| **Required Course Numbers** |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Characteristics of Learners and their Development (16%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Stages and characteristics of human development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describe the typical stages of development in children |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify when a student is demonstrating differences from typical stages of development (e.g., delayed versus disorder and advanced versus typical) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify factors that affect human development (e.g., environmental, biological, and physical) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Factors affecting development of deaf and hard of hearing (DHH) students (e.g., environmental, cognitive, social, and physical)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize how hearing loss can affect social development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize the impact of disabilities on individuals, families, and society |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize the impact of language, culture, and gender differences on identification |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify co-occurring conditions and their effects on development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Anatomy and physiology of speech and hearing mechanisms** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify the hearing mechanism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify the structure and functions of the hearing mechanism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify components of the outer, middle, and inner ears |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify the vocal mechanism and describe how sound is produced |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Impact of hearing loss on speech and hearing** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describe the impact various degrees of hearing loss have on the acquisition of speech and auditory development (e.g., mild, moderate, severe, and profound) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describe types of hearing loss and their effects on the acquisition of speech and auditory development (e.g., conductive, mixed, and sensorineural) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize the different learning styles of DHH learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Relationships among speech, hearing, language, and communication and the implications for DHH learners** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Compare and contrast how speech, hearing, language, and communication are interrelated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describe how the development of speech, hearing, language, and communication may affect DHH learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Hearing loss etiologies and resulting difficulties** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify typical etiologies of hearing loss (e.g., heredity, CMV, otitis media, and auditory neuropathy) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize which etiologies may have a secondary outcome on sensory, motor, and language learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Effects of etiology, age, and degree of loss on development of DHH students** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describe the potential influence a learner’s audiological history has on his or her social, cognitive, behavioral, and language development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize that DHH learners may have first and second languages |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize that some deaf students may have no formal languages or formal modes of communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Family dynamics** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize ways a family might be affected by having a child who is deaf or hard of hearing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize that the presence or absence of a shared language or modality affects a learner’s development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Impact of early intervention on communication and language development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describe how early communication can improve language development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize the influence on educational placement options |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **J. Cochlear implantation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Explain the dynamics of cochlear implantation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify candidacy criteria |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Explain the dynamics of implant therapy (e.g., speech therapy, auditory training, mapping, care of implants, and programming) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify post-implantation accommodations and modifications |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **K. Hearing-aid technology** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understand how to troubleshoot hearing devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify the components and explain the functions of each of the components in a hearing device |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize the various types and benefits of using amplification systems in the classroom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Assessment, Diagnosis, Evaluation, and Program Planning (23%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Referral process** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify the general sequence of steps in the referral-to-placement process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify standard score, raw score, grade equivalent, and norms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Describe the components of a diagnostic evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Audiological assessments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Interpret a pure tone audiogram |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describe the process of administering a hearing test |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify the ranges of hearing loss (e.g., mild, moderate, severe, and profound) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify the implications that audiological assessment results may have on spoken language development and auditory perception |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Describe the role of residual hearing in developing spoken language and sound awareness |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Recognize the terms used in audiological assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Collaboration with stakeholders** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Explain test results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Use communication techniques that reflect stage of acceptance (e.g., active listening, reflection and summary, rephrasing, and open-ended questioning) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Explain or describe recommendations based on test results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognize the need to act as facilitator and interpreter for different audiences (e.g., parents, caregivers, and related service providers) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Gathering data for recommendations** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize the need for multiple sources of information to determine program-eligibility decisions (e.g., progress notes, portfolios, language samples, and checklists) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Determine appropriate instructional levels and long- and short-term goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify IEP and placement recommendations when given formal and informal assessment data |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Stakeholder roles in the IEP process** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify different ways to collaborate and communicate with other professionals and parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify required members of IEP teams (e.g., parents, student, and teacher of the DHH) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify roles of IEP team members (e.g., speech-language pathologist and audiologist) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Development and maintenance of assessment record** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Create an organized system for compiling assessment results (e.g., student portfolios, work samples, and informal observation notes) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize confidentiality issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Influence of diversity** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize the influence of diversity on assessment, eligibility, and program placement of learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize that assessments must be administered in a student’s first or preferred language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Describe accommodations that may be used in the assessment of deaf learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognize that language skills may affect performance in content-area assessments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Recognize that few standardized tests are normed on DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Legal and ethical issues related to assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understand