

Deaf/Hard of Hearing – Hearing Loss Competency Skills

Name:	DOB:
Amplification:	
Case Manager	Date of Evaluation

Please select either N, W or M for each of the questions below in each section

Gr. 9	Gr. 10	Gr. 11	Gr. 12	Gr. 12+	N = need W = working M = mastered
Understanding Hearing Loss					
					Demonstrates knowledge and use of accommodations related to hearing loss
					States hearing loss type, degree, and etiology
					Demonstrates knowledge of hearing test and audiogram
					Describes what is heard/understood in a variety of listening environments
					Makes and keeps appointments with ENT, audiologist, physician, etc.
					Communicates that problems are not always the result of hearing loss
					Identifies self as deaf, Deaf, hard of hearing, person with hearing loss, etc.
					Describes the services offered by local, state, and national organizations for people with hearing loss (NAD, MADC, HLAA, ALDA, etc.)
					Demonstrates the difference between private and public information (socially appropriate seeking and sharing of information)
					States when, why, and how to disclose disability information in a variety of settings
					Uses and interprets social cues when communicating (body language, tone of voice, facial expression, social situations, background knowledge and context)
					Recognizes that different communication styles are used in a variety of settings (formal, informal, professional, etc.)
					Admits when they do not know or hear the information (bluffing)
					Demonstrates awareness of topic changes in conversation
					Uses repair strategies during a communication breakdown (asks for clarification, simplification, and rephrasing)
					Asserts self with others (self-advocates, sets boundaries/limits, voices a complaint, states needs)

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					Stays up-to-date on new technology that benefits people with a hearing loss
					States how to ask for “reasonable accommodations”

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Amplification Management					
					Uses amplification appropriately
					Troubleshoots and reports problems with amplification systems
					States amplification options in a variety of settings
					States how to use hearing aid or cochlear implant (CI) processor with assistive listening devices or technology
					Develops a plan for audiology/amplification services post-high school
					Contacts audiologist to monitor hearing status and to maintain amplification equipment
					Recognizes and states consequences of use/non-use of hearing aids/amplification system
					States how to obtain financial assistance for getting hearing aids/CI, plus warranty and service plans
					Demonstrates an understanding of the cost of purchasing and maintaining hearing aids/CI, plus warranty and service plans
					Stays up-to-date on new amplification technology
					States difference between licensed audiologist, hearing aid dispenser, and hearing aid dealer

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Interpreter Skills					
					Identifies names of agencies/resources/community activities serving students with a hearing loss
					Explains that interpreters are paid professionals
					Able to state when he/she has a legal right to interpreter services
					Demonstrates a knowledge of the Interpreter Code of Conduct
					Will participate in the decision-making regarding his/her interpreter needs/use
					Identifies that there are a variety of situations in which students with a hearing loss have a legal right to an interpreter
					Explains the role/procedures of a service dog used by persons with hearing loss
					Identifies and/or uses resources (internet, phone book, etc.) to access services and find information

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					States how to use and/demonstrates an awareness of a variety of relay services
					Describes rights of people with disabilities (IDEA, Section 504 of Civil Rights Act and American with Disabilities Act)