**Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing**

Needs Assessment

Student name:       Date:

School:

Grade level:

DOB:

Service/Case Coordinator:

Current mode of communication:

Assistive listening devices currently used:

Check all who contributed to this Needs Assessment:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Parents/Guardian |  | General Education Teacher |  | Interpreter in Educational Setting |
|  | Student |  | Special Education Teacher |  | Speech Language Pathologist |
|  | Educational Audiologist |  | Teacher of the Deaf or Hard of Hearing |  | Others: |

This Needs Assessment is a tool that IFSP/IEP members may use to ensure all content areas of the Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing are reviewed and identified for instruction. This tool may be completed by team members prior to the IFSP/IEP meeting. The rubrics in the Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing will provide details and activities for each skill identified as a current need.

**Audiology**

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 9-13 for specific targets.

| **Skill Areas and Subskills** | **Current**  **Need** | **Comment (optional)** | **Date Skill**  **Mastered** |
| --- | --- | --- | --- |
| **Understanding Hearing Loss** | | | |
| Personal hearing loss |  |  |  |
| Aware of needs related to loss |  |  |  |
| Audiogram knowledge |  |  |  |
| Environmental impact on hearing |  |  |  |
| Hearing conservation |  |  |  |
| Vocabulary |  |  |  |
| Responsibilities for medical care |  |  |  |
| **Amplification Management** | | | |
| Understands benefit of amplification |  |  |  |
| Appropriate use of amplification |  |  |  |
| Care and maintenance of equipment |  |  |  |
| Troubleshooting of equipment |  |  |  |
| Understanding of expense related to equipment |  |  |  |
| Vocabulary |  |  |  |
| Indicates the function of equipment |  |  |  |
| **Environmental Management** | | | |
| Appropriate placement in a variety of settings |  |  |  |
| Identification of communication breakdowns |  |  |  |
| Access assistance to improve sound |  |  |  |
| Environmental impact on accessing communication |  |  |  |
| **Additional Skills In Area (identify):** |  |  |  |

**Career Education**

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 14-19 for specific targets.

| **Skill Areas and Subskills** | **Current**  **Need** | **Comment (optional)** | **Date Skill**  **Mastered** |
| --- | --- | --- | --- |
| **Career Exploration and Planning** | | | |
| Understands role of self and others |  |  |  |
| Organizes materials/possessions |  |  |  |
| Identifies different types of work |  |  |  |
| Matches personal interests, strengths and/or skills  with occupational interests |  |  |  |
| Researches careers of interest |  |  |  |
| Participate in work experience |  |  |  |
| Develops a post secondary plan |  |  |  |
| Identifies community support services and programs |  |  |  |
| **Work Skills** | | | |
| Works collaboratively |  |  |  |
| Organization skills |  |  |  |
| Task completion |  |  |  |
| Problem solving |  |  |  |
| Time management |  |  |  |
| Advocates for needs |  |  |  |
| Vocabulary |  |  |  |
| **Job Seeking Skills** | | | |
| Ability to set goals |  |  |  |
| Identifying and seeking possible job openings |  |  |  |
| Complete applications |  |  |  |
| Interview skills |  |  |  |
| **Money Management** |  |  |  |
| Concept of money |  |  |  |
| Banking skills |  |  |  |
| Budgeting skills |  |  |  |
| Financial identity awareness |  |  |  |
| **Additional Skills In Area (identify):** |  |  |  |

**Communication**

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 20-25 for specific targets.

| **Skill Areas and Subskills** | **Current**  **Need** | **Comment (optional)** | **Date Skill**  **Mastered** |
| --- | --- | --- | --- |
| **Auditory Skills Development** | | | |
| Awareness/attending |  |  |  |
| Recognizing |  |  |  |
| Locating |  |  |  |
| Hearing at distances and levels |  |  |  |
| Discrimination |  |  |  |
| Comprehension |  |  |  |
| Listening skills |  |  |  |
| **ASL Development** | | | |
| Facial expressions |  |  |  |
| Handshapes/fingerspelling |  |  |  |
| Conveys message clearly |  |  |  |
| Classifiers and movement of signs |  |  |  |
| Variety of vocabulary signed |  |  |  |
| **Speech Development** | | | |
| Sound production |  |  |  |
| Intonation, pitch, rhythm |  |  |  |
| Intelligibility |  |  |  |
| Variety of sound combinations used |  |  |  |
| **Receptive Communication** | | | |
| Answering questions |  |  |  |
| Story elements |  |  |  |
| Respond appropriately in a variety of situations |  |  |  |
| Follows and sequences directions |  |  |  |
| Idioms/jokes/riddles |  |  |  |
| Prepositions |  |  |  |
| Inferences |  |  |  |
| Vocabulary |  |  |  |
| **Expressive Communication** | | | |
| Non-verbal communication |  |  |  |
| Imitation |  |  |  |
| Parts of speech |  |  |  |
| Asks questions |  |  |  |
| Communicates intent appropriately |  |  |  |
| Vocabulary |  |  |  |
| **Additional Skills In Area (identify):** |  |  |  |

**Family Education**

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 26-34 for specific targets.

| **Skill Areas and Subskills** | **Current**  **Need** | **Comment (optional)** | **Date Skill**  **Mastered** |
| --- | --- | --- | --- |
| **Understanding Hearing Loss** | | | |
| Understands vocabulary related to hearing loss |  |  |  |
| Explains child’s hearing loss |  |  |  |
| Understands effects of their child’s hearing loss |  |  |  |
| **Amplification** | | | |
| Regular audiological follow-up |  |  |  |
| Knows amplification systems |  |  |  |
| Maintains amplification system |  |  |  |
| Troubleshoots equipment |  |  |  |
| **Family and Child Interactions** | | | |
| Cultural awareness |  |  |  |
| Expectations for the future |  |  |  |
| Siblings |  |  |  |
| Extended family |  |  |  |
| **Communication Strategies** | | | |
| Communication strategies |  |  |  |
| Stages of development |  |  |  |
| Communication development |  |  |  |
| Language development |  |  |  |
| **Education/Transition** | | | |
| Parents rights and IEP process |  |  |  |
| Laws |  |  |  |
| Team members |  |  |  |
| Educational placements |  |  |  |
| Advocates |  |  |  |
| **Resources and Technology** | | | |
| Support groups |  |  |  |
| Informational resources |  |  |  |
| Funding sources |  |  |  |
| Technology and benefits |  |  |  |
| Interpreter services |  |  |  |
| **Additional Skills In Area (identify):** |  |  |  |

**Functional Skills for Educational Success**

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 35-38 for specific targets.

| **Skill Areas and Subskills** | **Current**  **Need** | **Comment (optional)** | **Date Skill**  **Mastered** |
| --- | --- | --- | --- |
| **Concept Development** | | | |
| Understand text and environmental print |  |  |  |
| Features of a text |  |  |  |
| Vocabulary |  |  |  |
| Graphic organizers |  |  |  |
| Use of charts, graphs, and maps |  |  |  |
| Use of reference materials |  |  |  |
| **Comprehension** | | | |
| Listens to a story |  |  |  |
| Using features from a text and the background  knowledge |  |  |  |
| Utilizing environmental cues |  |  |  |
| Vocabulary |  |  |  |
| Sequencing |  |  |  |
| Idioms/jokes/sarcasm |  |  |  |
| **Study and Organization** | | | |
| Attends to instruction |  |  |  |
| On task |  |  |  |
| Awareness of classroom routines |  |  |  |
| Personal organization |  |  |  |
| Appropriately seeks help |  |  |  |
| Participates in class activities |  |  |  |
| Understands academic expectations |  |  |  |
| Utilizes needed accommodations |  |  |  |
| Accessing school-wide information |  |  |  |
| **Additional Skills In Area (identify):** |  |  |  |

| **Skill Areas and Subskills** | **Current**  **Need** | **Comment (optional)** | **Date Skill**  **Mastered** |
| --- | --- | --- | --- |
| **Self-Determination** | | | |
| Knowledge of hearing loss |  |  |  |
| Knowledge of personal strengths and weaknesses |  |  |  |
| Respect for others |  |  |  |
| Knowledge of problem-solving strategies |  |  |  |
| Awareness of consequences of decision-making choices |  |  |  |
| Goal setting |  |  |  |
| Coping strategies |  |  |  |
| Active participant in a variety of settings |  |  |  |
| Knowledge of skills for independent living |  |  |  |
| Knowledge of assistive devices for independent living |  |  |  |
| **Community Advocacy** | | | |
| Knowledge of advocacy |  |  |  |
| Demonstrates negotiation skills |  |  |  |
| Knowledge of legal rights and the laws |  |  |  |
| Knowledge of community roles and functions |  |  |  |
| Understands roles and responsibilities for a variety of  situations |  |  |  |
| Accesses various community services and supports |  |  |  |
| Knowledge of local and national resources for deaf and  hard of hearing |  |  |  |
| Aware of current issues and needs locally or nationally |  |  |  |
| Aware of civic organizations, functions, responsibilities,  and roles |  |  |  |
| Demonstrates cultural competence (for all diverse  language-populations) |  |  |  |
| Knowledge of deaf culture |  |  |  |
| Appropriate use of interpreters |  |  |  |
| Demonstrates competence in explaining the role and  various uses of an interpreter |  |  |  |
| Knows own preferences regarding interpreter usage |  |  |  |
| Identifies community interpreting resources |  |  |  |
| Understands interpreter needs |  |  |  |
| **Community Resources and Supports** | | | |
| Knowledge of community resources and their functions |  |  |  |
| Understanding of how to access various community  supports for other needs |  |  |  |
| General knowledge of community events |  |  |  |
| Local and national resources |  |  |  |
| **Cultural Awareness** | | | |
| Knowledge of any unspoken or unwritten values/norms |  |  |  |
| Knowledge of cultural communities |  |  |  |
| **Using Interpreters and Transliterators** | | | |
| Identifies community interpreting resources and  understand payment issues. |  |  |  |
| Demonstrates how to work with interpreters |  |  |  |
| **Additional Skills In Area (identify):** |  |  |  |

**Self-Determination and Advocacy**

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 39-42 for specific targets.

**Social-Emotional Skills**

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 43-49 for specific targets.

| **Skill Areas and Subskills** | **Current Need** | **Comment (optional)** | **Date Skill Mastered** |
| --- | --- | --- | --- |
| **Self-Awareness (Personal Qualities)** | | | |
| Aware of emotions and feelings in self and others |  |  |  |
| Aware of self as a deaf or hard of hearing individual |  |  |  |
| Constructive ways to deal with emotions |  |  |  |
| **Self-Management** | | | |
| Applies strategies for negative or pressure  full situations (e.g. bullying, isolation, depression) |  |  |  |
| Understands consequences of using negative strategies (e.g. substance use, anger, isolation) |  |  |  |
| Demonstrate effective self and emotional management |  |  |  |
| **Support Networks** | | | |
| Identifies trusted adults or other support systems and knows  how to get/accept help |  |  |  |
| Recognizes influences on personal development (e.g. qualities of positive role models, deaf community) |  |  |  |
| **Personal Responsibility** | | | |
| Understanding of consequences related to actions |  |  |  |
| Identify responsibility traits |  |  |  |
| Demonstrate responsibility for personal choices |  |  |  |
| **Decision Making** | | | |
| Understands choice making and the decision making process |  |  |  |
| Evaluates external influences on decision making and generates solutions/strategies for avoiding  risky behaviors |  |  |  |
| **Social Awareness** | | | |
| Aware of nonverbal, verbal, physical and situational cues  indicating feelings of others |  |  |  |
| Recognizes actions impact others |  |  |  |
| Develops appreciation for individual differences and the  aspects of deaf culture/community |  |  |  |
| **Social Interaction Including Conversational Skills** | | | |
| Uses appropriate attention getting behaviors |  |  |  |
| Initiates, introduces, joins in with others and invites others to  join in activities |  |  |  |
| Aware of social cues (informal and formal systems, body  language, different depending on group) |  |  |  |
| Demonstrates friendship skills |  |  |  |
| Works cooperatively in a group/with others |  |  |  |
| Recognizes personal boundaries |  |  |  |
| Appropriate technology etiquette |  |  |  |
| Assertive communication to get needs met |  |  |  |
| Awareness and use of communication repair strategies |  |  |  |
| **Conflict Resolution** | | | |
| Describe causes/consequences of conflicts |  |  |  |
| Respects self and others |  |  |  |
| Demonstrates constructive approaches to resolving conflict  including identifying supports who can help |  |  |  |
| Vulnerability to bullying/peer pressure |  |  |  |
| Negotiation skills |  |  |  |
| Vocabulary |  |  |  |
| **Additional Skills in Area (identify):** |  |  |  |

**Technology**

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, page 50 for specific targets.

| **Skill Areas and Subskills** | **Current**  **Need** | **Comment (optional)** | **Date Skill**  **Mastered** |
| --- | --- | --- | --- |
| **Skills Necessary to Access Technology** | | | |
| Awareness of technology |  |  |  |
| Use and care of electronics |  |  |  |
| Computing and keyboarding |  |  |  |
| Knowledge of sources |  |  |  |
| Connecting and troubleshooting |  |  |  |
| Vocabulary |  |  |  |
| Appropriate usage in a variety of settings |  |  |  |
| Managing/securing equipment |  |  |  |
| **Additional Skills in Area (identify):** |  |  |  |

**What types of technology are needed to support the student in the educational environment?**