confidentiality issues |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Determine appropriate accommodations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Understand when normed tests may not be appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify appropriate ways to evaluate DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Communication with other professionals and parents** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify different ways to collaborate and communicate with other professionals and parents (e.g., team meetings, progress reports, conferences, IEP updates, technology, certified mail, and email) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize ways to communicate assessment results to learners, parents, colleagues, and administrators (e.g., conferences, IEP meetings, report cards, progress reports, honor roll, and recognition awards) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **J. Performance data and informal input** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Develop strategies for assessing and evaluating results of instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Describe methods of utilizing ongoing assessment of learner progress (e.g., portfolios, journals, and work samples) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Modify the learning environment and evaluate the results of instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognize the need to frequently collect data to assess the effectiveness of assessments and to implement changes as necessary |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **K. Language samples** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Define and calculate mean length of utterance (MLU) and mean length of sentence (MLS) for a collected-language sample of between 50–100 utterances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Implement methods to collect an expressive-language sample |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Communicate assessment results to learners, parents, colleagues, and administrators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognize how to collect and analyze a language sample (e.g., videos, conversations, audios — written and dictated) to determine a student’s present level of performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **L. Assessment instruments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify tests that have been normed for use with deaf students (e.g., the American Sign Language Proficiency Assessment [ASL-PA], Test of Early Reading Ability [TERA-3], Comprehensive Test of Nonverbal Intelligence [CTONI-2], Carolina Picture Vocabulary Test [CPVT], and Meadow-Kendall Social-Emotional Assessment Inventories for Deaf and Hearing-Impaired) and their importance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify the purposes, strengths, and limitations of a variety of assessments administered to DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. If given a profile of a particular student, select and justify appropriate instruments for assessment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify instruments used to assess DHH students (e.g., Woodcock-Johnson® III, Wechsler Intelligence Scale for Children [WISC], Bayley Scales of Infant and Toddler Development®, and Stanford Achievement Test, 9th Edition[Stanford 9]) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Recognize the importance of gathering and reviewing background information on DHH learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Instructional Content and General Pedagogy (23%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Curriculum materials and instructional practices** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Assist DHH learners with meeting state standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify opportunities for generalization and application of targeted skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify how background information informs instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Language development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify ways to help students develop language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify ways to help learners become independent communicators (e.g., role-play, through interpreters, and task analysis) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify ways to help learners use technology (e.g., hearing devices, augmentative systems, and video-relay services) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Literacy and communication skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Assist students with the development of their communicative competency in academic and nonacademic situations (e.g., asking questions, making complete statements, formulating accurate descriptions, and developing communication-repair strategies) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Model appropriate modes of communication for a variety of situations (e.g., writing for non-ASL users) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify strategies to foster self-advocacy (e.g., counseling, peer tutoring, and role-playing) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Instructional techniques** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize the unique learning styles of DHH students and the implications for instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify strategies to develop social skills and conflict resolution (e.g., role-play, social stories, literature, and media) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify ways to teach mathematics, science, and social studies to DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify meaningful ways to include DHH students in the arts (e.g., music, dance, and art) and physical education curricula |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Identify ways to help DHH learners generalize targeted skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Lesson plans** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Use data and technology to plan appropriate instructional activities and to modify IEP goals and objectives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Plan instruction that provides opportunities for real-life learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Integrate social skills development into academic curricula |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify how to create a learning environment that encourages positive social skills (e.g., role-play, character education, and social stories) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Identify how background information informs instructional planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Communication during instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify ways to prepare learners on the appropriate and effective use of interpreters, notetakers, and peer tutors |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize the importance of being a role model for DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify ways to help DHH students know and express their rights |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify ways to cultivate a multicultural perspective and diversity appreciation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Recognize strategies for helping learners establish ongoing interactions with peers, role models, and members of the Deaf community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Transitions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Plan activities to facilitate successful student movement from one activity to another within the current placement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Plan activities to facilitate successful student movement from one setting to another in anticipation of future placements |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Prepare plans that include timelines for anticipated outcomes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Communicate details of a transition timeline to stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Identify the community personnel who need to be involved in transitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Work with teachers who need to be involved in transitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Planning and Managing the Teaching and Learning Environment (18%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Best practices in classroom management** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Communicate and maintain high behavioral expectations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Monitor classroom activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Give students feedback and reinforcement regarding behavior |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Develop and implement positive classroom rules and individual and group-management programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Classroom and in-school transitions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Communicate and monitor transition plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify problems associated with transitions in the school environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Implement transition activities to facilitate successful student movement |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Assistive listening and communication devices** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Select, manage, and maintain assistive listening and communication devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Provide opportunities for students to use communication devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Check and utilize personal and classroom amplification systems, including hearing aids, FM, cochlear implants, and sound-field systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Design an environment that maximizes opportunities for visual and auditory learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Establishing and maintaining a safe classroom** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify how to create a learning environment to encourage positive social skills (e.g., role-play, character education, and social stories) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Design classroom modifications for diverse learners (e.g., preferential seating, signal-to-noise ratio, light source, and captioning) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Describe and identify appropriate classroom arrangements and modifications for deaf learners (e.g., acoustic treatment and clear line of view) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Maintain the care, welfare, and safety of students in a classroom environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Differentiate among situations that require different forms of intervention |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Assist in developing behavior-intervention plans |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Develop and explain classroom rules including positive feedback and reward systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. Contributions of others** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify roles and responsibilities of members of the school community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify research materials and community organizations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Foster relationship with parents and agencies in the larger community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Select examples of ways that students can connect to the Deaf community (e.g., sports, clubs, and guest speakers) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Cochlear implants** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Describe the function of a cochlear implant, its benefits, and its complications |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Define the basic components (e.g., microphone, speech processor, receiver, and electrode ray) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Explain the importance of follow-up mappings and ongoing training in listening skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify the role of service providers and paraprofessionals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **V. Foundations of Deaf Education and Professional Practice (20%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Developments in deaf education** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Interpret historical events—perspectives and developments—and their effects on the field of deaf education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify major events, figures, issues in deaf education (e.g., oral-manual controversy, development of ASL, Thomas Gallaudet, Alexander Graham Bell) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Interpret how research has affected the education of DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Distinguish between Deaf culture and Deaf community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Identify characteristics of membership of the Deaf community |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Service delivery models** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify learning environments in the education of DHH learners and their goals, benefits, and disadvantages |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Compare and contrast learning environments that support the education of DHH learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. IDEA legislation** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify the components of IDEA |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize the components of a 504 plan and an IEP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Apply eligibility criteria to DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify federal safeguards (e.g., due process) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Identify the rights of DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Legal and ethical implications of laws, regulations, and court cases** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Interpret First Amendment rights, equal access, and privacy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Interpret court cases (e.g., Hendrick Hudson District Board of Education v. Rowley) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Interpret federal and state requirements for the identification, referral, and placement of DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognize the implications of least restrictive environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Interpret timelines for providing services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Identify the components of the referral-to-placement process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Recognize implications of parental and student rights |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **E. IEPs and Individualized Family Service Plans (IFSPs)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify the members of an IEP team |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Interpret an IEP for placement needs and services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify appropriate IEP goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify the components of an IFSP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Identify the eligibility requirements for an IFSP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Interpret an IFSP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **F. Program models** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Compare and contrast the philosophies of deaf education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Identify models for teaching DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify attributes of the approaches to teaching DHH students (e.g., auditory-oral, bilingual and bicultural (Bi-Bi), auditory verbal therapy (AVT), and Cued Speech) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **G. Research and best practices** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify resources and services of concern to parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Recognize how to serve as a resource for parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify cultural influences on learners, families, and schools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Identify characteristics of a reflective practitioner |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Suggest ways to improve one’s own performance |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Use self-evaluation checklists |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Compare and contrast the ways to practice reflective teaching |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **H. Communicating with diverse audiences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Provide information to diverse audiences about DHH students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Create and evaluate written reports |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Explain the educational implications of being a deaf student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Address stakeholders’ concerns about available services, organizations, and publications |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **I. Technology** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Recognize features of modern hearing aids and amplification systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Troubleshoot problems with hearing devices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Identify and explain the functions of each of the components of a hearing device |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognize the various types and benefits of amplification systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Identify media and technologies available to instruct learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Use effective record-keeping technologies |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. Use technology to plan and implement instructional activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Identify technological resources available for students and teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Maintain effective record-keeping tools |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Interpret information in student records |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Identify the impact of technology on deaf education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **J. Transitions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Identify ways to integrate career and vocational skills with academic curricula to prepare learners for transitions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Propose transition activities (e.g., job fairs, résumé writing, opportunities to interact with guest speakers from various careers, and Internet search techniques) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Recognize personnel who could provide transitional assistance to students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Recognize the need for community-based experiences and learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |