

Hearing Impaired K-12

Section 20

Hearing Impaired K–12

1 Knowledge of philosophical, historical, and legal foundations and their impact on the education of students who are deaf or hard of hearing

1. Identify federal and Florida laws, rules, and legal decisions that pertain to persons who are deaf or hard of hearing.
2. Identify philosophical bases of current educational practices.
3. Relate significant historical events, persons, institutions, and controversies in the education of students who are deaf or hard of hearing to current events, trends, and theorists.

2 Knowledge of the auditory mechanism and hearing loss and its impact upon communication and learning

1. Identify the primary components and functions of the auditory mechanism.
2. Identify causes of hearing loss and additional disabilities associated with specific etiologies.
3. Compare the nature and characteristics of unilateral, bilateral, conductive, mixed, sensorineural, progressive, and intermittent hearing loss.
4. Identify current educational definitions of hearing loss, identification criteria, labeling issues, and current incidence and prevalence data.
5. Identify the potential impact of amplification devices on the communicative and social-emotional development of students who are deaf or hard of hearing.

3 Knowledge of language development and methods of communication for students who are deaf or hard of hearing

1. Identify the developmental sequence of normal language development.
2. Analyze the relationships between reading and writing skills and the communication and language development of students who are deaf or hard of hearing.
3. Analyze language samples of students who are deaf or hard of hearing, using linguistic principles.
4. Identify various communication methods used with students who are deaf or hard of hearing.
5. Identify methods to maximize speech reception and recognition through the use of residual hearing, including amplification and cochlear implants.
6. Identify a hierarchy of auditory skills, including vowel and consonant acoustic information, used for an individual auditory training program.

7. Identify the factors that influence the visual reception of speech and the visual reception of sign language.
8. Contrast the linguistic features of ASL with sign systems and with spoken English.
9. Identify the primary components and functions of the speech mechanism.
10. Identify causes, errors, and remediation techniques for articulation and voice clarity errors found in the speech of students with various degrees and configurations of hearing loss.

4 Ability to comprehend signing

1. Translate a basic message given in English-based signs.
2. Translate a basic message given in ASL.
3. Identify the correct sign(s) when given a written phrase or sentence.

5 Knowledge of the psychosocial aspects of students who are deaf or hard of hearing

1. Compare the stages of adjustment that deaf and hearing families may experience when developing acceptance of a child's hearing loss.
2. Identify common perceptions held by (a) hearing persons concerning persons who are deaf or hard of hearing and (b) persons who are deaf or hard of hearing concerning hearing persons.
3. Identify the social effects of hearing loss.
4. Identify the psychosocial impact of severe language delay and/or other disabilities on a student who is deaf or hard of hearing.

6 Knowledge of deaf and family cultures and their impact on students who are deaf or hard of hearing

1. Identify the cultural practices and defining characteristics unique to the Deaf Community.
2. Identify the role of ASL in the Deaf Community.
3. Identify the psychosocial implications for students who are culturally diverse and deaf or hard of hearing.

7 Knowledge of service delivery models for students who are deaf or hard of hearing

1. Identify provisions of the Florida Administrative Code that apply to the identification and placement procedures for students who are deaf or hard of hearing.
2. Identify service delivery models for students who are deaf or hard of hearing.
3. Identify the factors involved in the placement of students who are deaf or hard of hearing related to the least restrictive environment.
4. Identify the roles and responsibilities of the various professionals who provide educational and support services for students who are deaf or hard of hearing.

8 Knowledge of the design, development, and implementation of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP), and Transition Individual Educational Plans (TIEP)

1. Identify the components of the IEP, IFSP, and TIEP and the required participants and their roles.
2. Relate the accountability implied by the IEP, IFSP, and TIEP to the procedural safeguards associated with the process.
3. Identify appropriate present level of functioning statements based on specific assessment data for the following areas: communication, academic achievement, developmental functioning, social-emotional functioning, and independent living.
4. Identify the appropriate use of assessment data for instructional planning of the IEP, IFSP, and TIEP.
5. Identify methods for assessing mastery of objectives of the IEP, IFSP, and TIEP and for determining an appropriate timeline for mastery.
6. Identify measurable annual IEP, IFSP, and TIEP goals.

9 Knowledge of transitional services for students who are deaf or hard of hearing

1. Identify postsecondary programs and alternatives for students who are deaf or hard of hearing, given their career interests and abilities.
2. Relate content areas to career awareness, exploration, and preparation for students who are deaf or hard of hearing.

10 Knowledge of assessments appropriate for students who are deaf or hard of hearing

1. Interpret the results of an audiological assessment that include unaided/aided test results.
2. Distinguish between assessment instruments and procedures used for evaluating expressive and receptive language of students with various types and degrees of hearing loss.
3. Distinguish between assessment instruments and procedures of assessing speech production and intelligibility of students with various types and degrees of hearing loss.
4. Identify informal assessment techniques used for determining communication mode and competency for students who are deaf or hard of hearing.
5. Identify standardized and criterion-referenced tests appropriate for the assessment of developmental, academic, and social-emotional abilities of students who are deaf or hard of hearing.
6. Identify methods to informally assess the academic performance of students who are deaf or hard of hearing.
7. Interpret assessment information to determine the curriculum needs of students who are deaf or hard of hearing.
8. Recognize the behaviors associated with deaf or hard of hearing students who have other exceptionalities and determine the referral process for evaluation.
9. Identify appropriate and allowable modifications and accommodations in formal and informal assessment procedures.

11 Knowledge of instructional strategies and modifications for students who are deaf or hard of hearing

1. Identify current curricula, methods, and procedures of language instruction for students who are deaf or hard of hearing.
2. Identify teaching strategies to enhance the acquisition of syntactic, semantic, and pragmatic competence of students who are deaf or hard of hearing.
3. Use information about language development in hearing and deaf children to identify an appropriate instructional program for students who are deaf or hard of hearing.
4. Identify appropriate adaptations of language in academic materials to the linguistic competence of students who are deaf or hard of hearing.
5. Identify procedures to adapt textbooks and other instructional materials used in general education for students who are deaf or hard of hearing.

6. Identify current curricula and research-based strategies for academic instruction used with students who are deaf or hard of hearing.
7. Apply an appropriate hierarchy in questioning skills.
8. Identify ways to individualize instruction to accommodate students with additional handicaps.
9. Identify a variety of instructional strategies for diverse learning styles in individual or group lessons.
10. Identify methods to foster positive social-emotional growth for students who are deaf or hard of hearing.
12. Identify the basic components of reading instruction and modifications for students who are deaf or hard of hearing.

12 Knowledge of unique technologies, media, and resources for students who are deaf or hard of hearing

1. Identify the major parts of amplification devices, including cochlear implants, the minor problems that may occur with these devices, and the skills necessary to monitor and maintain them.
2. Identify special media and assistive devices for students with hearing loss.
3. Identify the acoustical components involved in designing an appropriate classroom environment and ways to make accommodations in the existing school environment for students who are deaf or hard of hearing.
4. Identify appropriate procedures for the evaluation and selection of technology for use with students who are deaf or hard of hearing.

13 Knowledge of content design and requirements for general education

1. Identify major content areas and State standards in general education.
2. Identify the requirements for a standard diploma, special diploma, and certificate of attendance.
3. Identify the content area components of a balanced instructional day for a variety of grade levels.

14 Knowledge of professional communication, advocacy, and collaboration to meet the needs of students who are deaf or hard of hearing

1. Identify activities, literature, resources, and references designed to help parent/guardian participation in the development and enhancement of their child's communicative, social-emotional, and academic skills.
2. Identify strategies for assisting general education teachers in the successful mainstreaming or inclusion of students who are deaf or hard of hearing.
3. Identify strategies for collaborating with a variety of support personnel (e.g., speech-language pathologists, paraprofessionals, general education mainstream facilitators).
4. Identify strategies for developing students' self-advocacy in the home, school, and community.
5. Identify the names and functions of the major associations, organizations, and research publications related to hearing loss and other disabilities.