

**DPS EXPANDED CORE CONTENT AREAS  
AND SERVICES TO STUDENTS WITH HEARING LOSS**

CONTENT AREA	AUDITORY / LISTENING	COMMUNICATION / LANGUAGE	ACADEMICS	SOCIAL	SELF-ADVOCACY / ASSISTIVE TECHNOLOGY
<b>ECEA ELIGIBILITY CRITERIA</b>	<input type="checkbox"/> Delay in <b>auditory skills and/or functional auditory performance</b> including <b>speech perception</b> scores (in quiet or noise), which demonstrates the need for specialized instruction in <b>auditory skill development</b> or <b>assistive technology</b> use.	<input type="checkbox"/> <b>Receptive and/or expressive language (spoken or signed) delay</b> including a delay in <b>syntax, pragmatics, semantics</b> , or if there is a significant discrepancy between the receptive and expressive language scores and/or function <b>which adversely impacts communication and learning; and/or</b> an impairment of speech articulation, voice and/or fluency	<input type="checkbox"/> Lack of adequate <b>academic achievement and/or sufficient progress</b> to meet age or state-approved grade-level standards in reading, writing, and/or math	<input type="checkbox"/> <b>Inconsistent performance in social and learning environments</b> compared to typically developing peers	<input type="checkbox"/> <b>Inability to demonstrate self-advocacy skills</b> or utilize <b>specialized technology/resources</b> to access instruction
<b>HEARING TEAM SERVICES &amp; ROLES</b> *bold = direct service	<p><b>Audiologist</b></p> <ul style="list-style-type: none"> <li>Speech perception assessment</li> <li>Select, fit, <b>instruct</b>, verify, and manage hearing technology</li> <li>Environmental/acoustical assessment and management</li> <li>Liaison to clinical audiologist or medical professional</li> <li>Funding resources for personal hearing technology</li> </ul> <p><b>Itinerant TOD</b></p> <ul style="list-style-type: none"> <li>Auditory skills assessment and <b>instruction</b></li> </ul> <p><b>Collaborative</b></p> <ul style="list-style-type: none"> <li>Consultation and <b>instruction</b> around auditory access</li> <li>Consultation and <b>instruction</b> around use and care of technology</li> <li>Listening checks</li> <li>Recommend accommodations and/or modifications</li> </ul>	<p><b>Audiologist</b></p> <ul style="list-style-type: none"> <li>Observation of communication and listening skills</li> </ul> <p><b>Itinerant TOD</b></p> <ul style="list-style-type: none"> <li>Vocabulary &amp; language assessment and <b>instruction</b></li> <li>Pragmatics assessment and <b>instruction</b></li> <li><b>Functional skills development</b></li> <li>Development and <b>implementation</b> of Communication Plan</li> <li>Sign language support to staff as needed</li> <li>Liaison to SLP</li> </ul> <p><b>Collaborative</b></p> <ul style="list-style-type: none"> <li>Consultation regarding communication access and needs</li> <li>Potential shared role with SLP or ELA</li> </ul>	<p><b>Audiologist</b></p> <ul style="list-style-type: none"> <li>Initial academic screening at identification of hearing loss to determine need for services</li> <li>Consultation on access to verbal instruction</li> </ul> <p><b>Itinerant TOD</b></p> <ul style="list-style-type: none"> <li>Liaison to special educator</li> <li>Support around instructional impact of hearing loss</li> <li><b>Direct services as they relate to hearing loss impact</b></li> </ul> <p><b>Collaborative</b></p> <ul style="list-style-type: none"> <li>Consultation regarding impact of hearing loss on learning and access to core instruction</li> <li>Recommend instructional accommodations and/or modifications</li> <li>Collaborate to determine LRE/placement needs of child</li> <li>Shared role with educators in building</li> </ul>	<p><b>Audiologist</b></p> <ul style="list-style-type: none"> <li>Observation of classroom participation and interaction</li> </ul> <p><b>Itinerant TOD</b></p> <ul style="list-style-type: none"> <li>Assessment and <b>development</b> of social skills related to hearing loss</li> <li>Consultation on access to participation and social communication</li> </ul> <p><b>Collaborative</b></p> <ul style="list-style-type: none"> <li>Provide information on DHH social gatherings to students and families</li> <li>Shared role with mental health providers around behavior and affective needs</li> </ul>	<p><b>Audiologist</b></p> <ul style="list-style-type: none"> <li>Promote advocacy regarding technology management</li> <li><b>Assistive technology services</b></li> </ul> <p><b>Itinerant TOD</b></p> <ul style="list-style-type: none"> <li>Assessment and <b>instruction</b> of self-advocacy skills related to hearing loss</li> <li>Transition planning related to hearing loss</li> </ul> <p><b>Collaborative</b></p> <ul style="list-style-type: none"> <li>Consultation on access skills related to self-advocacy and technology use</li> <li>Provide community resources specific to hearing loss</li> <li>Shared transition role with counselors and special educators</li> </ul>

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DATA-COLLECTION / MEASUREMENT TOOLS	<p><b>Speech Perception (Audiologist)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speech Audibility (50dB &amp; 35dB)</li> <li><input type="checkbox"/> Speech-In-Noise</li> <li><input type="checkbox"/> Functional Listening Evaluation</li> <li><input type="checkbox"/> Technology Verification &amp; Monitoring</li> </ul> <p><b>Auditory Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wepman</li> <li><input type="checkbox"/> Iowa Medial Consonant</li> <li><input type="checkbox"/> AuSPLAN</li> <li><input type="checkbox"/> PEACH</li> <li><input type="checkbox"/> CASLLS</li> <li><input type="checkbox"/> Auditory Learning Guide</li> <li><input type="checkbox"/> TAPS</li> </ul> <p><b>Functional Auditory Performance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> LIFE (6+)</li> <li><input type="checkbox"/> ELF (0-3)</li> <li><input type="checkbox"/> CHILD (3-12)</li> <li><input type="checkbox"/> Speech Perception Breakdown Checklist</li> <li><input type="checkbox"/> Observation of Acoustics &amp; Access</li> </ul>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CASLS (All)</li> <li><input type="checkbox"/> TASL (All)</li> <li><input type="checkbox"/> The Listening Comprehension Test</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peabody</li> <li><input type="checkbox"/> EOWPVT (2+)</li> <li><input type="checkbox"/> ROWPVT (2+)</li> <li><input type="checkbox"/> Critchlow</li> <li><input type="checkbox"/> SHINE</li> </ul> <p><b>Pragmatics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pragmatic Language Checklist</li> <li><input type="checkbox"/> Rules of Conversation Quiz</li> </ul> <p><b>Functional Communication Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication Matrix</li> <li><input type="checkbox"/> SCRIPT</li> <li><input type="checkbox"/> Responding to Oral Directions</li> <li><input type="checkbox"/> Minnesota Compensatory Skills (Communication Strategies)</li> <li><input type="checkbox"/> Self-Assessment of Communication</li> </ul>	<p><b>Hearing Loss Impact Questionnaires</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> SIFTER (3+)</li> <li><input type="checkbox"/> Common Core Vulnerability Checklist</li> </ul> <p><b>Universal Data</b></p> <p>Academic review, state and district assessments, teacher-developed assessments</p> <p><b>Targeted Screeners</b></p> <p><b>Other Reading:</b> Test of Silent Word/Contextual Reading Fluency, Grey Oral Reading</p> <p><b>Other Academic:</b> WIAT, WJR, K-SEALS, Word Identification Spelling Test</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minnesota Social Skills Inventory</li> <li><input type="checkbox"/> Minnesota Compensatory Skills Checklist (Personal and Interpersonal Skills)</li> <li><input type="checkbox"/> Peer Relationship Scale</li> <li><input type="checkbox"/> Social Interaction Skills Checklist</li> <li><input type="checkbox"/> Pragmatic Language Checklist</li> <li><input type="checkbox"/> Rethink Data</li> <li><input type="checkbox"/> Classroom Participation Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minnesota Compensatory Skills Checklist (Resources &amp; Technology, Understanding Hearing Loss, Technology Management)</li> <li><input type="checkbox"/> Informal Inventory of Independence &amp; Self-Advocacy</li> <li><input type="checkbox"/> SEAM</li> <li><input type="checkbox"/> GAP: Guide to Access Planning</li> <li><input type="checkbox"/> LIFE</li> <li><input type="checkbox"/> SAID</li> </ul>

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EXPANDED CORE CONTENT AREA(S)	<p><b>Speech Perception (Quiet &amp; Noise)</b> Student will demonstrate improved auditory access with the use of technology</p> <p><b>Auditory Skill Development</b> Student will develop auditory and listening skills which follow a developmental hierarchy</p>	<p><b>Vocabulary &amp; Language Development</b> Student will develop vocabulary and language skills within the context of communication competence</p> <p><b>Pragmatics</b> Student will develop appropriate pragmatic language in communication interactions</p> <p><b>Functional Communication</b> Student will identify, organize, and interpret orally presented information</p> <p>Student will follow chain of communication</p> <p>Student will initiate needs communication</p> <p>Student will use communication strategies to improve receptive and expressive communication skills</p>	<p>Auditory, Communication, and Self-Advocacy skills related to emergent literacy skills, language development, and access to core instruction; Core instruction is provided by general education, special educator, or from TOD/HH in center-based DHH program.</p>	<p><b>Self-Concept/Self-Esteem</b> Student will exhibit self-knowledge and how it affects behavior and social interaction</p> <p><b>Peer Relationships &amp; Social Interaction</b> Student will use appropriate social awareness, language, and/or pragmatics to interact with others</p>	<p><b>Understanding Hearing Loss</b> Student will understand and manage personal hearing information</p> <p><b>Technology Management</b> Student will understand and manage personal and/or hearing assistive technology</p> <p><b>Access Skills/Environmental Management</b> Student will choose and implement accommodations to support access</p> <p><b>Organizational Skills</b> Student will use organizational, decision making, and problem solving skills to manage time, materials, communication and assignments</p> <p><b>Language/Communication Supports</b> Student will demonstrate knowledge of and ability to use communication supports (Interpreters, teachers, peers)</p> <p><b>Post-Secondary Transition/Community Advocacy, Resources &amp; Supports</b> Student will use knowledge of rights to access support in a variety of settings</p> <p>Student will prepare for post-secondary education, employment, independent living and community involvement</p>