

## Plan Learning Experiences

- 1. Discussion boards** and journals are used throughout for social interaction, new ideas, revealing and discussion of possible misconceptions, and informal evaluation.
- 2. Topic 1:** Introduction to children with hearing loss. This will cover the goals of the unit and begin raising questions about how children perceive their environment, in particular those with a hearing loss. Raise beginning questions and have discussions to hook them into inquiring about the unit question. Also allows a journaling to tailor the unit given student experiences. W, H, T
- 3. Topic 2:** How hearing works and types of hearing loss. Beginning anatomy, where hearing loss occurs throughout the hearing system, and how that can affect sound. Discuss types of conductive, mixed, sensorineural, central, bilateral, and unilateral losses. Relate back to essential questions on impact of perceptions. E
- 4. Topic 3:** Auditory development Levels: Learn how the auditory skills progress and how they manifest themselves visually. Use a variety of disability levels. Introduce the FAPI and discuss the various levels of auditory development. Discuss typical gaps for certain types and degrees of hearing loss in addition to additional disabilities.
- 5. Topic 4:** Functional hearing screenings. Learn how to perform and include functional hearing screenings into the developmental assessment and EI/ILP intake process. Learn key, age-appropriate reactions to sound as well as common flagging diagnoses. Discuss importance of early identification and intervention. Review of Christina Yoshinaga-Itano research (impacts of early and late intervention). Learn about objective screening measures such as tympanometry, otoacoustic emissions, and how to interpret this data. Understand when and whom to refer. Learn about EHDI and follow-up with newborn hearing screenings. Perform and record (written observations) 2 functional hearing screens on two children age 6 months to 30 months.
- 6. Topic 5:** How to read audiograms and related medical information. Introduce frequencies and decibels, and where common sounds fall. Introduce common types of audiological diagnostic tests, how they work, and what these common reports look like. Discuss the major players in the collaborative model. Point out where to find important information. Discuss how all of these relate back to essential questions on understanding perceptions and creating appropriate interventions. . Provide examples and ask students to interpret based on new knowledge and skills. E
- 7. Topic 6:** Introduce degrees of hearing loss and part C eligibility. Present activity of a mock child: reports and home environment. Each student receives same child example. Have them explain what is happening in the ear and the hearing system and how the child may perceive their environment. Begin practicing how to explain impact of hearing loss to family members or care providers. Post so others can view each others work. Allow rough draft and revision of work. E, E-2, R
- 8. Topic 7:** Introduction to hearing technology and other modifications: hearing aids, FM systems, cochlear implants, how they work, and how it impacts perception of sound. Discuss what they can and cannot do. Learn how to take care of, maintain, and troubleshoot these devices, and why it is important. E
- 9. Topic 8:** Overview of common communication strategies: spoken, signed, pre-symbolic strategies, tangible systems overview, and links for further investigation: ASL, Deaf Culture, Tangible Systems. Provide some case histories and interventions. Discussion boards for over-viewing. Discuss what types of communication would help when children perceive (or get access to) language. E
- 10. Topic 9:** Review of typical speech and language development and common gaps depending upon degree, type of hearing loss, and environmental impacts. Discuss strategies for Common speech and language issues depending upon the hearing impairment. Discussion boards for exchanging ideas on how to implement communication strategies with various family needs and hearing issues. E
- 11. Topic 10:** Practice and exchange more ideas on children given case histories, type and degree of loss, family needs. Exchange ideas on probable gaps, perception impacts, interventions for hearing, speech, and language. E, R

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**12. Topic 11:** Pick a child with a hearing loss and explain (anonymously) medical and audiological reports and interpret meaning relating back to anatomy, vocabulary, and how it may affect that child's perceptions and development. Provide next 3 intervention steps, how to do and show parents, and substantiate with reasoning based on previous learning. Opportunities to exchange, review, and revise. E-2, T, R

**13. Topic 12:** Based on 3 previous intervention steps, create simple materials to help parents or caregivers follow through with intervention strategies. Make them concise, visual, and discuss how they would explain and model. Explain the importance and impact on the child's perceptions of his/her environment to the parent. Product: materials, written transcript of mock conversation to parent. E-2, T, R

**14. Resources:** Sources for further learning. Download and keep.