea</li> <li>• auditory canal</li> <li>• semicircular canals</li> <li>• auditory nerve</li> <li>• auditory cortex</li> <li>• hair cells</li> </ul>	<ul style="list-style-type: none"> <li>• external auditory meatus</li> <li>• stapes</li> <li>• malleus</li> <li>• incus</li> <li>• tympanic membrane</li> <li>• ossicles</li> </ul>

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<ul style="list-style-type: none"> <li>• anvil</li> <li>• stirrup</li> <li>• sound waves</li> <li>• brain</li> <li>• conductive</li> <li>• sensorineural</li> <li>• mixed</li> <li>• auditory neuropathy</li> </ul>		<ul style="list-style-type: none"> <li>• oval window</li> <li>• round window</li> <li>• brainstem</li> <li>• cilia</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Use a diagram of the ear to explain the location associated with different types of hearing loss, including sensorineural and conductive.</li> <li>• Using sentence strips, sequence the steps of the hearing process from beginning to end.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Research one key cause of hearing loss. Relate the cause to the location in the ear by generating a written product.</li> <li>• Using sentence strips, identify which step comes next in the hearing process.</li> </ul>		
<b>Advanced</b>		



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- Create a visual representation of the hearing process from sound waves to the brain.
- Create a personal timeline from birth to current age. Use the timeline to write a narrative of one's hearing history and how the student's hearing affects learning and daily living.



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# Unit 3: Audiograms

## Navigating Life with Hearing Loss

- [Lesson 3.1: Reading an Audiogram](#)
- [Lesson 3.2: Interpret & Explain Personal Audiograms](#)



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### **Navigating Life with Hearing Loss Curriculum**

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## Lesson 3.1: Reading an Audiogram

<b>Duration of Lesson:</b>	Six 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(2) Audiograms. The student interprets a variety of audiograms. The student is expected to:</p> <p>(A) identify the basic information on an audiogram such as hertz, decibels, frequency, pitch, tympanogram, speech reception threshold, masking, mild, moderate, severe, profound, aided, and unaided.</p> <p>(C) demonstrate and explain how speech sounds are assigned and located on an audiogram.</p> <p>(D) interpret symbols used on the audiogram such as "X" representing the left ear, "O" representing the right ear, "A" representing aided results, "&lt;" and "&gt;" representing unmasked bone conduction results, "[ and ]" representing masked bone conduction results, and "CI" representing sound detection when using a cochlear implant.</p> <p>(E) interpret the audiological information on audiograms.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What information is included on an audiogram?</li> <li>• How is the data on an audiogram interpreted?</li> </ul>	



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- How is charting the different hearing levels on an audiogram helpful when interpreting an audiogram?
- How can understanding an audiogram also help one understand speech recognition?
- What are the familiar common sounds, and why are these sounds important when interpreting an audiogram?

### Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [Just for Kids and Young Adults, American Academy of Audiology](#) (external link)
- [The Audiogram, ASHA](#) (external link)
- [Understanding Your Audiogram, Johns Hopkins Medicine](#) (external link)
- [About Hearing, Boys Town National Research Hospital](#) (external link)

### Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016



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**Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Locate specific information on an audiogram	Interpret information found on an audiogram as it pertains to individual hearing loss	Compare audiological information over time
Describe differences in degrees of hearing	Explain the difference between aided and unaided perception	List listening difficulties based on the intensity of the sound and the frequency of perception
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• audiologist</li> <li>• audiogram</li> <li>• mild</li> <li>• moderate</li> <li>• severe</li> <li>• profound</li> <li>• speech banana</li> <li>• loudness</li> </ul>	<ul style="list-style-type: none"> <li>• decibels</li> <li>• frequency</li> <li>• pitch</li> <li>• bone conduction</li> <li>• familiar sounds</li> <li>• intensity</li> <li>• pitch</li> </ul>	<ul style="list-style-type: none"> <li>• intensity</li> <li>• hertz</li> <li>• masked</li> <li>• unmasked</li> <li>• speech recognition threshold</li> <li>• tympanogram</li> </ul>

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<ul style="list-style-type: none"> <li>• earphones</li> <li>• bone vibrator</li> <li>• audiometer</li> <li>• aided</li> <li>• unaided</li> </ul>		
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Match the appropriate terms listed above to the location on a diagram.</li> <li>• Match the terms listed above to the definition.</li> <li>• Name and describe the different degrees of hearing loss.</li> <li>• Identify the degrees of hearing loss as represented on a diagram.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Interpret sample audiograms by identifying the degree of hearing loss, describing the type of hearing loss, and listing common sounds (including speech) that the individual can/cannot hear.</li> <li>• Using sample audiograms, describe any differences between aided and unaided responses.</li> <li>• Invite an audiologist to present to the class.</li> </ul>		



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**Advanced**

- Interpret and compare three different audiograms chronologically and the note changes in hearing.
- Use sample audiograms to interpret an individual's hearing loss, including how the intensity and frequency of sounds affect hearing.
- Prepare for an audiologist visit by generating a list of questions.

**Navigating Life with Hearing Loss Curriculum**

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## Lesson 3.2: Interpret & Explain Personal Audiograms

<b>Duration of Lesson:</b>	Seven 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(3) Personal Hearing Loss. The student describes the physical, social, and emotional dynamics of individual hearing loss. The student is expected to:</p> <p>(A) describe an individual's hearing loss as stable, progressive, or irreversible including the cause, age of onset.</p> <p>(C) explain the information found on audiograms to parents, teachers, and peers.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• How can the information on an audiogram be interpreted to determine the type and degree of hearing loss for an individual?</li> <li>• What are the origins of a student's hearing loss, and is that hearing loss reversible?</li> <li>• How is the student's hearing loss indicated on his audiogram?</li> <li>• Why is it important to understand an audiogram well enough to explain it to another person?</li> </ul>	
<b>Resources:</b> (What resources will you and your students use?)	



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Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Locate and define specific information on an individual's personal audiogram	Use one's personal audiogram to describe characteristics of one's hearing loss	Compare several consecutive, individual audiograms to determine whether the hearing loss is stable, unstable, or progressive
Identify the age of onset for personal hearing loss, and develop a basic understanding of the cause (hereditary or	Identify the age of onset of hearing loss, and based on the type of hearing loss, identify the possible causes	



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medical)		
Explain one's personal audiogram and hearing loss to teachers and parents, including: type, degree, common sounds/speech	Explain one's personal audiogram and hearing loss to teachers and parents, including: type, degree, common sounds/speech, age of onset, and cause	Explain one's personal audiogram and hearing loss to teachers and parents, including: type, degree, common sounds/speech, age of onset, cause, effects of pitch and intensity, and implications on learning and communication
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• age of onset</li> <li>• cause</li> <li>• stable</li> <li>• short-term</li> <li>• long-term</li> <li>• mild</li> <li>• moderate</li> <li>• severe</li> <li>• profound</li> <li>• sloping</li> <li>• aided</li> </ul>	<ul style="list-style-type: none"> <li>• age-induced</li> <li>• stable</li> <li>• progressive</li> <li>• temporary</li> <li>• permanent</li> <li>• ruptured</li> <li>• intense/excessive noise</li> <li>• bilateral</li> <li>• unilateral</li> <li>• irreversible</li> </ul>	<ul style="list-style-type: none"> <li>• presbycusis</li> <li>• meningitis</li> <li>• auditory neuropathy</li> <li>• trauma</li> </ul>



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<ul style="list-style-type: none"> <li>• unaided</li> <li>• sensorineural</li> <li>• conductive</li> <li>• mixed</li> <li>• infection</li> <li>• fluid build-up</li> <li>• heredity</li> <li>• illness</li> </ul>	<ul style="list-style-type: none"> <li>• deformity</li> </ul>	
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Interpret the student's own audiogram and identify the degree of hearing loss.</li> <li>• Test one's hearing of certain common sounds. Move sounds closer/further away. Sample the sounds at different intensities. Students create a T-chart of sounds they can/cannot hear.</li> <li>• Participate in a parent/teacher meeting for the student to explain the his/her own hearing loss to those in attendance.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Interview parents about personal hearing loss to learn about age of onset and cause.</li> </ul>		



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- Graph individual audiological data onto a chart including common sounds and the speech banana. Use the chart to identify the sounds the individual can/cannot hear.
- Participate in a parent/teacher meeting to explain the individual's own hearing loss to those in attendance. Include information specific to speech discrimination.

**Advanced**

- Interview parents to learn more about personal hearing loss. Research the effects of hearing loss with the specific cause and age of onset.
- Graph individual audiological data for at least three consecutive evaluations onto a chart with common sounds/speech. Compare and contrast the progression of the hearing loss.
- Organize a meeting with parents and teachers. Create a presentation to share information about personal hearing loss and related needs in a variety of settings.

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# Unit 4: Auditory Processing

## Navigating Life with Hearing Loss

- [Lesson 4.1: Auditory Processing](#)



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### **Navigating Life with Hearing Loss Curriculum**

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## Lesson 4.1: Auditory Processing

<b>Duration of Lesson:</b>	Four 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(2) Audiograms. The student interprets a variety of audiograms. The student is expected to:</p> <p>(F) explain the difference between hearing and understanding such as hearing a sound and being able to identify it or recognizing that someone is speaking and being able to decode the message.</p> <p>(3) Personal Hearing Loss. The student describes the physical, social, and emotional dynamics of individual hearing loss. The student is expected to:</p> <p>(B) describe how hearing loss is affected by different listening environments.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What is the difference between hearing a sound and recognizing the source of the sound?</li> <li>• What is the difference between recognizing that a person is speaking and understanding the words that are being spoken?</li> <li>• How does the ability to identify sound and understand speech change in different settings (i.e. classroom, doctor's office, home, full auditorium)?</li> </ul>	



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## Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

Wright, G. & Anderson, K. L. (2014). *Building Skills for Independence in the Mainstream: Developing Independent Hearing Aid use and Self-Advocacy Skills*. Plymouth, MN: Supporting Success for Children with Hearing Loss Publications

- [Differences Between Hearing and Listening \(with comparison chart\)](#) (external link)
- [Hearing With Your Ears, Listening With Your Brain, Association for Psychological Science](#) (external link)
- [Hearing, Listening, and Understanding, Hearing Health and Technology Matters](#) (external link)
- [Understanding Speech in Complex Listening Environments, Boys Town National Research Hospital \[Video\]](#) (external link)
- [Complicated Listening Environments: How Do Children with Hearing Loss Manage?, Hands and Voices](#) (external link)
- [Creating a Good Listening Environment, Aussie Deaf Kids](#) (external link)
- [Tips for Creating a Good Listening Environment in the Classroom, ASHA](#) (external link)

## Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

# Lesson Differentiation



## Navigating Life with Hearing Loss Curriculum

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Portions from *Steps to Success*, Lynne H. Price, 2016

<b>Learning Targets:</b> (Scaffold learning targets to differentiate levels)		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Explain the difference between recognizing the presence of a sound and understanding the meaning of the sound (including speech sounds)	Evaluate the difference between recognizing the presence of a sound and understanding the meaning of the sound, including what part of the body is responsible for each	
Identify a variety of different listening environments, and potential barriers to recognizing speech in each environment (i.e. distance from the sound, background noise, reverberation)	Identify a variety of situations in which hearing and understanding would be especially critical, and identify strategies to compensate in those situations	Evaluate a variety of situations in which hearing and understanding would be especially critical, and recommend strategies to compensate in those situations
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>



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<ul style="list-style-type: none"> <li>• listening environments</li> <li>• hearing</li> <li>• listening</li> <li>• understanding</li> </ul>	<ul style="list-style-type: none"> <li>• speech recognition thresholds</li> <li>• visual cues</li> <li>• source</li> </ul>	<ul style="list-style-type: none"> <li>• decode</li> <li>• Intended meaning</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Given auditory input, identify a variety of sounds that can personally be heard and understood, sounds that can be heard but not understood, and sounds that cannot be heard (including speech sounds.)</li> <li>• Use a paint sample strip to rate the ease of listening for different situations (easier sounds = lighter shade; harder sounds = darker shade.)</li> <li>• Use photos of different listening situations to rate the ease of listening from 1 to 10 (<i>Steps to Success</i>, p. 234).</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Identify speech sounds that are commonly misinterpreted while watching for visual cues.</li> <li>• Use a noise meter app in several locations around campus. Document constant and variable noise levels in each location. Discuss which locations are conducive to recognizing speech and which would be more challenging.</li> </ul>		



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- Using photos of different listening situations, state the factors that improve or reduce the ease of listening
- Discuss different listening settings, rate the ease of listening (loudness), and identify the source of the sound and options for improving listening (*Steps to Success*, p. 61).

### **Advanced**

- Create and illustrate examples misinterpreted visual cues that drastically change the meaning of the intended message.
- Spend a week documenting listening environments encountered during a regular day. Identify personal listening needs in each setting. Identify strategies for success in multiple environments.



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# Unit 5: Personal Amplification & Assistive Technology

## Navigating Life with Hearing Loss

- [Lesson 5.1: Identifying & Examining Amplification & Hearing Technology](#)
- [Lesson 5.2: Personal Amplification Needs](#)
- [Lesson 5.3: Use of Personal Amplification](#)



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### **Navigating Life with Hearing Loss Curriculum**

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## Lesson 5.1: Identifying & Examining Amplification & Hearing Technology

<b>Duration of Lesson:</b>	Four 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(4) Audiology and Assistive Technology. The student explains, demonstrates the use of, and maintains personal amplification and hearing assistive technology. The students are expected to:</p> <p>(A) identify and demonstrate techniques used to clean, care for, and troubleshoot hearing aids, cochlear implants, and frequency modulation (FM) equipment.</p> <p>(C) identify and compare personal amplification and hearing assistive technology options such as behind-the-ear, in-the-ear, in-the-canal, body aids, cochlear implants, FM systems, and other advanced hearing aid technologies used in a variety of listening environments.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What personal amplification and hearing assistive technology does the student use?</li> <li>• Can the student name the parts of that personal amplification and assistive technology and explain malfunctions to a professional who specializes in hearing loss?</li> </ul>	



- Can the student independently clean and troubleshoot their personal amplification equipment?

## Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

Wright, G. & Anderson, K. L. (2014). *Building Skills for Independence in the Mainstream: Developing Independent Hearing Aid use and Self-Advocacy Skills*. Plymouth, MN: Supporting Success for Children with Hearing Loss Publications.

- **Hearing Aid Information**

- [Types of Hearing Aids, Starkey Hearing Technology](#) (external link)
- [Different Hearing Aid Styles, YouTube](#) (external link)
- [How do Hearing Aids Work, Boys Town National Research Hospital](#) (external link)
- [How Does a Hearing Aid Really Work?, Starkey Hearing Technologies](#) (external link)
- [How Do Hearing Aids Work, YouTube](#) - Phonak (external link)
- [How Do Hearing Aids Work, YouTube](#) - Dr. Cliff (external link)

- **How to Clean an Earmold**

- [How to Clean an Earmold, YouTube](#) (external link)



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- [How to Wash Your Earmold, YouTube](#) (external link)

- **Battery Replacement**

- [312 Battery Replacement for Hearing Aid, YouTube](#) (external link)

- **Hearing Assistive Technology**

- [History of Hearing Aids, YouTube](#) (external link)
- [Amplification Options, Success for Kids with Hearing Loss](#) (external link)
- [Hearing Assistive Technology, Boys Town National Research Hospital](#) (external link)
- [What Do Hearing Aids and Cochlear Implants Sound Like?, Science Friday](#) (external link)
- [Hearing Loss in the Classroom, YouTube](#) (external link)
- [Free Oticon Ipad App Simulations](#) (external link)

- **FM/DM Systems Information**

- [Samantha and Her Fun FM and Hearing Aid Book! YouTube](#) (external link)
- [FM Systems for People with Hearing Loss, Healthy Hearing](#) (external link)
- [FM Systems: Improved Perception of Speech Over Background Noise and Distance, Success for Kids with Hearing Loss](#) (external link)
- [FM Etiquette](#) (external link)
- [Hearing Aid: FM Simulation, YouTube](#) (external link)

- **Cochlear Implant Information**

- [How a Cochlear Implant Works, Cochlear](#) (external link)



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- [How Do Cochlear Implants Work, YouTube](#) (external link)
- [How does a Cochlear Implant Work?, Boystown](#) (external link)
- [Cochlear Implant Surgery Simulation, YouTube](#) (external link)

- **Bone Conduction Aids Information**

- [How do Bone Conduction Aids Work, YouTube](#) (external link)
- [How do Bone Conduction Solutions Work, Cochlear](#) (external link)

- [Student Product Options](#)
- [What did the Audiologist Recommend Project Instructions](#)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Locate and label the parts of personal amplification on a diagram	Describe different styles and types of amplification devices	Research the history of assistive technology (hearing aids, cochlear implants, and FM systems)



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Name and state the function of each part of personal amplification	Describe differences in the function of different types of amplification	Recognize faulty equipment and describe the issue using appropriate terms
Clean, care for, and troubleshoot personal amplification and hearing assistive technology (HAT)	Demonstrate how to clean, care for and troubleshoot personal amplification and hearing assistive technology	Diagnose equipment failure, list options for correction, and determine how to repair or replace the equipment in a timely manner
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• hearing aid</li> <li>• cochlear implant</li> <li>• FM system</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing aid types:               <ul style="list-style-type: none"> <li>○ behind-the-ear (BTE)</li> <li>○ mini</li> <li>○ in-the-ear (ITE)</li> <li>○ in-the-canal (ITC)</li> <li>○ Completely-in-canal (CIC)</li> <li>○ bone anchored hearing aid (BAHA)</li> </ul> </li> <li>• Hearing aid parts:               <ul style="list-style-type: none"> <li>○ microphone</li> <li>○ amplifier</li> <li>○ receiver/speaker</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• frequency modulation (FM)</li> <li>• Hearing aid types:               <ul style="list-style-type: none"> <li>○ conventional/ analog</li> <li>○ programmable</li> <li>○ manufacturer</li> </ul> </li> <li>• Cochlear Implant:               <ul style="list-style-type: none"> <li>○ electrical pulse</li> </ul> </li> </ul>



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	<ul style="list-style-type: none"> <li>○ ear mold</li> <li>○ plastic case</li> <li>○ tube</li> <li>○ telecoil</li> <li>○ controls</li> <li>○ volume control</li> <li>○ tone/power control</li> <li>○ battery case</li> <li>○ ear hook</li> <li>○ battery</li> <li>● Cochlear implant parts: <ul style="list-style-type: none"> <li>○ microphone port</li> <li>○ speech processor</li> <li>○ transmitter</li> <li>○ receiver/ stimulator</li> <li>○ electrode array</li> <li>○ transmitting cable</li> <li>○ transmitting coil</li> </ul> </li> <li>● FM system parts: <ul style="list-style-type: none"> <li>○ microphone</li> <li>○ transmitter</li> <li>○ receiver</li> </ul> </li> </ul>	
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>● Match the names of HAT parts with the location on a diagram.</li> <li>● Write the word for a HAT part, when dictated and spelled by the teacher, in the proper location on a diagram. Reverse roles.</li> </ul>		



- Match descriptions of functions with the names of the parts.
- Clean and maintain personal hearing aids with teacher supervision and modeling on a regular basis.

### **Intermediate**

- Make a student-chosen [product](#) explaining different types of amplification and hearing technology and their parts.
- Design a [student project](#) where the students act as an audiologists who recommends amplification devices. Create a presentation about the recommendation.
- Create a table showing characteristics, differences, prices, service needs, and pros/cons for different devices (hearing aid, cochlear implant, and FM systems).
- Invite a vendor who sells amplification devices to present to the class.

### **Advanced**

- Create a timeline of assistive technology research and development. Predict advancements for new types of amplification and hearing technology.
- Research online articles and stories regarding assistive technology, and create a presentation about the material learned.



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## Lesson 5.2: Personal Amplification Needs

<b>Duration of Lesson:</b>	Four 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(4) Audiology and Assistive Technology. The student explains, demonstrates the use of, and maintains personal amplification and hearing assistive technology. The students are expected to:</p> <p>(E) analyze signal-to-noise ratio and its impact in a variety of listening situations.</p> <p>(3) Personal Hearing Loss. The student describes the physical, social, and emotional dynamics of individual hearing loss. The student is expected to:</p> <p>(E) discuss and identify personal amplification needs.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• How is the student's hearing impacted in a variety of listening situations?</li> <li>• What kind of personal amplification does the student need to maximize auditory potential?</li> </ul>	
<b>Resources:</b>	
(What resources will you and your students use?)	



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Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [Creating Good Listening Conditions for Learning in Education, National Deaf Children's Society](#)
- [Fact Sheet Listening conditions for learning in education – National Deaf Children's Society](#)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Rate a variety of situations based on ease of listening	Identify factors that make listening easy or difficult	Identify a difficult listening situation and state three advocacy options
List examples of accommodation options	Identify types of personal amplification that benefit the student	Evaluate benefits of accommodations for difficult listening situations



#### **Navigating Life with Hearing Loss Curriculum**

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Identify how other people change behavior in order to support listening		
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• loudness</li> <li>• quiet</li> </ul>	<ul style="list-style-type: none"> <li>• comfortable</li> <li>• painful</li> <li>• whisper</li> <li>• distorted</li> </ul>	<ul style="list-style-type: none"> <li>• advocacy</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Use a paint sample strip to rate ease of listening for different situations.</li> <li>• Use photos of different listening situations and rate the ease of listening from 1 to 10 (<i>Steps to Success</i>, p. 234).</li> </ul>		
<b>Intermediate</b>		



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- Use photos of different listening situations and state the factors that improve or reduce the ease of listening.
- Discuss different listening settings. Rate the ease of listening (loudness), identify the source of the sounds, and produce options for improving listening (Steps to Success, p. 61).
- Given a listening situation, name 3 possible accommodations.

**Advanced**

- Use the student's daily schedule to analyze individual listening needs in each class.
- State three accommodation options for a difficult listening situation. Implement the accommodations and evaluate the benefits through comparison.

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## Lesson 5.3: Use of Personal Amplification

<b>Duration of Lesson:</b>	Four 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(8) Assistive Technology. The student employs assistive technology necessary for academic and personal success. The student is expected to:</p> <p>(A) select the most effective assistive technology for a variety of listening environments.</p> <p>(4) Audiology and Assistive Technology. The student explains, demonstrates the use of, and maintains personal amplification and hearing assistive technology. The students are expected to:</p> <p>(B) instruct another individual such as a teacher, administrator, or staff member on how to use personal amplification and hearing assistive technology.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• How can each student explain his/her hearing needs and the use of his/her personal amplification equipment to an adult?</li> <li>• How can a student justify the use of his/her personal amplification equipment and accommodations to instructional staff or related service personnel?</li> </ul>	



## Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

### • Hearing Assistive Technology

- [History of Hearing Aids, YouTube](#) (external link)
- [Amplification Options, Success for Kids with Hearing Loss](#) (external link)
- [Hearing Assistive Technology, Boys Town National Research Hospital](#) (external link)
- [What Do Hearing Aids and Cochlear Implants Sound Like?, Science Friday](#) (external link)
- [Hearing Loss in the Classroom, YouTube](#) (external link)
- [Free Oticon Ipad App Simulations](#) (external link)

### • FM/DM Systems Information

- [Samantha and Her Fun FM and Hearing Aid Book! YouTube](#) (external link)
- [FM Systems for People with Hearing Loss, Healthy Hearing](#) (external link)
- [FM Systems: Improved Perception of Speech Over Background Noise and Distance, Success for Kids with Hearing Loss](#) (external link)
- [FM Etiquette](#) (external link)
- [Hearing Aid: FM Simulation, YouTube](#) (external link)



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- **Hearing Aid Information**

- [Types of Hearing Aids, Starkey Hearing Technology](#) (external link)
- [Different Hearing Aid Styles, YouTube](#) (external link)
- [How Do Hearing Aids Work, Boys Town National Research Hospital](#) (external link)
- [How Does a Hearing Aid Really Work?, Starkey Hearing Technologies](#) (external link)
- [How Do Hearing Aids Work \[Phonak\], YouTube](#) (external link)
- [How Do Hearing Aids Work \[Dr. Cliff\], YouTube](#) (external link)

- **Cochlear Implant Information**

- [How a Cochlear Implant Works, Cochlear](#) (external link)
- [How Do Cochlear Implants Work, YouTube](#) (external link)
- [How does a Cochlear Implant Work?, Boystown](#) (external link)
- [Cochlear Implant Surgery Simulation, YouTube](#) (external link)

- **Bone Conduction Aids Information**

- [How do Bone Conduction Aids Work, YouTube](#) (external link)
- [How do Bone Conduction Solutions Work, Cochlear](#) (external link)

- [Student Product Options](#)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation



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Portions from *Steps to Success*, Lynne H. Price, 2016

<b>Learning Targets:</b> (Scaffold learning targets to differentiate levels)		
Basic	Intermediate	Advanced
Observe demonstration of how to use personal equipment and FM system	Explain personal equipment and FM system to instructional staff or related service personnel	Schedule and conduct a training to explain personal equipment and FM system to instructional staff or related service personnel
<b>Target Vocabulary/Key Concepts:</b>		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• hearing aid</li> <li>• cochlear implant</li> <li>• FM system</li> </ul>	<ul style="list-style-type: none"> <li>• microphone</li> <li>• speaker</li> <li>• processor</li> <li>• transmitter</li> <li>• mute</li> <li>• sync</li> </ul>	<ul style="list-style-type: none"> <li>• schedule</li> <li>• training</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		



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- Observe a teacher, and copy how to use personal amplification equipment and FM system.

### **Intermediate**

- Explain the use of personal amplification equipment and FM system to instructional staff and related service personnel. Include the following information:
  - 1) Name the parts of a hearing aid;
  - 2) Demonstrate how to change the battery;
  - 3) Demonstrate how to connect the hearing aid to the FM system; and
  - 4) Demonstrate how to use the FM system (how to mute it, where to place the mic, when to turn it on/off, how to charge it, how to care for it, etc.)

### **Advanced**

- Schedule and conduct a training to present a [student-created product](#) that explains personal amplification equipment and FM systems to instructional staff and related service personnel.



#### **Navigating Life with Hearing Loss Curriculum**

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# Unit 6: Hearing Professionals

## Navigating Life with Hearing Loss

- [Lesson 6.1: Assistance from Professionals](#)
- [Lesson 6.2: Audiologist or Otolaryngologist](#)



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### **Navigating Life with Hearing Loss Curriculum**

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## Lesson 6.1: Assistance from Professionals

<b>Duration of Lesson:</b>	Five 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(5) Professionals who Specialize in Hearing Loss. The student identifies and provides examples of professionals who can assist with deaf or hard of hearing specific needs. The student is expected to:</p> <p>(C) differentiate assistance provided by professionals regarding hearing loss needs such as assistance from an interpreter, an audiologist, a teacher of the deaf, and community and employment personnel.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• How does a teacher of the Deaf help me as a student?</li> <li>• How does an interpreter help me as a student?</li> <li>• How does an audiologist help me as a student?</li> <li>• How can a community and employment specialist help me as a student now and as an adult after high school?</li> </ul>	
<b>Resources:</b> (What resources will you and your students use?)	



Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [It Takes Teamwork: Mainstreaming Kids with Hearing Loss, Healthy Hearing](#) (external link)
- [Texas Workforce Commission: Vocational Rehabilitation: Youth & Students](#) (external link)

### Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Match the service provider to the assistance provided	Explain the role of each service provider and identify the type of assistance provided by each one	Evaluate the appropriate service provider to contact in a variety of situations

### Target Vocabulary/Key Concepts:



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Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• interpreter</li> <li>• teacher of the deaf</li> <li>• audiologist</li> <li>• assistance</li> <li>• community</li> <li>• employment</li> <li>• doctor</li> <li>• hearing aids</li> <li>• cochlear implants</li> </ul>	<ul style="list-style-type: none"> <li>• service provider</li> <li>• healthcare</li> <li>• professionals</li> <li>• diagnose</li> <li>• treatment</li> <li>• programming</li> </ul>	<ul style="list-style-type: none"> <li>• fitting</li> <li>• dispensing</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Match a picture of the student's service providers to the services that they provide.</li> <li>• Match the description of specific duties with the professionals that provide the services.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Complete a table or chart of audiological, educational, medical, and occupational personnel. Include the name, contact information, and duties for</li> </ul>		



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each.

**Advanced**

- Justify the need to access audiological, educational, medical, and occupational support personnel when provided with a list of potential scenarios. Describe the process to do so by creating a chart, table, or flowchart.

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## Lesson 6.2: Audiologist or Otolaryngologist

<b>Duration of Lesson:</b>	Six 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(5) Professionals who Specialize in Hearing Loss. The student identifies and provides examples of professionals who can assist with deaf or hard of hearing specific needs. The student is expected to:</p> <p>(A) explain the role of the audiologist in supporting hearing health;</p> <p>(B) explain the role of the otolaryngologist in supporting hearing health.</p> <p>(4) Audiology and Assistive Technology. The student explains, demonstrates the use of, and maintains personal amplification and hearing assistive technology. The students are expected to:</p> <p>(D) develop a schedule to have amplification devices evaluated and serviced based on product recommendations.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What is the role of an audiologist?</li> <li>• What is the role of an otolaryngologist (ENT)?</li> <li>• How often should personal amplification devices be evaluated and/or serviced?</li> </ul>	



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**Resources:**

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [It Takes Teamwork: Mainstreaming Kids with Hearing Loss, Healthy Hearing](#) (external link)
- [Pediatric Otology, Dallas Ear Institute](#) (external link)
- [Hearing Evaluation in Children, Kids Health](#) (external link)
- [Why Follow Up Care is Critical, YouTube](#) (external link)
- [Audiologist vs Hearing Aid Specialist, YouTube](#) (external link)
- [What is an Audiologist, YouTube](#) (external link)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

**Learning Targets:**

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced

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Describe the roles of medical professionals that care for patients with hearing loss (otolaryngologist, audiologist, etc.)	Name and list contact information for one’s personal audiologist, educational audiologist, and otolaryngologist	Delineate the process of accessing professional support in a variety of locations
Identify the product recommendations on how often amplification devices should be serviced	Research product recommendations regarding how often the student’s personal amplification devices should be serviced	
Target Vocabulary/Key Concepts:		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"><li>• throat</li><li>• doctor</li><li>• audiologist</li><li>• hearing</li><li>• surgery</li><li>• testing</li><li>• ENT</li></ul>	<ul style="list-style-type: none"><li>• diagnose</li><li>• treatment</li><li>• infection</li><li>• programming</li><li>• perform</li><li>• otolaryngologist</li></ul>	<ul style="list-style-type: none"><li>• fitting</li><li>• dispensing</li></ul>
Teaching Strategies:		



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<b>Basic</b>
<ul style="list-style-type: none"> <li>• Match a picture of a provider, a description of their duties, and their role as a hearing professional.</li> <li>• Describe past experiences with an audiologist and otolaryngologist (ENT). Include the location, the frequency, what happened during the visit, and the purpose of the visit.</li> </ul>
<b>Intermediate</b>
<ul style="list-style-type: none"> <li>• Collect and organize the names, contact information, and duties of the student's educational and medical audiologist and otolaryngologist (ENT).</li> <li>• Research product recommendations regarding how often the student's personal amplification devices should be serviced. Using a calendar, create a schedule of services for regular maintenance of their personal device(s).</li> </ul>
<b>Advanced</b>
<ul style="list-style-type: none"> <li>• Identify the steps to access the student's personal audiologist and otolaryngologist (ENT).</li> <li>• Contact appropriate medical professionals to maintain personal amplification devices.</li> </ul>



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# Unit 7: Communication

# Navigating Life with

# Hearing Loss

- [Lesson 7.1: Communication Basics](#)
- [Lesson 7.2: Communication Repair](#)
- [Lesson 7.3: Registers of Language](#)



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## Lesson 7.1: Communication Basics

<b>Duration of Lesson:</b>	Three 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(6) Communication. The student demonstrates personal and interpersonal communication skills necessary for effective communication in various situations. The student is expected to:</p> <p>(A) explain the elements of communication including speaker, listener, message, and feedback.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What is communication?</li> <li>• What are the components of effective communication?</li> <li>• How does one participate effectively in communication?</li> </ul>	
<b>Resources:</b> (What resources will you and your students use?)	
<p>Price, L. H. (2016). <i>Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, &amp; Advocacy Development</i>. NC: Lynne Price.</p>	



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- [7.1 Notes: Communication](#)
- Links to videos and websites referenced in the notes:
  - [Miscommunication \(Funny Misunderstanding\), YouTube](#) (external link)
  - [The Communication Process Model \(Captioned\), YouTube](#) (external link)
  - [What is Communication? Skills You Need](#) (external link)
- [The Communication Process & The Elements of Communication](#) (external link)
- [Quizlet: Elements of Communication \(Flashcards\)](#) (external link)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Use language to seek help, provide information, question, and inform.	Use language to begin, participate in, and end a conversation.	Understand shared and assumed knowledge of individuals in a setting.

### **Target Vocabulary/Key Concepts:**



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Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• speaker</li> <li>• listener</li> <li>• message</li> <li>• communication</li> <li>• conversation</li> <li>• miscommunication</li> <li>• verbal</li> <li>• written</li> <li>• non-verbal</li> <li>• visual</li> </ul>	<ul style="list-style-type: none"> <li>• feedback</li> <li>• Input</li> <li>• output</li> <li>• messenger</li> <li>• recipient</li> <li>• channel</li> <li>• interference</li> <li>• situation</li> </ul>	<ul style="list-style-type: none"> <li>• encode</li> <li>• decode</li> <li>• air waves</li> <li>• light waves</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Observe interactions with others and note the ease of communication, willingness to initiate, impact of different speech qualities, preference for a certain type of interaction, and other factors that determine success or failure to communicate (Steps to Success, p. 162).</li> <li>• Illustrate the communication cycle and the elements of communication.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Use language to begin, participate in, and end a conversation (worksheets: Steps to Success, pp. 167 &amp; 170-174).</li> </ul>		



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**Advanced**

- Model for basic and intermediate learners how to communicate effectively in a variety of modes (verbal, written, non-verbal, and visual) and settings.
- [Project: What Is Communication?](#)

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## Lesson 7.2: Communication Repair

<b>Duration of Lesson:</b>	Seven 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(6) Communication. The student demonstrates personal and interpersonal communication skills necessary for effective communication in various situations. The student is expected to:</p> <p>(B) identify, analyze, and explain when breakdowns are likely to occur within the communication process.</p> <p>(C) compare the positive and negative ways the physical environment can affect communication and describe situations when communication would be difficult.</p>	
<b>Key Understandings and Guiding Questions:</b>	
<p>(How will this apply to the students' life?)</p> <ul style="list-style-type: none"> <li>• Does communication always happen clearly and without problems?</li> <li>• What are examples of situations that seem to cause communication breakdowns?</li> <li>• How can you recognize when communication breakdowns occur?</li> <li>• What strategies can be used to clarify or repair communication?</li> <li>• What role does the student's hearing loss play in communication breakdowns in a variety of situations?</li> </ul>	



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**Resources:**

(What resources will you and your students use?)

Price, L. H. (2014). *C.O.A.C.H.: Self Advocacy & Transition Skills for Secondary Students Who Are Deaf or Hard of Hearing*. NC: Lynne Price.

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

Wright, G. & Anderson, K. L. (2014). *Building Skills for Independence in the Mainstream: Developing Independent Hearing Aid Use and Self-Advocacy Skills*. Plymouth, MN: Supporting Success for Children with Hearing Loss Publications (Supporting Student Recognition of Listening Challenges, pp. 103-127)

- [Teaching Children to Repair Communication Breakdowns, Speech & Language Kids](#) (external link)
- [Strategies to Assess and Improve Communication Repair Skills](#) (external link)
- [What to Do: Communication Repair Strategies, Healthy Hearing](#) (external link)
- [Communication Repair Strategies for Smooth Conversation, CapTel](#) (external link)
- [Communication Repair Strategies, YouTube](#) (external link)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016 and *C.O.A.C.H.*, Lynne H. Price, 2014



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<b>Learning Targets:</b> (Scaffold learning targets to differentiate levels)		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Identify when communication breakdowns are likely to occur	Analyze and explain why communication breakdowns occur in a variety of situations	Identify strategies to repair communication when breakdowns occur
Understand non-verbal communication skills	Recognize the impact of setting, purpose, and participants in a social interaction	Integrate what is seen and heard to understand literal and inferred meaning of the communication
Describe settings or locations when communication can be difficult	Compare and contrast the positive and negative ways that the physical environment can affect communication	Identify strategies to modify the physical environment in order to repair communication when breakdowns occur
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• breakdowns</li> <li>• environment</li> </ul>	<ul style="list-style-type: none"> <li>• communication repair</li> </ul>	<ul style="list-style-type: none"> <li>• strategy</li> <li>• acoustics</li> </ul>



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<ul style="list-style-type: none"> <li>● background noise</li> <li>● lighting</li> <li>● seating</li> <li>● distance</li> <li>● body language</li> <li>● social rules</li> </ul>	<ul style="list-style-type: none"> <li>● mobility</li> <li>● accommodations</li> <li>● amplification</li> </ul>	<ul style="list-style-type: none"> <li>● intelligible</li> <li>● audible</li> <li>● social intuition</li> <li>● cultural differences</li> <li>● literal meaning</li> <li>● inferred meaning</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>● Discuss a closed topic in a group setting ensuring that all participants get three turns to communicate. (Tokens or tickets can be used to determine who has/has not participated.)</li> <li>● Discuss an open topic in a group setting ensuring that all participants get three turns to communicate. (Tokens or tickets can be used to determine who has/has not participated.)</li> <li>● Available notes, worksheets and discussion starters: <ul style="list-style-type: none"> <li>○ Rate the Space (<i>C.O.A.C.H.</i>, pp. 65-69)</li> <li>○ Reading Non-Verbal Messages (<i>Steps to Success</i>, p. 165)</li> <li>○ The Human Factor (<i>C.O.A.C.H.</i>, pp. 71-74)</li> <li>○ Including Communication Repair in the IEP (<i>Building Skills for Independence in the Mainstream</i>, pp. 124-127)</li> </ul> </li> </ul>		
<b>Intermediate</b>		



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- Label six different levels of social distance and list characteristics of each (*Steps to Success*, p. 169).
- Discuss factors affecting interaction: event, cultural scene, setting, purpose, and participants (*Steps to Success*, p. 162-163).
- Discuss differences in behavior, language, and rules for different settings (*Steps to Success*, p. 163).
- Using an example of a communication breakdown from a piece of literature (a short story, a novel, a newspaper story, etc.) or a movie clip, discuss the reason for the breakdown and ways to repair the breakdown. Role play better, more effective communication as a group.
- Identify 3-5 different groups that the student is a member of (class, sports team, family, circle of friends, etc.) What is the goal of each group. For each group, state three positive and three negative behaviors that affect the group goal (*Steps to Success*, p. 156).

### **Advanced**

- Create a children's book to share with younger students that does one of the following:
  - Illustrates different kinds of communication breakdowns and how those breakdowns can be repaired;
  - Identifies cultural communication norms and customs for 10-12 countries outside of the United States; or
  - Identifies strategies to modify 5-6 different physical environments in order to repair communication when breakdowns occur.



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- Using a piece of literature (a short story, an excerpt from a novel, a newspaper story, etc.) or a movie clip, identify the clues that help the reader/viewer understand the literal and inferred meaning(s) in that sample.



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## Lesson 7.3: Registers of Language

<b>Duration of Lesson:</b>	Five 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(6) Communication. The student demonstrates personal and interpersonal communication skills necessary for effective communication in various situations. The student is expected to:</p> <p>(D) identify and apply appropriate communication techniques for specific relationships such as using slang with peers and more formal words with adults.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• How can an individual change one's vocabulary and language delivery in order to communicate clearly with a variety of people in a variety of settings?</li> <li>• What are registers of language?</li> <li>• Which registers of language are used in specific settings?</li> <li>• How is sign language presented differently in the various settings and registers?</li> </ul>	
<b>Resources:</b>	
(What resources will you and your students use?)	



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Price, L. H. (2014). *C.O.A.C.H.: Self Advocacy & Transition Skills for Secondary Students Who Are Deaf or Hard of Hearing*. NC: Lynne Price.

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- Video: "Register: Comparing ASL and English"
  - [www.dcmp.org](http://www.dcmp.org) (sign up for a free account to access)
- [Register and Discourse in Sign Language, Hand Speak](#) (external link)
- [ASL Registers, YouTube](#) (external link)
- [Is There a "Standard" Register in ASL?, Quora](#) (external link)
- [How Did That Register? Five Levels of Formality in Language, Alta](#) (external link)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
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#### **Navigating Life with Hearing Loss Curriculum**

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Demonstrate awareness of basic social rules	Apply social rules to a variety of situations	Recognize cultural differences in social interaction
Identify the 5 basic registers of language (frozen, formal, consultative, informal, and intimate), including the audience and setting for each	Identify the 5 basic registers of language, and identify the characteristics of each when using ASL and English	Compare and contrast the 5 registers of language when using both ASL and English
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>casual</li> <li>boundaries</li> <li>audience (in a theater, etc)</li> <li>peer</li> <li>adults/elders</li> <li>facial expressions</li> <li>sign space</li> <li>body language</li> </ul>	<ul style="list-style-type: none"> <li>registers:               <ul style="list-style-type: none"> <li>○ frozen</li> <li>○ formal</li> <li>○ informal</li> <li>○ consultative</li> <li>○ intimate</li> </ul> </li> <li>jargon</li> <li>posture</li> <li>authority figure/superior</li> <li>Tone</li> </ul>	<ul style="list-style-type: none"> <li>facilitator</li> </ul>



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	<ul style="list-style-type: none"> <li>audience (person/people spoken to)</li> </ul>	
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>Watch video resources and review content with the use of <a href="#">visual notes</a>. Role play a variety of social situations and discuss the use of body language, word choice, posture, etc.</li> <li>With the headings of frozen, formal, consultative, informal, and intimate, sort cards that explain specific social situations.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>Create a poster or other visual display to compare two of the language registers. Include information for both English and ASL.</li> <li>Identify personal experiences that meet the criteria for each of the registers.</li> </ul>		
<b>Advanced</b>		
<ul style="list-style-type: none"> <li>Prepare a lesson to teach students in a younger grade about the 5 language registers.</li> </ul>		



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- Write a play that integrates situations for all 5 language registers.



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# Mid-Course Assessments

# Navigating Life with Hearing Loss

- [Mid-Course Assessments](#)



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## Mid-Course Assessments

<b>Duration of Lesson:</b>	Three 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(3) Personal Hearing Loss. The student describes the physical, social, and emotional dynamics of individual hearing loss. The student is expected to:</p> <p>(F) Explain mode(s) of learning such as auditory, visual, kinesthetic, or a combination of modalities.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>● What self-advocacy skills have students gained since the beginning of the course?</li> <li>● Have the students' learning preferences changed?</li> <li>● Have students discovered new interests since the beginning of the year?</li> </ul>	
<b>Resources:</b>	
(What resources will you and your students use?)	
<p>Price, L. H. (2016). <i>Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, &amp; Advocacy Development</i>. NC: Lynne Price.</p>	



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- **Self-Advocacy Inventories:**

- Self-Advocacy Competency (*Steps to Success*, pp. 7-8)
- [Informal Inventory of Independence and Self-Advocacy Skills for DHH Students](#)
- [SEAM: Student Expectations for Advocacy & Monitoring](#)

- **Learning Styles Inventories:**

- [Learning Styles Quiz](#) (external link)
- [CITE Learning Styles](#)
- [Learning Styles Inventory, Teaching and Learning Center](#)

- **Student Interest Survey:**

- Interest Questionnaire (*C.O.A.C.H.*, p. 51)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
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Complete self-assessments and interest inventories regarding self-advocacy and learning preferences

Compare self-assessments to the assessments completed at the beginning of the course

### Target Vocabulary/Key Concepts:

Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• skills</li> <li>• interests</li> <li>• learning styles</li> <li>• listening</li> <li>• doing/acting</li> <li>• seeing</li> </ul>	<ul style="list-style-type: none"> <li>• self-advocacy</li> <li>• assessment</li> <li>• inventory</li> <li>• auditory</li> <li>• kinesthetic</li> <li>• visual</li> <li>• preferences</li> <li>• self-awareness</li> <li>• access</li> <li>• hearing perception</li> </ul>	<ul style="list-style-type: none"> <li>• modality</li> <li>• competency</li> </ul>

### Teaching Strategies:

Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Teacher chooses one of each (see Resources):               <ul style="list-style-type: none"> <li>○ Self-advocacy assessment tool</li> </ul> </li> </ul>		



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- Learning styles assessment tool
- Student-interest survey
- Teacher and student both complete a self-advocacy inventory, and then conference/compare the results.
- Students complete learning styles and interest surveys.
- Compare mid-course assessments with beginning-of-course assessments.
- Adapt according to learning targets.
- Include all information in Portfolio.

## Unit 8: IEP

# Navigating Life with Hearing Loss

- [Lesson 8.1: Eligibility for Special Education and Auditory Impairment Services](#)



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### **Navigating Life with Hearing Loss Curriculum**

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- [Lesson 8.2: Components of an IEP](#)
- [Lesson 8.3: Developing Personal Goals](#)
- [Lesson 8.4: Student Presentation - My IEP](#)



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## Lesson 8.1: Eligibility for Special Education and Auditory Impairment Services

<b>Duration of Lesson:</b>	Four 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(11) Advocacy and Transition. The student demonstrates advocacy skills necessary for successful transition to adult life. The student is expected to:</p> <p>(D) research and evaluate eligibility for a variety of services such as special education in a school setting, DHHS, Social Security Disability Insurance (SSDI) and Medicaid, and postsecondary accommodations.</p> <p><b>Review the following TEKS:</b></p> <p>(5) Professionals who Specialize in Hearing Loss. The student identifies and provides examples of professionals who can assist with deaf or hard of hearing specific needs. The student is expected to:</p> <p>(A) explain the role of the audiologist in supporting hearing health;</p> <p>(B) explain the role of the otolaryngologist in supporting hearing health.</p>	
<p><b>Key Understandings and Guiding Questions:</b></p> <p>(How will this apply to the students' life?)</p>	
<ul style="list-style-type: none"> <li>• How does one qualify for special education services in Texas?</li> <li>• How often does the student need to be re-evaluated in order to maintain eligibility?</li> </ul>	



- What determines one's eligibility for auditory impairment services in Texas?
- What is the audiologist's role in completing the eligibility paperwork for an auditory impairment?
- What is the the otolaryngologist's role in completing the eligibility paperwork for an auditory impairment?

### Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [Special Education Framework for Texas pp. 14-15, 20](#) (external link)
- [Washington's Eligibility Information \(very user friendly\)](#) (external link)
- [IDEA Manual pp.29](#) (external link)
- [Otolaryngological Eligibility Form](#)
- [Audiological Eligibility Form](#)
- [Communication Assessment Form](#)

### Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016



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<b>Learning Targets:</b> (Scaffold learning targets to differentiate levels)		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Identify the similarities and differences between special education and general education services	Explain the qualifying criteria for special education services in Texas	Apply the qualifying criteria for special education services in Texas to one's personal eligibilities
Match eligibility paperwork to the correct provider (i.e. audiologist to the audiological eligibility form, otolaryngologist to otolaryngological eligibility form, SLP and TODHH to the communication eligibility form)	Explain the basic components of the otolaryngological, audiological, and communication eligibility forms, and know which provider completes which form	Analyze the components of the otolaryngological, audiological, and communication eligibility forms and how that information impacts the services that a student receives
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>



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<ul style="list-style-type: none"> <li>• disability</li> <li>• Deaf</li> <li>• hard of hearing</li> <li>• auditory impairment</li> <li>• audiologist</li> <li>• otolaryngologist</li> <li>• criteria</li> </ul>	<ul style="list-style-type: none"> <li>• educational need</li> <li>• eligible</li> <li>• evaluation</li> <li>• re-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• IDEA</li> <li>• related service</li> <li>• instructional service</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Using a Venn diagram, compare and contrast special education and general education services.</li> <li>• Match the medical professional to the appropriate job description and eligibility form using pictures, professional title, descriptions, and eligibility forms.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• When given the name of the form, the student states the provider that completes the form as well as a basic description of the information included on the form.</li> <li>• Write a newspaper article, a letter, or a personal biography about a student's personal qualifying criteria for each eligibility.</li> </ul>		



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**Advanced**

- Generate a product, such as an expository text, a PowerPoint presentation, a poster, or a video, explaining the three parts of the auditory impairment evaluation and the student's personal eligibility/qualification for special education.

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## Lesson 8.2: Components of an IEP

<b>Duration of Lesson:</b>	Five 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(9) Advocacy and Student Academic Achievement. The student demonstrates specific skills to advocate for learning and academic achievement. The student is expected to:</p> <p>(A) identify and explain the components of an individualized education plan (IEP) such as goals and objectives, assessment, accommodations, modifications the Present Level of Academic Achievement and Functional Performance (PLAAFP), and special education and related services.</p> <p><b>Note: Mention post-secondary goals as a component of the IEP.</b></p> <p>(11) Advocacy and Transition. The student demonstrates advocacy skills necessary for successful transition to adult life. The student is expected to:</p> <p>(A) research options available for postsecondary education or training, employment, and independent living that may meet an individual's goals and needs.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What are the components of an IEP?</li> <li>• For legal purposes, what does the student need to know about becoming an adult student and receiving special education services?</li> </ul>	



- When the ARD meeting is over, and all participants are in agreement, does the student understand that the document is legally-binding and cannot be changed without further legal processes?
- What is the process for making changes to a student's IEP?

### Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [Parents' Guide to the Admission, Review, and Dismissal Process](#) (external link)

### Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
List required components	Explain the components of an IEP/ARD meeting by	



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of an IEP	elaborating on each required component	
Target Vocabulary/Key Concepts:		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"><li>• introductions</li><li>• goals</li><li>• accommodations</li><li>• schedule</li><li>• consent</li><li>• extended school year</li><li>• annual</li></ul>	<ul style="list-style-type: none"><li>• statement of confidentiality</li><li>• present levels</li><li>• transition</li><li>• post-secondary goal</li><li>• assessment</li><li>• ARD supplements</li><li>• assistive technology</li><li>• minutes</li><li>• agreement</li><li>• legally-binding</li></ul>	<ul style="list-style-type: none"><li>• least restrictive environment</li><li>• assurances</li><li>• placement</li><li>• prior written notice</li><li>• deliberations</li></ul>
Teaching Strategies:		
Basic		
<ul style="list-style-type: none"><li>• Play a matching game with the ARD/IEP components and the school district forms.</li></ul>		



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**Intermediate & Advanced**

- When given a notecard with the name of the IEP component, the student will provide a basic explanation of what will be discussed during that section of the ARD/IEP meeting.
- Using a printed copy of the student's IEP, highlight each section in different colors and discuss the purpose of each.
- Create a PowerPoint with one slide for each component of the ARD/IEP process. Explain the basic information discussed during each section. This PowerPoint outline can be used to help the student participate in his/her upcoming ARD/IEP meeting.

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## Lesson 8.3: Developing Personal Goals

<b>Duration of Lesson:</b>	Four 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(9) Advocacy and Student Academic Achievement. The student demonstrates specific skills to advocate for learning and academic achievement. The student is expected to:</p> <p>(B) identify personal academic strengths and weaknesses.</p> <p>(C) develop personal academic and personal goals.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What are identifiable strengths and weaknesses for each student?</li> <li>• How do strengths and weaknesses guide goal-setting?</li> <li>• What are the student's educational goals?</li> <li>• What are the student's life goals for after high school graduation and into adulthood?</li> </ul>	
<b>Resources:</b> (What resources will you and your students use?)	



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Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [How to Identify Your Strengths and Weaknesses](#) (external link)
- [Big Five Personality Test \(to identify strengths\)](#) (external link)
- [How Can I Identify My Strengths and Weaknesses? Quora](#) (external link)
- [Free Aptitude Test for Strengths & Weaknesses](#) (external link)
- [SMART Goals: How to Make Your Goals Attainable. MindTools](#) (external link)
- [The Essential Guide to Writing S.M.A.R.T. Goals, Smartsheet](#) (external link)
- S.M.A.R.T. Goal Worksheets:
  - [SMART Goal-Setting Worksheet, Spark People](#)
  - [Writing SMART Goals](#)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
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Identify traits required for academic and personal success		
Determine personal strengths and weaknesses		
List goals for one's personal IEP and state the reason and purpose for each	Participate in record keeping of goal mastery	Participate in reevaluation process and assist in determining new goals
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• academic</li> <li>• personal</li> <li>• strengths</li> <li>• weaknesses</li> <li>• goals</li> </ul>	<ul style="list-style-type: none"> <li>• specific</li> <li>• measurable</li> <li>• attainable</li> <li>• reasonable</li> <li>• realistic</li> <li>• duration</li> <li>• timely</li> <li>• mastery</li> </ul>	<ul style="list-style-type: none"> <li>• relevant</li> <li>• re-evaluation</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		



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- List daily activities, hobbies, talents, struggles, dislikes, and interests.
- Inventory acquaintances, friends, and family.
- Participate in an online strengths and weaknesses inventory.
- Using all of the above information, create a list of the student's top 3 strengths and weaknesses.
- Write a S.M.A.R.T. goal for both an academic and a personal area of choice.
- Explain goals listed in one's current IEP.
- Add test scores, inventories, and work samples to personal portfolio.

### **Intermediate**

- Set short-term and long-term goals for personal and academic achievement. Periodically check progress on goals, and graph over time.
- Re-evaluate mastered goals, and establish new goals as needed.

### **Advanced**

- Collect information and determine outcomes pertaining to individual strengths and weaknesses.
- Complete a personal character analysis.
- Assist in developing an IEP narrative that addresses strengths and weaknesses, and use that to write IEP goals for the upcoming year.



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## Lesson 8.4: Student Presentation - My IEP

<b>Duration of Lesson:</b>	Four 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(9) Advocacy and Student Academic Achievement. The student demonstrates specific skills to advocate for learning and academic achievement. The student is expected to:</p> <p>(D) roleplay presenting information regarding personal goals and needed accommodations to be shared with others such as the IEP meeting participants, parents, classroom teachers, peers, community members, or employer.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What does the student need to know about their IEP that will help them after high school?</li> <li>• Can the student communicate information regarding their disability and their personal IEP goals?</li> </ul>	
<b>Resources:</b> (What resources will you and your students use?)	



Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [My IEP/ARD Meeting Planning Sheet](#)
- [It's All About Me: Helping Students Create PowerPoint Presentations for IEP Meetings](#)
- [It Takes Teamwork: Mainstreaming Kids with Hearing Loss, Healthy Hearing](#) (external link)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Compile transitional needs	Present information regarding an individual's disability, personal goals, and needed accommodations	Explain the purpose of the IEP and one's personal goals to others



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<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• IEP</li> <li>• transition</li> </ul>	<ul style="list-style-type: none"> <li>• present</li> <li>• personal goals</li> <li>• accommodations</li> <li>• services</li> <li>• Individual Education Plan Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• agenda</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Role play the presentation of one's transition plan to parents or to an IEP committee. Use modeling and a script.</li> <li>• Generate a list of 3-5 questions to be discussed at the IEP Meeting.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Complete the IEP Meeting Prep Sheet (Steps to Success, pp. 213-214).</li> <li>• Role play language and social skills required for sharing information. Practice</li> </ul>		



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before the IEP meeting.

- Using a platform of the student's choice (PowerPoint, graphic organizers, visuals, video, etc.), communicate with other individuals (parents, teachers, administrators, coaches, etc.) the student's IEP goals that were established at the IEP Meeting.

### **Advanced**

- Create an annual timeline to implement the student's IEP by using a school calendar and listing specific IEP related duties for each month.
- Following the IEP Meeting, review and evaluate the process and the agreed upon IEP goals.



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# Unit 9: Personal Needs & Accommodations

## Navigating Life with Hearing Loss

- [Lesson 9.1: Listening in the Community](#)
- [Lesson 9.2: Advocating for Preferred Modes of Learning and Instruction](#)
- [Lesson 9.3: Accommodations & Modifications](#)
- [Lesson 9.4: Advocacy & Interpreting](#)
- [Lesson 9.5: Personal Interpreting Preferences](#)
- [Lesson 9.6: Accommodations in the Community](#)



## Lesson 9.1: Listening in the Community

<b>Duration of Lesson:</b>	Two 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(4) Audiology and Assistive Technology. The student explains, demonstrates the use of, and maintains personal amplification and hearing assistive technology. The student is expected to:</p> <p>(E) analyze signal-to-noise ratio and its impact in a variety of listening situations.</p> <p>(8) Assistive Technology. The student employs assistive technology necessary for academic and personal success. The student is expected to:</p> <p>(A) select the most effective assistive technology for a variety of listening environments.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What is the difference between hearing, listening, and understanding?</li> <li>• What is signal-to-noise ratio?</li> <li>• How does signal-to-noise ratio affect a person's ability to hear and understand in different situations?</li> <li>• How can assistive technology make hearing, listening, and understanding easier?</li> </ul>	



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- What assistive technology is most appropriate in specific situations such as a family dinner, a professional meeting, a restaurant, the theater, etc.?
- How does one read a situation, determine options for improving hearing, listening, and understanding, and make advantageous decisions?
- How is advocating for improved listening in the student's best interest?

### Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [It Takes Teamwork: Mainstreaming Kids with Hearing Loss, Healthy Hearing](#) (external link)
- [Texas Workforce Commission: Vocational Rehabilitation: Youth & Students](#) (external link)

### Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)



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<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Rate situations in the community for ease of listening	Identify factors that make listening in the community easy or difficult	Identify a difficult listening situation in the community & verbalize three advocacy options
List examples of accommodation options in the community	Given a listening situation, name three possible accommodations in the community	State three accommodation options for a difficult listening situation within the community, implement one, and evaluate the benefit
Identify how other people change behavior to support listening		
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• hearing</li> <li>• listening</li> <li>• understanding</li> </ul>	<ul style="list-style-type: none"> <li>• listening environment</li> <li>• accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• acoustics</li> <li>• acoustic highlighting</li> <li>•</li> </ul>



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<ul style="list-style-type: none"> <li>• assistive technology</li> <li>• gestures</li> <li>• facial expression</li> <li>• community</li> </ul>	<ul style="list-style-type: none"> <li>• modification</li> <li>• signal-to-noise ratio</li> <li>• background noise</li> <li>• visual distraction</li> <li>• preferential seating</li> </ul>	
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Identify locations in the community and home where the student needs to listen in order to better understand. Rate these different locations based on the ease and difficulty of listening in each situation. List the ways that signal-to-noise ratio affects one's ability to hear in each location and how the signal-to-noise ratio can be improved to increase student understanding.</li> <li>• Worksheet and discussion starter: Rate the Space (C.O.A.C.H., pp. 65-69).</li> <li>• Visit different community settings. List accommodations that would make listening and understanding easier in each setting.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Review the accommodations (including assistive listening devices) in each student's IEP. Student explains how that accommodation is used, how it increases the potential for student success, and if/how that accommodation can be applied in a community setting.</li> </ul>		



### **Navigating Life with Hearing Loss Curriculum**

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- Define and state examples of accommodation options (Steps to Success, p. 222).
- Recognize and identify the sources of background noise in a variety of situations/locations (Steps to Success, p. 222).
- Invite local [DHHS contractor](#) (external link) to discuss community options for accommodations.

### Advanced

- Use a daily schedule to analyze the student's individual classes and listening needs (Steps to Success, p. 222).
- Write a letter to a community member advocating for a better listening environment in a specific situation/location.
- Write a letter to a local business or to a place of employment advocating for a better listening environment in a specific situation/location.

## Lesson 9.2: Advocating for Preferred Modes of Learning and Instruction

### Duration of Lesson:

Two 45-60 minute class periods

### Standards Addressed: (TEKS, Other standards)



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(3) Personal Hearing Loss. The student describes the physical, social, and emotional dynamics of individual hearing loss. The student is expected to:

(F) explain mode(s) of learning such as auditory, visual, kinesthetic, or a combination of modalities.

(7) Advocacy and the Interpreter. The student develops and demonstrates skills to advocate for and optimize the use of an interpreter. The student is expected to:

(A) identify the most effective position of the interpreter for various modes of instruction and explain how the position of the interpreter affects the ability to fully attend to all modes.

### Key Understandings and Guiding Questions:

(How will this apply to the students' life?)

- How is information presented in a classroom? In a lecture hall? During a meeting? In a public setting?
- How does one effectively and appropriately use an interpreter in a variety of settings?

### Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [When Is Captioning Required? National Association of the Deaf](#) (external link)



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- [Closed Captioning Requirements for Education \(ADA\)](#) (external link)
- [Information and Technical Assistance on the Americans with Disabilities Act of 1990](#) (external link)
- [Ten Tips for Using a Sign Language Interpreter, National Institutes of Health](#) (external link)
- [Classroom Interpreting](#) (external link)
- [Learning Styles Quiz, School Family](#) (external link)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Identify modes of learning	Apply the modes of learning to specific examples of teaching and learning	Analyze the teaching styles of the student's teachers in conjunction with the student's personal learning style(s) in order to identify the necessary support



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		needs
Attend to provided visual support	Explain the role of support personnel in a setting	Analyze course content and teaching styles to predict changes in support needs
Identify three examples of captioning	Explain individual educational needs to personnel for a specific setting	Evaluate the need for captions to support listening
	Demonstrate how to use captions to support listening	
Target Vocabulary/Key Concepts:		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"><li>• speaker</li><li>• oral</li><li>• discussion</li><li>• interpreter</li><li>• question</li><li>• answer</li><li>• captioning</li></ul>	<ul style="list-style-type: none"><li>• graphics</li><li>• self-advocacy</li><li>• direct instruction</li></ul>	<ul style="list-style-type: none"><li>• inquiry</li><li>• lecture</li><li>• kinesthetic</li><li>• tactile</li></ul>



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<ul style="list-style-type: none"> <li>• communication</li> </ul>		
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Match the modes of instruction (auditory, visual, kinesthetic, etc.) with a written description or a picture.</li> <li>• Activate the closed caption feature in electronic devices.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Use pre-recorded videos (must be closed captioned) of an instructional setting to determine the modes of instruction that are being used.</li> <li>• Teach a peer how to activate the closed captioned feature on an electronic device.</li> <li>• Write a letter to an educational interpreter expressing how the interpreter helps the student understand the information shared during a lesson.</li> </ul>		
<b>Advanced</b>		
<ul style="list-style-type: none"> <li>• Create a lesson or demonstration that models the different modes of instruction.</li> <li>• Create a presentation for mainstream teachers identifying, explaining, and</li> </ul>		



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justifying the appropriate use of an educational interpreter.

- Write a persuasive letter about why closed captioning is important and necessary. Send the letter to media companies and/or legislators.



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## Lesson 9.3: Accommodations & Modifications

<b>Duration of Lesson:</b>	Five 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(10) Advocacy and Accommodations. The student develops specific skills to advocate for accommodations that allow people who are deaf or hard of hearing access to the community, workplace, and postsecondary education or training. The student is expected to:</p> <p>(A) explain the purpose of personal accommodations and modifications in the classroom and workplace.</p> <p>(3) Personal Hearing Loss. The student describes the physical, social, and emotional dynamics of individual hearing loss. The student is expected to:</p> <p>(E) identify accommodations that are helpful in various listening environments such as a copy of class notes or preferential or strategic seating in a classroom.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What are accommodations?</li> <li>• What are modifications?</li> <li>• How are accommodations and modifications similar and different?</li> </ul>	



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- What specific accommodations and/or modifications are helpful in a variety of different situations?
- How can the student justify his/her accommodations and/or modifications?

### Resources:

(What resources will you and your students use?)

Price, L. H. (2014). *C.O.A.C.H.: Self Advocacy & Transition Skills for Secondary Students Who Are Deaf or Hard of Hearing*. NC: Lynne Price.

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- The student's Individual Education Plan
- [Accommodations for Students with Hearing Loss, Supporting Success for Children with Hearing Loss](#) (external link)
- [IEP/504 Checklist: Accommodations and Modifications for Students Who Are Deaf and Hard of Hearing, Hands & Voices](#) (external link)
- [Tips for Working with Students Who Are Deaf or Hard of Hearing, The University of Texas at Austin Services for Students with Disabilities](#) (external link)

### Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016



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**Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Identify personal accommodations	Identify how personal accommodations affect one's ability to succeed as a learner	Self-advocate or justify the use of accommodations in order to ensure that specific accommodations continue to be a part of the student's IEP or 504 plan
Identify personal modifications (if any)	Identify how modifications affect one's ability to succeed as a learner	Self-advocate or justify the use of modifications in order to ensure that specific modifications continue to be a part of the student's IEP
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• accommodation</li> <li>• modification</li> <li>• personal</li> </ul>	<ul style="list-style-type: none"> <li>• preferential</li> <li>• strategic</li> <li>• success</li> </ul>	<ul style="list-style-type: none"> <li>• justifiable</li> </ul>

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## Teaching Strategies:

### Basic

- Create a T-Chart listing the student's personal accommodations and modifications (if any).
- Sorting activity: Is this an accommodation or a modification? Students sort accommodations and modifications that are written on index cards into the two categories.

### Intermediate

- Using the T-chart created, the student elaborates on why the accommodation and/or modification is important for success, and why it should be included in the student's IEP.
- Create a Venn diagram comparing and contrasting accommodations and modifications.

### Advanced

- Generate a product (PowerPoint presentation, dramatic presentation, children's book, visual report, or other product) that identifies the student's accommodations and/or modifications and justifies the need for these accommodations and/or modifications.
- Based on accommodations/ modifications in school, predict what needs the



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student will have in post-secondary environments.



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## Lesson 9.4: Advocacy & Interpreting

<b>Duration of Lesson:</b>	Six 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(7) Advocacy and the Interpreter. The student develops and demonstrates skills to advocate for and optimize the use of an interpreter. The student is expected to:</p> <p>(B) identify effective methods of requesting clarification or repetition from the interpreter.</p> <p>(C) explain the importance of pausing when showing visuals before proceeding with explanations.</p> <p>(D) defend individual interpreting needs such as interpreter placement, seating preferences, and sign modality.</p> <p>(E) explain to others the purpose, role, and responsibilities of an interpreter.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• Why are sign language interpreters important for students with a hearing loss?</li> <li>• Why do some students use interpreters and other students do not?</li> <li>• What are the purpose, role, and responsibilities of an interpreter in a classroom and in a community setting?</li> <li>• How does one request an interpreter?</li> </ul>	



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- Where should the interpreter stand or sit in order to optimally meet the DHH individual's needs?

### Resources:

(What resources will you and your students use?)

Price, L. H. (2014). *C.O.A.C.H.: Self Advocacy & Transition Skills for Secondary Students Who Are Deaf or Hard of Hearing*. NC: Lynne Price.

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [How to Use an Interpreter, Texas School for the Deaf](#) (external link)
- [Ten Tips for Using a Sign Language Interpreter, National Institutes of Health](#) (external link)
- [Working with a Sign Language Interpreter: The Dos and Don'ts](#) (external link)
- [Etiquette When Using a Sign Language Interpreter](#) (external link)
- [Sign Language Interpreter Request Process, Office of Disability Rights](#) (external link)

### Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016



### Navigating Life with Hearing Loss Curriculum

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**Learning Targets:**

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Attend to provided visual support	Explain the role of support personnel in a setting	Manage the scheduling and procedure for accessing support personnel
Name and define different manual communication systems	Explain one’s individual needs to personnel for a specific setting	Analyze course content and teaching style to predict changes in support needs
	Evaluate personnel and situations according to the code of ethics	
Target Vocabulary/Key Concepts:		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"><li>• interpreter</li><li>• voicing</li><li>• American Sign Language</li></ul>	<ul style="list-style-type: none"><li>• support personnel</li><li>• tactile interpreter</li><li>• low-vision interpreter</li></ul>	<ul style="list-style-type: none"><li>• transliterator</li><li>• transcriptionist</li></ul>

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<ul style="list-style-type: none"> <li>• SEE Sign Language</li> <li>• Manually Coded English</li> <li>• Cued Speech</li> <li>• oral language</li> </ul>		
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Identify the role of an educational interpreter using a graphic organizer.</li> <li>• Create a visual about the ways that an interpreter should be used in a variety of different situations.</li> <li>• Role play when an interpreter is needed and when it is not.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Invite an educational interpreter and a community interpreter to speak to the class.</li> <li>• Create a Venn diagram (or any appropriate graphic organizer) comparing and contrasting educational and community interpreters.</li> </ul>		
<b>Advanced</b>		



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- Prepare a presentation for teacher in-service explaining the following:
  - The purpose, role, and responsibilities of the interpreter;
  - How a teacher should use the interpreter in the classroom setting;
  - Why the interpreter or the student may need to move during a lesson or activity;
  - Why some students use interpreters and others do not;
  - How the teacher should and should not modify his/her lesson;
  - How a student should request clarification or repetition from the interpreter; and
  - How the presentation style should be modified (slow down, show visuals and pause, etc.) when using an interpreter.



