



Navigating Life for Students Who are Deaf or Hard of Hearing

PEIMS Code: N1290330

Abbreviation: NAVLOSS

Grade Level(s): 9-12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

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. Hearing students who are interested in working in fields related to deafness, such as audiology, deaf education, interpreting, or speech and language pathology may also benefit from this course.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in grades 9 through 12 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 loss or for students who are interested in working in the fields related to deafness. Recommended prerequisite: American Sign Language. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Navigating Life for Students who are Deaf or Hard of Hearing allows high school students to develop the skills necessary to maneuver in both secondary and postsecondary settings in the community, the workplace, and 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.

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- (2) 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.
- (c) 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) explain the function of the parts of the outer ear including the pinna and ear canal;
 - (B) explain the function of the parts of the middle ear including tympanic membrane; tympanic cavity; malleus, incus, and stapes bones; round window; and oval window;
 - (C) explain the function of the parts of the inner ear including the cochlea, the vestibular ducts, and the auditory nerve;
 - (D) explain the function of the auditory cortex which is 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) explain and demonstrate how speech sounds are assigned and located on an audiogram; and
 - (E) explain the difference between hearing and comprehending 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;

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

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- (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 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 others the purpose, role, and responsibilities of an interpreter;
 - (D) determine when interpreting services are appropriate, such as interviewing for a job, or may not be necessary, such as shopping at the grocery store;
 - (E) research policies and protocols to request an interpreter for extracurricular activities; and
 - (F) describe potential implications if appropriate interpreting services are not provided.
- (8) **Assistive Technology.** The student employs assistive technology necessary for academic and personal success. The student is expected to:
 - (A) select the most effective assistive technology for a variety of listening environments;
 - (B) demonstrate how to operate closed captioning or subtitles on a movie, video, or recorded program; and
 - (C) identify and use a variety of specialized telecommunication technologies such as video phones, text telephones (TTYs), captioned phones, amplified phones, or computer video technology.
- (9) **Advocacy and Student Academic Achievement.** The student demonstrates specific skills to advocate for learning and academic achievement. The student is expected to:
 - (A) identify and explain the components of an IEP such as goals and objectives, assessment, accommodations, modifications to the present level of academic achievement and functional performance (PLAAFP), and special education and related services;
 - (B) identify personal academic and functional strengths and weaknesses and develop goals to address weaknesses;
 - (C) 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.
- (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:
 - (A) explain the purpose of personal accommodations and modifications in the classroom and workplace;

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- (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 available to meet needs;
 - (C) evaluate considerations related to obtaining accommodations in the community, workplace, and postsecondary education or training; and
 - (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 develops advocacy skills necessary for successful transition to adult life. The student is expected to:
- (A) investigate support services for people who are deaf or hard of hearing available in the school, home, and community, such as Video Relay Service and interpreters;
 - (B) identify and describe local and national organizations for individuals who are deaf or hard of hearing, such as local deaf clubs, Texas Association for the Deaf, National Association for the Deaf, Say What Club, National CHARGE Foundation, and other organizations that meet the specific needs of individuals who are deaf/hard of hearing; and
 - (C) 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.
- (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) identify and critique ways that individuals who are deaf or hard of hearing provide support for each other in the student's community; and
 - (C) 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.

Recommended Resources and Materials:

All resources for the Navigating Life course are included in the Livebinder below. This allows us to continually add new resources and update links to resources that have been previously shared.

“Expanded Core Curriculum for Students Who Are Deaf/HH.” Texas Sensory Support Network, 2013.
<https://www.livebinders.com/play/play?id=1698517>.

“Navigating Life with Hearing Loss Curriculum.” PDF. Texas Deaf and Hard of Hearing Services. 2019.
https://drive.google.com/drive/folders/OBwSh2PoWPK_9VDcxjBtYnV1T3c?usp=sharing.

- Videos posted on social medial platforms on topics such as hearing, hearing assistive technology, audiograms, communication repair, etc.
- Websites such as American Speech-Language-Hearing Association, Success for Kids with Hearing Loss, hearing assistive technology vendors, and Texas agencies serving individuals with disabilities

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- Computers with internet access, video phone, visual signaling devices, assistive technology for individuals who are deaf or hard of hearing

Recommended Course Activities:

- Complete the Familiar Sounds Audiogram and chart individual hearing loss
- Label a diagram of the ear
- Create a presentation to explain individual hearing loss to another person using the information from the student/teacher conference in conjunction with presentation software and apps,
- Teach a peer, a parent, or a staff member how to use hearing assistive technology devices
- Interact with guest speakers such as an audiologist, Deaf role models and community members, Deaf peers from different schools, school administrators, assistive technology specialists, and Office of Deaf/Hard of Hearing (DHHS) representatives
- Participate in field trips into the community to practice using self-advocacy skills
- Submit a request for interpreting services using established protocols in the school and in the community
- Instruct a peer on how to access closed captioning or subtitles on a movie, video, or recorded program
- Research organizations for individuals who are deaf or hard of hearing
- develop a portfolio of information about personal hearing loss and needed accommodations
- Participate in roleplay activities such as attending an IEP meeting

Suggested methods for evaluating student outcomes:

- Student participation in class discussions
- Teacher-student conferences
- Completion of notetaking guides
- Unit tests
- Expanded Core Curriculum – Deaf/Hard of Hearing (ECC-DHH) Checklist and Needs Assessment
- Classwork, homework, and various assignments
- Research papers or projects
- Student-created, multi-media presentations

Teacher qualifications:

An assignment for Navigating Life with Hearing Loss is allowed with one of the following certificates:

- Texas Teacher of the Deaf and Hard of Hearing: EC-12
- American Sign Language: EC-12.
- No required trainings
- Collaboration with other teachers of the course throughout the state is recommended through the Texas Sensory Support Network Community of Practice

Additional information: