

# Infant and Toddler Hearing Loss: UBD Unit Design Outline

By Krista Galyen

Identify Desired Results	
<p><b>Established Goals:</b> Early interventionists throughout the state of Alaska will be more informed about basic hearing and communication interventions for various children with hearing loss and their families (or caregivers).</p>	
<p><b>Essential Questions:</b></p> <p>How does a child perceive his/her environment?</p> <p>How does a hearing loss impact a child's perception and understanding of his or her environment? What about his/her language?</p> <p>How can a family with a deaf or hard-of-hearing child be helped to better take care of and teach their child?</p> <p>What are the higher-priority hearing and communicative interventions, and how do I communicate that to others?</p>	<p><b>Desired Understandings:</b></p> <p>A hearing loss impacts not only his/her speech and language, but the way he/she perceives the world.</p> <p>With early and appropriate early intervention, children with hearing loss can have good language and developmental skills.</p> <p>Medical information and assistive devices help to guide and facilitate appropriate and effective interventions.</p> <p>The first three years of life are critically important in listening, language, and speech development.</p>
<p><b>Key knowledge:</b></p> <p><b>Hearing terminology:</b> types and degrees of loss, anatomy, devices, and communication vocabulary.</p> <p><b>How hearing works</b> together as a system and <b>effects of losses</b> in parts of the system</p> <p><b>Assistive devices</b> (hearing aids, fm systems, cochlear implants), <b>options</b>, appropriate <b>use</b> and <b>candidates</b>, and <b>how to utilize</b> appropriately</p> <p><b>Auditory skill levels</b> and how they manifest themselves visually (how to see what the child hears)</p> <p><b>Functional hearing:</b> screenings, development, assessing</p> <p><b>Objective hearing screening and assessment/ diagnostic tools:</b> otoacoustic emissions, brainstem auditory evoked response, automated auditory brainstem response, tympanometry</p> <p><b>Communication intervention strategies</b> and the various modes of communication</p>	<p><b>Key skills:</b></p> <p><b>Read</b> audiogram and medical reports and <b>interpret</b> it (where loss is occurring, potential impacts on speech and language)</p> <p><b>Maintain, troubleshoot,</b> and <b>utilize</b> assistive devices (hearing aids, etc.)</p> <p><b>Perform</b> functional hearing screenings and <b>interpret</b> tympanometry and OAE results. <b>Understand</b> and <b>follow up with</b> newborn hearing screening results.</p> <p><b>Use</b> and <b>know when to use</b> a variety of communication strategies (sign, voice, pre-symbolic, combination)</p> <p><b>Teach</b> others (namely parents and caregivers) basic steps to carry out weekly strategies</p>