## Lesson 9.5: Personal Interpreting Preferences

<b>Duration of Lesson:</b>	Two 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(3) Personal Hearing Loss. The student describes the physical, social, and emotional dynamics of individual hearing loss. The student is expected to:</p> <p>(G) identify individual personal interpreting needs for various settings.</p> <p>(7) Advocacy and the Interpreter. The student develops and demonstrates skills to advocate for and optimize the use of an interpreter. The student is expected to:</p> <p>(G) research school policies and protocols to request an interpreter for extracurricular activities.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• How do one's personal interpreting needs change based on the setting?</li> <li>• What is the procedure for requesting a sign language interpreter in an educational setting?</li> <li>• What is the procedure for requesting a sign language interpreter in a community setting?</li> </ul>	
<b>Resources:</b>	
(What resources will you and your students use?)	



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Price, L. H. (2014). *C.O.A.C.H.: Self Advocacy & Transition Skills for Secondary Students Who Are Deaf or Hard of Hearing*. NC: Lynne Price.

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [Americans with Disabilities Act, 1990](#) (external link)
- [Americans with Disabilities Act, US Department of Labor](#) (external link)
- [Information and Technical Assistance on the Americans with Disabilities Act](#) (external link)
- [How to Use an Interpreter, Texas School for the Deaf](#) (external link)
- [Ten Tips for Using a Sign Language Interpreter, National Institutes of Health](#) (external link)
- [Working with a Sign Language Interpreter: The Dos and Don'ts](#) (external link)
- [Etiquette When Using a Sign Language Interpreter](#) (external link)
- [Sign Language Interpreter Request Process, Office of Disability Rights](#) (external link)
- Local community interpreting services websites
- Forms or links required to request an educational interpreter in the local LEA or RDSPD

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**



### **Navigating Life with Hearing Loss Curriculum**

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**Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
List one's personal interpreting needs in a variety of settings	Justify the need for an interpreter, based on one's personal interpreting needs, in a variety of settings	

**Target Vocabulary/Key Concepts:**

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• request</li> <li>• requestor</li> <li>• email</li> <li>• phone number</li> <li>• client</li> </ul>	<ul style="list-style-type: none"> <li>• approximate length</li> <li>• agency/business</li> <li>• assignment location</li> <li>• assignment contact person</li> <li>• purpose of assignment</li> <li>• further details</li> <li>• special requests</li> </ul>	<ul style="list-style-type: none"> <li>• Americans with Disabilities Act</li> </ul>

**Teaching Strategies:****Navigating Life with Hearing Loss Curriculum**

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<b>Basic</b>
<ul style="list-style-type: none"><li>• Using the proper procedures and protocols, request an interpreter in an educational setting.</li><li>• Using the proper procedures and protocols, request an interpreter in a community setting.</li></ul>
<b>Intermediate</b>
<ul style="list-style-type: none"><li>• Identify the different settings where the student learns, works, or lives. Write a letter to one or more of the settings explaining how the student uses an interpreter in each setting, if at all, and why the interpreter is important for the student's success in each setting.</li></ul>
<b>Advanced</b>
<ul style="list-style-type: none"><li>• Write a how-to paper explaining how to request an interpreter in both the educational and community settings.</li><li>• Using the Americans with Disabilities Act, write an expository paper explaining why a business or office should provide an interpreter for Deaf/hard-of-hearing persons.</li></ul>



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### **Navigating Life with Hearing Loss Curriculum**

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## Lesson 9.6: Accommodations in the Community

<b>Duration of Lesson:</b>	Four 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(10) Advocacy and Accommodations. The student develops specific skills to advocate for accommodations that allow people who are deaf or hard of hearing access to the community, workplace, and postsecondary education or training. The student is expected to:</p> <p>(B) research commonly used accommodations in the community, workplace, and postsecondary education or training settings for persons who are deaf or hard of hearing and identify the specific accommodations that meet personal needs.</p> <p>(C) evaluate considerations related to obtaining accommodations in the community, workplace, and postsecondary education or training.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What are commonly used accommodations in the community, workplace, and postsecondary education or training setting for persons who are deaf or hard of hearing?</li> <li>• What accommodations in the community, workplace, and postsecondary education or training setting would best meet the student's needs?</li> </ul>	



### Navigating Life with Hearing Loss Curriculum

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- What are considerations when requesting accommodations in the community, workplace, and postsecondary education or training setting?

## Resources:

(What resources will you and your students use?)

Price, L. H. (2014). *C.O.A.C.H.: Self Advocacy & Transition Skills for Secondary Students Who Are Deaf or Hard of Hearing*. NC: Lynne Price.

- [Deaf Action Center](#) (external link)
- [Specialized Telecommunications Assistance Program \(STAP\)](#) (external link)
- [ChoiceMaker Self-Determination Lesson Materials \(University of Oklahoma\)](#) (external link)
- [Transition in Texas: A Website for Students, Parents, Educators, and Agencies](#) (external link)
- [Deaf and Hard of Hearing Transition Resources for Texas](#) (external link)
- [Texas Workforce Commission: Vocational Rehabilitation for Youth and Students](#) (external link)
- [The Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing \(ECC-DHH\)](#) (external link)
- [Communication Access Ability Group: Deafness & Hearing Loss Resource Specialists](#) (external link)
- [DHHS Contractors Contacts by Regions](#) (external link)

## Additional Resources:



### Navigating Life with Hearing Loss Curriculum

Texas Sensory Support Network at Education Service Center Region 11,  
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- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

<b>Learning Targets:</b> (Scaffold learning targets to differentiate levels)		
Basic	Intermediate	Advanced
List commonly used accommodations in the community, workplace, and postsecondary education or training settings for persons who are Deaf or hard of hearing	Select the appropriate accommodations in the community, workplace, and postsecondary education or training settings that meet personal needs	Justify the use of appropriate accommodations in the community, workplace, and postsecondary education or training settings that meet personal needs
<b>Target Vocabulary/Key Concepts:</b>		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• DHHS Contractors</li> </ul>	<ul style="list-style-type: none"> <li>• vocational</li> </ul>



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<ul style="list-style-type: none"> <li>• modification</li> <li>• transition</li> </ul>	<ul style="list-style-type: none"> <li>○ Deafness Resource Specialist</li> <li>○ Hearing Loss Resource Specialist</li> <li>○ STAP</li> <li>• Texas Workforce Commission</li> </ul>	rehabilitation
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Create a graphic organizer explaining the three vocabulary terms: accommodation, modification, and transition.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Bring in speakers from Texas Workforce Commission, STAP, DHHS Contractors, Texas Health and Human Services Commission, etc.</li> </ul>		
<b>Advanced</b>		
<ul style="list-style-type: none"> <li>• Synthesize the information from the graphic organizer and from the speakers. Using this information, the student meets with his/her transition specialist to</li> </ul>		



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make requests and further research postsecondary options.



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# Unit 10: HAT (Hearing Assistive Technology) in School, Work, and Community

## Navigating Life with Hearing Loss

- [Lesson 10.1: Hearing Assistive Technology](#)



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### **Navigating Life with Hearing Loss Curriculum**

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## Lesson 10.1: Hearing Assistive Technology

<b>Duration of Lesson:</b>	Six 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>8) Advocacy and Assistive Technology. The student accesses assistive technology necessary for academic and personal success. The student is expected to:</p> <p>(B) demonstrate how to operate closed captioning or subtitles on a movie, video, or recorded program;</p> <p>(C) identify locations of alerting devices such as fire or smoke alarms, doorbells, phones, and monitors in the school, community, and job site; and</p> <p>(D) respond to alerting devices by following established emergency procedure.</p> <p>(4) Audiology and Assistive Technology. The student explains, demonstrates the use of, and maintains personal amplification and hearing assistive technology. The students are expected to:</p> <p>(F) identify and use a variety of specialized telecommunication technologies such as video phones, text telephones (TTYs), captioned phones, amplified phones, or computer video technology; and</p> <p>(G) describe appropriate etiquette and behaviors to consider when using specialized telecommunication technology.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	



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- Where are the alerting devices in the student's environment?
- How should a student respond to alerting devices?
- How can closed captioning be turned on for videos and movies?
- What are specialized telecommunication technologies the student has/needs access to?
- How does the student use specialized telecommunication technologies?
- What is the appropriate etiquette for using specialized telecommunication technology options?

### Resources:

(What resources will you and your students use?)

Price, L. H. (2016). *Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, & Advocacy Development*. NC: Lynne Price.

- [Harris Communications Online Catalog](#) (external link)
- [Sorenson Products](#) (external link)
- [Information on Relay Services](#) (external link)

### Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016



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**Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Match description of the function with HAT technology	Identify different types of HAT and the purpose of each	Research HAT options available for a specific location and how to obtain the HAT needed
Use closed captioning on internet video service websites	Use closed captioning on a majority of media (e.g. TV, internet, DVDs)	Use closed captioning in any video/movie/TV/recorded program  Request captions when not accessible
Participate in teacher-led activities using and responding to HAT in their environment	Explore how to use HAT appropriately	Provide instruction on how to use HAT devices and the appropriate etiquette during use
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>

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<ul style="list-style-type: none"> <li>• captioning</li> <li>• alerting</li> <li>• emergency</li> <li>• internet</li> <li>• device</li> </ul>	<ul style="list-style-type: none"> <li>• assistive technology</li> <li>• location</li> </ul>	<ul style="list-style-type: none"> <li>• telecommunication</li> <li>• etiquette</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Play a memory game with the HAT device name and the function.</li> <li>• Demonstrate how to turn on captioning for online videos.</li> <li>• When given a map of the school, identify the location of all HAT in the school.</li> <li>• Participate in fire drills.</li> <li>• Role play responding appropriately when the phone rings and when someone comes to the door.</li> <li>• Role play proper etiquette when using a video phone.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Demonstrate how to turn on captioning for any media in the student's environment.</li> </ul>		



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**Advanced**

- Compose an essay identifying the HAT that may be present, how it can be beneficial, and where it might be located in a variety of settings.
- Research HAT options for a specific location and identify where the required HAT can be purchased.
- Write a "how-to" paper on how and why to use closed captioning.

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# Unit 11: Transition

## Navigating Life with Hearing Loss

- [Lesson 11.1: Postsecondary Goals](#)
- [Lesson 11.2: Community Interpreters](#)
- [Lesson 11.3: Local Support Services](#)
- [Lesson 11.4: Agencies to Support Transition](#)
- [Lesson 11.5: Financial Assistance Agencies](#)



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### **Navigating Life with Hearing Loss Curriculum**

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## Lesson 11.1: Postsecondary Goals

<b>Duration of Lesson:</b>	Ten 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(11) Advocacy and Transition. The student demonstrates advocacy skills necessary for successful transition to adult life. The student is expected to:</p> <p>(A) research options available for postsecondary education or training, employment, and independent living that may meet personal goals and needs.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What are the student's educational, vocational, and independent living goals for five years post high school?</li> <li>• How do students set a realistic goal?</li> <li>• What education does the student need in order to achieve their employment goal?</li> <li>• What is the cost for the required education?</li> <li>• What will the student's monthly income be, and how will that look in a budget?</li> <li>• Is the student's professional goal congruent with the student's lifestyle goal?</li> </ul>	



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- Is it appropriate for a student to complete a Certificate of Deafness Tuition Waiver?

## Resources:

(What resources will you and your students use?)

- **General Transition Information:**

- [Secondary Transition Symboloo](#) (external link)
- [Deaf & Hard-of-Hearing Transition Resources for Texas](#) (external link)
- [DHH Transition Resources \(LiveBinder\)](#) (external link)

- **Career/Education Resources:**

- [Texas Reality Check](#) (external link)
- [Think College: College Options for People with Intellectual Disabilities](#) (external link)
- [Texas Career Check](#) (external link)
- [Website Resources: Postsecondary](#)
- [Texas Certificate of Deafness Tuition Waiver](#) (external link)
- [Eligibility Requirements for Tuition Waiver](#) (external link)
- [O\\*NET Online](#) (external link)

- **Goal Setting Worksheets:**

- [SMART Goal-Setting Worksheet, Spark People](#)



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○ [Writing SMART Goals](#)

- [Student Product Options](#)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Identify a goal for postsecondary education/training, a goal for employment, and a goal for living situation	Establish a realistic plan for postsecondary life including education/training, employment, and living	
Target Vocabulary/Key Concepts:		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"><li>● goal</li><li>● school</li></ul>	<ul style="list-style-type: none"><li>● education v. training</li></ul>	<ul style="list-style-type: none"><li>● postsecondary</li></ul>



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<ul style="list-style-type: none"> <li>• work</li> </ul>	<ul style="list-style-type: none"> <li>• qualified</li> <li>• degrees               <ul style="list-style-type: none"> <li>○ Associates</li> <li>○ Bachelors</li> <li>○ Masters</li> </ul> </li> <li>• certificate</li> <li>• full-time vs part-time</li> <li>• Salary pay</li> <li>• Hourly pay</li> <li>• independent living</li> <li>• budget</li> </ul>	<ul style="list-style-type: none"> <li>• employment benefits</li> <li>• financial independence</li> <li>• financial aid</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Identify personal goals from picture banks related to work, education/training, and living options.</li> <li>• Create a <a href="#">product</a> to demonstrate postsecondary goals.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Establish realistic educational, vocational, and personal goals by completing a goal-setting worksheet (<a href="#">Worksheet 1</a>, <a href="#">Worksheet 2</a>).</li> <li>• Research the required education/training and financial requirements to meet their established vocational goal(s).</li> </ul>		



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**Advanced**

- Research two options for education/training to support reaching the established goals. Include the financial requirements.
- Compare/contrast two post-secondary options to determine which would best support the attainment of individual goals.

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## Lesson 11.2: Community Interpreters

<b>Duration of Lesson:</b>	Three 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(7) Advocacy and the Interpreter. The student develops and demonstrates skills to advocate for and optimize the use of an interpreter. The student is expected to:</p> <p>(E) explain to others the purpose, role, and responsibilities of an interpreter;</p> <p>(F) determine when interpreting services are necessary such as interviewing for a job or may not be necessary such as shopping at the grocery store; and</p> <p>(H) justify the need for a specialized or a preferred mode of communication with peers, adults, community members, and employers.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What is the purpose and role of a community interpreter, and what are the responsibilities of that interpreter?</li> <li>• When is it appropriate or inappropriate to request the services of a community interpreter?</li> <li>• How can one best communicate the need for a specialized or preferred mode of communication with peers, adults, community members, and employers?</li> </ul>	



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## Resources:

(What resources will you and your students use?)

Price, L. H. (2014). *C.O.A.C.H.: Self Advocacy & Transition Skills for Secondary Students Who Are Deaf or Hard of Hearing*. NC: Lynne Price.

- [ChoiceMaker Self-Determination Lesson Materials \(University of Oklahoma\)](#) (external link)
- [Transition in Texas: A Website for Students, Parents, Educators, and Agencies](#) (external link)
- [Deaf and Hard-of-Hearing Transition Resources for Texas](#) (external link)
- [Texas Workforce Commission: Vocational Rehabilitation for Youth and Students](#) (external link)
- [The Expanded Core Curriculum for Students Who Are Deaf or Hard-of-Hearing \(ECC-DHH\)](#) (external link)
- [Communication Access Ability Group](#) (external link)
- [National Deaf Center Interpreting Resources](#) (external link)
- DHHS Resources:
  - [Deaf Action Center, North Texas](#) (external link)
  - [DHHS Contractor Contact Information by Region](#) (external link)
- [Working with a Sign Language Interpreter: The Dos and Don'ts](#) (external link)
- [Ten Tips for Using a Sign Language Interpreter, National Institutes of Health](#) (external link)
- [Directory of Resources for DHH, California, pp. 95-96](#)



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- [How to Ask for an Interpreter \(and What If the Answer Is No?\)](#) (external link)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Identify the purpose, role, and responsibilities of a community interpreter	Determine when it is appropriate and inappropriate to request the services of a community interpreter and the correct way to make that request	Advocate for oneself regarding requested interpreter services and the need for a specialized or preferred mode of communication
Target Vocabulary/Key Concepts:		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• interpreter</li> </ul>	<ul style="list-style-type: none"> <li>• ASL/English</li> </ul>	<ul style="list-style-type: none"> <li>• self-advocacy</li> </ul>



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<ul style="list-style-type: none"> <li>• purpose</li> <li>• role</li> <li>• responsibilities</li> <li>• boundaries</li> </ul>	<p>interpreter</p> <ul style="list-style-type: none"> <li>• transliterator</li> <li>• oral interpreter</li> <li>• tactile interpreter</li> <li>• low vision interpreter</li> <li>• certified deaf interpreter</li> <li>• trilingual interpreter</li> <li>• video interpreter</li> <li>• confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• mode of communication</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Create a graphic organizer about why an individual with hearing loss needs an interpreter.</li> <li>• Chart whether a list of duties are the responsibility of an interpreter or not. Differentiate between educational and community interpreters.</li> <li>• Reverse role play activity--student "interprets" for classmates in a variety of settings.</li> <li>• Role play how to react if a familiar community interpreter is encountered in a public place.</li> </ul>		



### Navigating Life with Hearing Loss Curriculum

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**Intermediate**

- Research community interpreting organizations.
- Sort cards that describe a variety of situations illustrating appropriate and inappropriate occasions in which to request an interpreter.
- Role play situations in which a student needs to request an interpreter. Include situations where the person in charge denies the request.
- Invite a community interpreter to present information about roles and responsibilities.

**Advanced**

- Request interpreting services when setting appointments with doctors and other professionals.
- Role play situations when an interpreter does not arrive for an appointment in which one was requested.
- Role play the initial introduction to a new interpreter including requesting a specific mode of communication.

**Lesson 11.3: Local Support Services****Duration of Lesson:**

Three 45-60 minute class periods

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### Standards Addressed: (TEKS, Other standards)

(11) Advocacy and Transition. The student demonstrates advocacy skills necessary for successful transition to adult life. The student is expected to:

- (C) Investigate support services for people who are deaf or hard of hearing available in the school, home, and community such as Video Relay Service, interpreters, and travel assistance.

### Key Understandings and Guiding Questions:

(How will this apply to the students' life?)

- What are support services?
- Which support services are beneficial to the student?
- What support services are available in the area?
- What is required to utilize/attain relevant support services?
- What supports may be needed when traveling (public transportation, airline traveling, interacting with police, etc.)?

### Resources:

(What resources will you and your students use?)

- [Video Relay Services, Public Utility Commission of Texas](#) (external link)
- [Marlee Matlin on Deaf and Police Interaction, YouTube](#) (external link)



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- [Chapter 8: Deaf or Hard-of-Hearing Driver identification Program \(Visor ID Cards\)](#) (external link)
- [Form 3955, Application for Driver Identification Visor Card](#) (external link)
- [Texas Deaf/Hard-of-Hearing Driver Visor Card \(General Information\)](#) (external link)
- [Information on TX Senate Bill 1051 requiring interpreters for all drivers education \(effective 9/1/2017\)](#) (external link)
- Local Interpreting Agencies
- [DHHS Contractor Contacts by Region](#) (external link)
- [Texas Health and Human Services: Deaf and Hard of Hearing](#) (external link)
- [Captioned Phones, Healthy Hearing](#) (external link)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Define "support services"	Define "support services" and their role in the	Define and explain the benefits of "support



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	student's current life	services" in the student's current life
Identify support services in the student's school and home	Research additional support services available in the student's school, home, and future community	Research support services that the student will use in the school, home, and community settings in the future and how to attain and utilize the identified services
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• school</li> <li>• work</li> <li>• home</li> <li>• support service</li> <li>• VP (Video Phone)</li> <li>• interpreter</li> </ul>	<ul style="list-style-type: none"> <li>• Video Relay Service</li> <li>• certified interpreter</li> <li>• resource specialist</li> <li>• equal communication access</li> <li>• law enforcement</li> </ul>	<ul style="list-style-type: none"> <li>• application</li> <li>• eligibility</li> <li>• requirements</li> <li>• self-advocacy</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>



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- Invite local Deafness/Hearing Loss Resource Specialists to present.
- Invite local interpreting agencies to present.
- Invite other local services to present to students.
- Invite local law enforcement to discuss appropriate ways to interact with the police and legal updates regarding visor cards, driver's education, and driving regulations.
- Students create a [project](#) to show mastery of learning targets.

## Lesson 11.4: Agencies to Support Transition

<b>Duration of Lesson:</b>	Three 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(11) Advocacy and Transition. The student demonstrates advocacy skills necessary for successful transition to adult life. The student is expected to:</p> <p>(B) identify agencies that provide postsecondary transition services such as the Texas Workforce Commission (TWC), Health and Human Services Office of Deaf and Hard of Hearing Services (DHHS), and National Deaf Center on Postsecondary Outcomes (NDC).</p> <p>(D) research and evaluate eligibility for a variety of services such as special education in a school setting, DHHS, Social Security Disability Insurance (SSDI)</p>	



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and Medicaid, and postsecondary accommodations.

### Key Understandings and Guiding Questions:

(How will this apply to the students' life?)

- DARS→ Texas Workforce Commission (TWC)
- PEPNet→ National Deaf Center on Postsecondary Outcomes (NDC)
- What services/information do agencies like TWC and NCD provide for DHH students and adults?
- How does a TWC VR counselor provide services to DHH persons?

### Resources:

(What resources will you and your students use?)

- [Texas Workforce Commission Resources](#) (external link)
- [National Deaf Center on Postsecondary Outcomes](#) (Formerly PEPNet)
  - [National Deaf Center on Postsecondary Outcomes: Current Resources](#) (external link)
- [Texas Workforce Commission: Vocational Rehabilitation for Youth and Students](#) (external link)
- [Agencies and Waiver Programs, page 15](#) (external link)



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- [DHHS Contractor Contacts by Region](#) (external link)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Identify resources that TWC and NDC provide to students in high school and after graduation	Compare and contrast resources that TWC and NDC provide	
Identify the student's local VR counselor and contact information	Explain eligibility requirements to receive services from a VR counselor	Explain the process to receive services from a VR counselor after eligibility is established
<b>Target Vocabulary/Key Concepts:</b>		



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Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• TWC</li> <li>• NDC</li> <li>• VR counselor services</li> </ul>	<ul style="list-style-type: none"> <li>• Texas Workforce Commission</li> <li>• National Deaf Center</li> <li>• Vocational Rehabilitation Counselor</li> <li>• Rehabilitation Counselors for the Hard of Hearing</li> <li>• Disability Rights Texas</li> <li>• application</li> <li>• eligibility</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized Plan for Employment</li> <li>• pre-employment transition services</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Invite local TWC/VR counselors to present to students.</li> <li>• Match pictures, descriptions, and titles of agencies.</li> <li>• Create chart of local VR Counselor, DHHS Contractors, and other support personnel and their contact information to add to the student's portfolio.</li> </ul>		



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**Intermediate & Advanced**

- Create an Individualized Plan for Employment (IPE).
- Create a Venn diagram comparing and contrasting TWC and NDC resources.

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## Lesson 11.5: Financial Assistance Agencies

<b>Duration of Lesson:</b>	Three 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(11) Advocacy and Transition. The student demonstrates advocacy skills necessary for successful transition to adult life. The student is expected to:</p> <p>(D) Research and evaluate eligibility for a variety of services such as special education in a school setting, DHHS, Social Security Disability Insurance (SSDI) and Medicaid, and postsecondary accommodation.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• How can Social Security Disability Insurance (SSDI) and Medicaid assist students and their families?</li> <li>• What services and benefits does Social Security provide?</li> <li>• What services and benefits does Medicaid provide?</li> <li>• What eligibility requirements do students/families have to meet in order to qualify for Social Security and Medicaid services?</li> </ul>	
<b>Resources:</b> (What resources will you and your students use?)	



### Specialist Contact Information:

#### **A.J. Morton, CRC**

State Office Program Specialist

Texas Workforce Commission, Rehabilitation Services Division

Physical Address: 1117 Trinity St., Austin, TX 78701

Mailing Address: 101 E. 15th. Street, 144T,

Austin, TX 78778-001

(512) 936-3664 (office)

512) 540-8488 (videophone)

(512) 221-9071 (cell – text only)

- **General Transition resources:**

- [DHH Transition Resources \(LiveBinder\)](#) (external link)
- [Secondary Transition \(Symbaloo\)](#) (external link)
- [Deaf and Hard-of-Hearing Transition Resources for Texas](#) (external link)

- **Social Security resources:**

- [Social Security Administration](#) (external link)
- [Social Security: Types of Beneficiaries](#) (external link)
- [Three Big Differences Between SSI and SSDI, Special Needs Answers](#) (external link)
- [What Is the Difference Between SSDI and SSI? Disability Secrets](#) (external link)
- [Social Security: Overview of Disability Programs](#) (external link)
- [Social Security and SSI: What's the Difference?](#) (external link)
- [Flowchart for Social Security Eligibility](#) (external link)



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- **Medicaid resources:**

- [Texas Medicaid \(benefits.gov\)](#) (external link)
- [Medicaid Regulations: Hearing Loss Association of America](#) (scroll down to Texas) (external link)
- [DHHS Contractor Contact Information](#) (external link)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Identify the services that the Social Security Administration and Medicaid provide in Texas	Identify and explain Social Security Disability Insurance and Medicaid benefits available for DHH persons in Texas	
Identify the SSDI and/or Medicaid services that the student currently receives	Describe eligibility requirements for Social Security and Medicaid in	Compare and contrast eligibility requirements for different types of Social



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	Texas	Security and Medicaid in Texas
<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>• Social Security</li> <li>• Medicaid</li> <li>• help</li> </ul>	<ul style="list-style-type: none"> <li>• insurance</li> <li>• benefits</li> <li>• eligibility</li> <li>• assistance</li> <li>• Social Security Administration</li> <li>• SSDI</li> <li>• SSI</li> <li>• disabled (federal definition)</li> <li>• need</li> <li>• resources</li> </ul>	<ul style="list-style-type: none"> <li>• beneficiary</li> <li>• payee</li> <li>• means-tested program</li> <li>• entitlement program</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Invite a SSDI and/or Medicaid specialist to present to the class</li> <li>• Use pictures, labels, and definitions to match agencies and their functions</li> </ul>		



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- Interview family members to find out what services they currently receive. Research who to contact should the student or the family need assistance.

**Intermediate**

- Research agencies and eligibility. Create a presentation to share that information with the class.

**Advanced**

- Write a letter to the Social Security Administration or to Medicaid justifying the student's eligibility for disability services.
- Create a Venn diagram to compare and contrast eligibility requirements for Social Security and Medicaid.

