Approved Innovative Course

Course: Navigating Life with Hearing Loss
PEIMS Code: N1290330
Abbreviation: NAVLOSS
Grade Level(s): 9-12
Number of Credits: 1.0

Course description:
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.

Essential knowledge and skills:
Please see the instructions for more information on formatting essential knowledge and skills. Please use the list format provided.

(a) Introduction

(1) Navigating Life with Hearing Loss allows high school students to develop the skills necessary for individuals who are deaf or hard of hearing to maneuver in both secondary and postsecondary settings in the community, the workplace, vocational training centers or college. This course emphasizes the students’ need to understand and explain individual hearing loss, to access appropriate assistive technology, to work with professionals in the school and community settings, to communicate effectively with both hearing and deaf individuals, to advocate for themselves in educational and community settings, and to examine Deaf culture and heritage.

(2) This course is designed for students who have been identified as deaf or hard of hearing and are eligible to receive special education or Section 504 services as a result of hearing impairment.

(3) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(b) Knowledge and Skills

(1) Anatomy and Physiology. The student demonstrates knowledge of the auditory system and how it works. The student is expected to:

(A) label and describe the parts of the outer ear such as the pinna and the ear canal;
(B) label and describe the parts of the middle ear such as the tympanic membrane, the tympanic cavity, the malleus, incus, and stapes bones, the round window, and the oval window;

(C) label and describe the parts of the inner ear such as the cochlea, the vestibular ducts, and the auditory nerve;

(D) identify and describe the auditory cortex, the part of the brain involved in hearing; and

(E) explain how the parts of the ear and brain work together to facilitate hearing.

(2) Audiograms. The student interprets and synthesizes a variety of audiograms. The student is expected to:

(A) classify the types of hearing loss, including sensorineural, conductive, mixed, and auditory neuropathy;

(B) 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;

(C) 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;

(D) demonstrate and explain how speech sounds are assigned and located on a audiogram; and

(E) 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.

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

(A) describe an individual’s hearing loss including the cause, age of onset, and types of hearing loss as stable, progressive, or irreversible;

(B) describe how individual hearing loss is affected by different listening environments;

(C) interpret the audiological information on personal audiograms;

(D) explain personal audiograms to parents, teachers, and peers;

(E) discuss and identify personal amplification needs;

(F) identify individual accommodations that are helpful in various listening environments such as a copy of class notes or preferential or strategic seating in a classroom;

(G) explain individual preferred mode(s) of learning such as auditory, visual, kinesthetic, or a combination of modalities; and

(H) identify individual personal interpreting needs for various settings.
(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:

(A) demonstrate techniques used to clean, care for, and troubleshoot personal hearing aids, cochlear implants, and Frequency Modulation (FM) equipment;

(B) instruct another individual such as a teacher, administrator, or staff member on how to use personal amplification and hearing assistive technology;

(C) identify and examine amplification and hearing 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;

(D) develop a schedule to have amplification devices evaluated and serviced based on product recommendations;

(E) analyze signal-to-noise ratio and its impact in a variety of listening situations;

(F) identify and use a variety of specialized telecommunication technologies such as video phones, TTYs, captioned phones, amplified phones, or computer video technology; and

(G) describe appropriate etiquette and inappropriate behaviors to consider when using specialized telecommunication technology.

(5) Working with 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:

(A) explain the role of the audiologist in supporting hearing health;

(B) explain the role of the otolaryngologist in supporting hearing health; and

(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.

(6) Communication. The student demonstrates personal and interpersonal communication skills necessary for effective communication in various situations. The student is expected to:

(A) explain the elements of the communication process including the speaker, listener, message, and feedback;

(B) identify, analyze, and explain when breakdowns are likely to occur within the communication process;

(C) compare and contrast the positive and negative ways the physical environment can affect communication and describe situations when communication would be difficult; and

(D) identify and apply appropriate communication techniques for specific relationships such as using slang with peers and more formal words with adults.
(7) Advocacy and Interpreting. The student demonstrates skills necessary when using an interpreter. The student is expected to:

(A) identify modes of instruction such as the teacher or speaker, information written on the board, classroom discussion, or visuals, and explain how the position of the interpreter affects the ability to fully attend to all modes;

(B) identify appropriate methods of requesting clarification or repetition from the interpreter;

(C) explain to the teacher the importance of pausing when showing visuals before proceeding with explanations to allow students who are deaf or hard of hearing the opportunity to view the visual before returning their attention to the interpreter;

(D) defend individual interpreting needs such as interpreter placement, seating preferences, and sign modality;

(E) explain to others the purpose, role, and responsibilities of an interpreter;

(F) determine when interpreting services are appropriate such as interviewing for a job or are not appropriate such as shopping at the grocery store;

(G) follow school policies and protocols to request an interpreter for extracurricular activities; and

(H) justify the need for a specialized or a preferred mode of communication with peers, adults, community members, and employers.

(8) Advocacy and Assistive Technology. The student accesses assistive technology necessary for academic and personal success. The student is expected to:

(A) select assistive technology that is personally appropriate in a variety of listening environments;

(B) demonstrate how to operate closed captioning or subtitles on a movie, video, or recorded program;

(C) identify locations of alerting devices such as fire or smoke alarms, doorbells, phones, and monitors in the school, community, and job site; and

(D) respond appropriately to alerting devices by following established emergency procedures.

(9) Individualized Education Plan. The student participates in the development of the Individualized Education Plan (IEP). The student is expected to:

(A) identify and explain the components of an 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;

(B) identify an individual’s academic and personal strengths and weaknesses;

(C) develop personal academic and personal goals; and
(D) present information regarding an individual’s disability, personal goals, and needed accommodations to be shared with others such as the IEP meeting participants, parents, classroom teachers, peers, community members, or employers.

(10) Advocacy and Accommodations. The student develops advocacy skills by generating accommodations that allow access to the community, workplace, and postsecondary education or training. The student is expected to:

(A) 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;

(B) evaluate considerations related to obtaining accommodations in the community, workplace, and postsecondary education or training;

(C) explain the purpose of personal accommodations and modifications in the classroom and workplace; and

(D) identify the process of obtaining accommodations from a variety of agencies or community, workplace, and postsecondary education or training settings, including required documentation 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:

(A) research options available for postsecondary education or training, employment, and independent living that may meet personal goals and needs;

(B) identify agencies that provide postsecondary transition services such as the Department of Assistive and Rehabilitative Services Office for Deaf and Hard of Hearing Services (DARS-DHHS) and Postsecondary Education Programs Network (PEPNet);

(C) investigate support services available in the school, home, and community such as Video Relay Service, interpreters, and travel assistance;

(D) compare and contrast eligibility for a variety of services such as special education in a school setting, DARS, Social Security Disability Insurance (SSDI) and Medicaid, and postsecondary accommodations;

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

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

(12) Deaf Culture and Heritage. The student understands, makes inferences, and draws conclusions about Deaf culture. The student is expected to:

(A) identify and explain historical and current attitudes of the Deaf community and the impact of these attitudes on the student;

(B) research and compare and contrast contributions of past and present figures of the Deaf community;
(C) identify and critique ways that individuals who are deaf or hard of hearing provide support for each other in the student’s community;

(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; and

(E) identify and describe local and national resources for individuals who are deaf or hard of hearing.

Description of specific student needs this course is designed to meet:

Hearing loss adds a dimension to learning that often requires explicit teaching. The material covered in this course, Navigating Life with Hearing Loss, incorporates disability-specific information that students who are deaf or hard of hearing must understand and be able to use in order to become successful, independent adults. The topics covered in this course include the physical, social, and emotional dynamics of hearing loss, how to access appropriate assistive technology, how to work with professionals in the school and community settings, how to communicate effectively with both hearing and deaf individuals, how individuals who are deaf can advocate for themselves in educational and community settings, and a study of Deaf culture and heritage. This course is designed for students who have been identified as deaf or hard of hearing and are eligible to receive special education or Section 504 services as a result of the student’s hearing impairment.

Major resources and materials:


Audiology Resources


**Assistive Technology Resources**


**Communication Resources**


**IEP Resources**


**Suggested methods for evaluating student outcomes:**

- Student participation in class discussions
- Teacher-student conferences
- Completion of notetaking guides
- Unit tests
- ECC-DHH Checklist and Needs Assessment
- Classwork, homework, and various assignments
- Research papers or projects
- Student-created, multi-media presentations

**Teacher qualifications:**

Texas Teacher of the Deaf and Hard of Hearing certificate or American Sign Language Teacher certificate

**Additional information:**