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# Unit 12: Deaf Culture & History

## Navigating Life with Hearing Loss

- [Lesson 12.1: Past to Present](#)
- [Lesson 12.2: Important People in the Deaf Community](#)
- [Lesson 12.3: Support in the Deaf Community](#)



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## Lesson 12.1: Past to Present

<b>Duration of Lesson:</b>	Five 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(12) Deaf Culture and Heritage. The student understands, makes inferences, and draws conclusions about Deaf culture. The student is expected to:</p> <p>(A) identify and explain historical and current attitudes of the Deaf community and the impact of these attitudes on the student;</p> <p>(D) describe and analyze ways that Deaf heritage and culture play an important role in the daily activities of individuals who are deaf or hard of hearing.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What is Deaf culture?</li> <li>• What important events impacted how Deaf people live?</li> <li>• How do these events impact the student's life today?</li> <li>• How will the student continue to make an impact in the community?</li> <li>• How will the student's life be impacted by Deaf culture in the future?</li> </ul>	
<b>Resources:</b>	
(What resources will you and your students use?)	



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- [Deaf History Timeline \(Prezi\)](#) (external link)
- [Ask College Students at UCLA about Deaf Culture, YouTube](#) (external link)
- [What is Deaf Culture, by Flavia \(YouTube\)](#) (external link)
- [Finding Deaf Culture, YouTube](#) (external link)
- [India: Deaf Power: Fight for Your Rights! Seek the World \(YouTube\)](#) (external link)
- [Through Deaf Eyes \(video\)](#) (external link)
- [Through Deaf Eyes: a Photographic History of an American Community, Baynton, Gannon, & Bergey](#) (external link)
- [Texas Association of the Deaf](#) (external link)

#### Additional Resources:

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Identify examples of Deaf culture and history	Categorize facts about Deaf culture and history	Research additional facts about Deaf culture and history



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Target Vocabulary/Key Concepts:		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>Deaf culture</li> </ul>	<ul style="list-style-type: none"> <li>oppression</li> <li>contributions</li> <li>proud</li> <li>rights</li> <li>denied</li> <li>protest</li> <li>communication</li> <li>audism</li> <li>"Deaf President Now"</li> <li>William Stokoe</li> <li>deaf (lowercase "d")</li> <li>Deaf (capital "D")</li> <li>oralism</li> <li>discrimination</li> </ul>	<ul style="list-style-type: none"> <li>impairment</li> <li>handicap</li> <li>empower</li> <li>bilingual-bicultural</li> <li>philosophy</li> </ul>
Teaching Strategies:		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>Label pictures that show examples of Deaf culture &amp; history. (Here are some <a href="#">examples</a>).</li> </ul>		



**Intermediate**

- Participate in a [scavenger hunt with facts](#) about Deaf culture, Deaf oppression in history, and life today as a Deaf person. After examples of all facts are found, sort them into a 3-column chart (class or individual activity).
- Research and present on one example of Deaf culture, Deaf oppression in history, or life today as a Deaf person.
- Invite a Deaf role model or role models to speak about life as a Deaf adult living in society.

**Advanced**

- Create a [presentation](#) about a controversial topic in Deaf culture, Deaf oppression in history, or life today as a Deaf person.





## Lesson 12.2: Important People in the Deaf Community

<b>Duration of Lesson:</b>	Ten 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(12) Deaf Culture and Heritage. The student understands, makes inferences, and draws conclusions about Deaf culture. The student is expected to:</p> <p>(B) research and compare contributions of past and present figures of the Deaf community.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What are the contributions of past and present figures of the Deaf community?</li> <li>• How have the contributions of past and present figures of the Deaf community impacted Deaf culture?</li> <li>• How do these contributions impact the student's life?</li> </ul>	
<b>Resources:</b> (What resources will you and your students use?)	



- [Articles about Deaf People in History \(deafpeople.com\)](http://deafpeople.com) (external link)
- [Famous and Historic Deaf \(and Hearing\) People, Jamie Berke](#) (external link)
- [Deaf History That: Edmund Booth \(YouTube\)](#) (external link)
- [Deaf History That: Angeline Fuller Fischer \(YouTube\)](#) (external link)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)

<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
Discuss, with facts provided, about an influential figure of the Deaf community	Analyze influential figures in the Deaf Community, their contributions, and how these contributions have impacted the Deaf community today	Compare and contrast two influential figures in the Deaf community and how their contributions impacted the Deaf Community today

### **Target Vocabulary/Key Concepts:**



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Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Deaf community</li> <li>• feelings</li> <li>• change</li> </ul>	<ul style="list-style-type: none"> <li>• contributions</li> <li>• attitudes</li> <li>• past and present</li> <li>• impact</li> <li>• Thomas H. Gallaudet</li> <li>• Laurent Clerc</li> </ul>	<ul style="list-style-type: none"> <li>• affect</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>• Read about an influential figure in the Deaf community and answer multiple choice questions about their contributions.</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>• Research influential figures in the Deaf community. Identify their contributions and how they have affected the current attitudes of the Deaf community.</li> <li>• Present the research at a dinner party. The students dress up as the person they researched and enjoy dinner as they pretend to be that person (<a href="#">rubric</a>).</li> </ul>		
<b>Advanced</b>		



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- Write a research paper comparing 2 influential figures in the Deaf community and how their contributions affected the current attitudes of the Deaf community.



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## Lesson 12.3: Support in the Deaf Community

<b>Duration of Lesson:</b>	Three 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(12) Deaf Culture and Heritage. The student understands, makes inferences, and draws conclusions about Deaf culture. The student is expected to:</p> <p>(C) identify and critique ways that individuals who are deaf or hard of hearing provide support for each other in the student's community;</p> <p>(11) Advocacy and Transition. The student demonstrates advocacy skills necessary for successful transition to adult life. The student is expected to:</p> <p>(E) identify and describe local and national resources for individuals who are deaf or hard of hearing.</p>	
<b>Key Understandings and Guiding Questions:</b> (How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What are local and national resources for individuals who are Deaf or hard of hearing?</li> <li>• What are ways that individuals who are deaf or hard of hearing provide support for each other in the student's community?</li> </ul>	
<b>Resources:</b> (What resources will you and your students use?)	



- [Deaf Action Center \(North Texas\)](#) (external link)
- [National Association of the Deaf](#) (external link)
- [Organizations of and for People Who Are Deaf and Hard-of-Hearing, Laurent Clerc National Deaf Education Center](#) (external link)
- Local Deaf Clubs and Organizations (i.e.: [The Austin Deaf Club](#)) (external link)

#### **Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## **Lesson Differentiation**

Portions from *Steps to Success*, Lynne H. Price, 2016

### **Learning Targets:**

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
Identify one local and one national resource for individuals who are Deaf/hard of hearing and the purpose of the resource	Identify a variety of local and national resources that are relevant to the student and the student's transition goals	
Explain how Deaf individuals can positively contribute to their community		



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<b>Target Vocabulary/Key Concepts:</b>		
<b>Basic</b>	<b>Intermediate</b>	<b>Advanced</b>
<ul style="list-style-type: none"> <li>resources</li> </ul>	<ul style="list-style-type: none"> <li>local</li> <li>national</li> <li>services</li> <li>community</li> </ul>	<ul style="list-style-type: none"> <li>support</li> </ul>
<b>Teaching Strategies:</b>		
<b>Basic</b>		
<ul style="list-style-type: none"> <li>Invite a Deaf adult to present about an organization they work for and how s/he supports the greater community. (If a deaf adult is unavailable, use email, videos, video conferencing tools, etc.)</li> <li>Invite Deaf leaders in the community to present about their leadership and their contributions to the community.</li> <li>Research current Deaf leaders in the community and the ways they support the development of the community (i.e. business owners, key figures in organizations, celebrities, etc.)</li> </ul>		
<b>Intermediate</b>		
<ul style="list-style-type: none"> <li>Complete an online scavenger hunt of local and national resources for the Deaf and hard-of-hearing. Identify the resources' names and the services or</li> </ul>		



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information they provide to the Deaf community.

- Watch [The Daily Moth](#) (external link). This show highlights influential Deaf individuals in the community. Write about a different Deaf individual and their positive contributions to the community.

### **Advanced**

- Contact a Deaf or hard-of-hearing person who works for a local or national resource for individuals who are Deaf or hard of hearing. Interview that individual about how s/he supports and contributes to the community.

# Unit 13: Course Conclusion

## Navigating Life with Hearing Loss

- [Lesson 13.1: End-of-Course Assessments](#)
- [Lesson 13.2: Portfolio Completion](#)



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## Lesson 13.1: End-of-Course Assessments

<b>Duration of Lesson:</b>	Three 45-60 minute class periods
<b>Standards Addressed: (TEKS, Other standards)</b>	
<p>(3) Personal Hearing Loss. The student describes the physical, social, and emotional dynamics of individual hearing loss. The student is expected to:</p> <p>(G) explain mode(s) of learning such as auditory, visual, kinesthetic, or a combination of modalities.</p>	
<b>Key Understandings and Guiding Questions:</b>	
(How will this apply to the students' life?)	
<ul style="list-style-type: none"> <li>• What self-advocacy skills have students gained since the beginning of the course?</li> <li>• Have the students' learning preferences changed?</li> <li>• Have students discovered new interests since the beginning of the year?</li> </ul>	
<b>Resources:</b>	
(What resources will you and your students use?)	
<p>Price, L. H. (2016). <i>Steps to Success: Expanded and Enhanced; A Scope and Sequence of Skills for Students Who Are Deaf or Hard of Hearing: Perception, Processing, Self-Knowledge, &amp; Advocacy Development</i>. NC: Lynne Price.</p>	



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- **Self-Advocacy Inventories:**

- Self-Advocacy Competency (*Steps to Success*, pp. 7-8)
- [Informal Inventory of Independence and Self-Advocacy Skills for DHH Students](#)
- [SEAM: Student Expectations for Advocacy & Monitoring](#)

- **Learning Styles Inventories:**

- [Learning Styles Quiz](#) (external link)
- [CITE Learning Styles](#)
- [Learning Styles Inventory, Teaching and Learning Center](#)

- **Student Interest Survey:**

- Interest Questionnaire (C.O.A.C.H., p. 51)

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

Basic	Intermediate	Advanced
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Complete self-assessments and interest inventories regarding self-advocacy and learning preferences

Compare self-assessments to the assessments completed at the beginning and middle of the course

### Target Vocabulary/Key Concepts:

Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• skills</li> <li>• interests</li> <li>• learning styles</li> <li>• listening</li> <li>• doing/acting</li> <li>• seeing</li> </ul>	<ul style="list-style-type: none"> <li>• self-advocacy</li> <li>• assessment</li> <li>• inventory</li> <li>• auditory</li> <li>• kinesthetic</li> <li>• visual</li> <li>• preferences</li> <li>• self-awareness</li> <li>• access</li> <li>• hearing perception</li> </ul>	<ul style="list-style-type: none"> <li>• modality</li> <li>• competency</li> </ul>

### Teaching Strategies:

Basic	Intermediate	Advanced
<ul style="list-style-type: none"> <li>• Teacher chooses one of each (see Resources):             <ul style="list-style-type: none"> <li>○ Self-advocacy assessment tool</li> </ul> </li> </ul>		



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- Learning styles assessment tool
- Student-interest survey
- Teacher and student both complete a self-advocacy inventory, and then conference/compare the results.
- Students complete learning styles and interest surveys.
- Compare end-of course assessments with mid-course assessments and beginning-of-course assessments.
- Adapt according to learning targets.
- Include all information in Portfolio.

## Lesson 13.2: Portfolio Completion

### **Duration of Lesson:**

Two 45-60 minute class periods

### **Standards Addressed: (TEKS, Other standards)**

(10) Advocacy and Accommodations. The student develops specific skills to advocate for accommodations that allow people who are deaf or hard of hearing access to the community, workplace, and postsecondary education or training. The student is expected to:



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(D) Identify the process of obtaining accommodations in community settings, including documentation required by agencies, employers, and post-secondary institutions, such as an audiogram, medical documentation, or summary of performance.

(11) Advocacy and Transition. The student demonstrates advocacy skills necessary for successful transition to adult life. The student is expected to:

(E) develop a collection of materials and resources pertaining to postsecondary opportunities; and

(G) create a portfolio of work that may be used to supplement and support the student's Summary of Performance.

### **Key Understandings and Guiding Questions:**

(How will this apply to the students' life?)

- How will students organize and present their learning?
- What documentation will students need after high school?

### **Resources:**

(What resources will you and your students use?)

- **Portfolio**
  - [Table of Contents](#)
  - One 1 ½" 3-ring Binder
  - Eight Dividers



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- [Options for Presentations](#)
- **Other resource materials**
  - [Crossroads Website](#) (external link)
  - [Specialty Supplement: Website Resources, Post Secondary](#)
  - [Texas Health and Human Services: DHH Resources](#) (external link)
- Student-completed assignments

**Additional Resources:**

- Additional resources are available in the [NLWHL Google Drive](#)

## Lesson Differentiation

Portions from *Steps to Success*, Lynne H. Price, 2016

### Learning Targets:

(Scaffold learning targets to differentiate levels)

**Basic**

**Intermediate**

**Advanced**

Review, organize, and present personal portfolio with Table of Contents, appropriately-labeled dividers, content, and completed assignments

### Target Vocabulary/Key Concepts:



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Basic	Intermediate	Advanced
<ul style="list-style-type: none"><li>● binder</li><li>● divider</li><li>● label</li><li>● Table of Contents</li></ul>	<ul style="list-style-type: none"><li>● portfolio</li><li>● checklists</li><li>● inventories</li><li>● medical information</li><li>● amplification</li><li>● technology</li><li>● communication</li><li>● IEP</li><li>● personal needs</li><li>● transition</li><li>● Deaf culture and history</li></ul>	
Teaching Strategies:		
Basic	Intermediate	Advanced
<ul style="list-style-type: none"><li>● Students present personal information from portfolio and how it relates to their future goals and needs.</li><li>● <a href="#">Options for Presentations</a></li></ul>		



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