

EXAMPLE IEP GOALS Supporting Independence with Hearing Devices

Samples of the 27 goals from *Building Skills for Independence in the Mainstream; Developing Independent Hearing Aid Use & Self-Advocacy Skills*

Pre-K, Kindergarten					
Role of the Classroom Teacher	Role of the Pre-K, Kindergarten Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
Class peer discussion	Participates in telling peers about hearing devices/responding appropriately to spontaneous questions	Teaching classmates	Speaking and Listening: Comprehension and Collaboration: 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	During a class period, (Student) will ask at least one question to get assistance or clarification and respond to one question re: current discussion by (date) as measured by teacher tally.	After presenting information about his hearing loss to peers, (Student) will accurately answer at least three out of five questions from peers by (date) as measured by teacher observation.
Check to see that hearing aids are inserted properly	Inserts earmolds/hearing aids independently	Teach student to put hearing aids on independently; 1. magnetic mirror on cabinet 2. step-by-step photos/ instruction (child level) 3. photo booth/ camera app 4. provide real picture of properly inserted device.	Speaking and Listening: Comprehension and Collaboration: 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	After listening to a three-minute presentation at his/her developmental level, (Student) will answer questions about key details with 80 % accuracy by the end of the school year as measured by teacher observation.	After watching a presentation on inserting earmolds, (Student) will demonstrate comprehension by inserting earmolds independently in 4 out of 4 trials, by (date) as measured by teacher observation.
Grade 1 SKILL BUILDING IS CUMULATIVE. THE FOLLOWING GOALS ASSUME MASTERY OF SKILLS LEARNED IN PREVIOUS GRADES.					
Perform daily Ling Sound Listening/Device Checks; provide oversight to ensure student is checking off daily monitoring sheet.	Participates in the Ling sound listening check from close (if no FM) and far (if FM + HA). If student responsible for checking daily monitoring sheet.	Teach student to respond to Ling Sounds/device check 1. Point to picture representing Ling Sounds 2. Repeat back input 3. Do action	Speaking and Listening: Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	After listening to a series of sentences at his developmental level, (Student) will repeat sentences, asking for restatement or clarification as needed with 80% accuracy as measured by teacher recording.	While wearing his FM/hearing aid, (Student) will listen to a series of Ling sounds in close proximity and from 15 feet away, and will match the sound to the corresponding picture with 80% accuracy as measured by teacher

Recognize student's need for minimal classroom noise; encourage him to close classroom door during excessive hallway noise	Student recognizes what 'excessive noise in hallway' means and closes door appropriately at these times	Teach student when it is appropriate to close the classroom door (i.e., excessive noise present)	Speaking and Listening: Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	After watching a three-minute presentation at his/her developmental level, (Student) will answer questions about key details with 80% accuracy by the end of the school year as measured by teacher observation.	tally. After listening to a presentation on classroom noise, (Student) will list at least three possible sources and how to minimize their impact on his/her understanding by (date) as measured by teacher observation.
Grade 2 SKILL BUILDING IS CUMULATIVE. THE FOLLOWING GOALS ASSUME MASTERY OF SKILLS LEARNED IN PREVIOUS GRADES.					
Select class peers to work with student Tuesday, Thursday to perform Ling sound listening check (i.e., as a reward for exceptional work/behavior)	Student explains to class peer how to perform a Ling sound listening check; responsible for checking daily monitoring sheet	Teach student how to ask a peer to help present the Ling sound listening check 2x/week	Speaking and Listening: Presentation of Knowledge/Ideas: 4. Tell a story or recount that experience with appropriate fact and relevant, descriptive details, speaking audibly in coherent sentences.	Given support by the teacher, (Student) will give a 5-minute presentation about himself/herself by the end of the school year as measured by teacher observation.	With teacher support, (Student) will give a 3-minute accurate presentation to peers re: using Ling sounds to conduct hearing aid self-checks by (date) as measured by teacher observation.
Encourage student to request clarification when he indicates that he cannot hear or understand verbal instruction (as indicated verbally, prearranged signal, clearly presented nonverbal cues)	Student recognizes when he is having difficulty hearing/understanding verbal instruction and appropriately requests clarification	Teach child when/how to actively use age-appropriate communication repair strategies (repetition, keyword requests) in classroom 1. Student will reply during communication in noise, using age-appropriate communication repair strategies	Speaking and Listening: Comprehension and Collaboration: 3. Ask and answer questions about what the speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	During a 20-minute class period, (Student) will ask at least two questions to get clarification and respond to one question re: current discussion by (date) as measured by teacher tally.	During a class discussion, (Student) will ask the teacher to repeat or clarify in three out of 5 trials by (date) as measured by teacher comprehension checks.
Grade 3 SKILL BUILDING IS CUMULATIVE. THE FOLLOWING GOALS ASSUME MASTERY OF SKILLS LEARNED IN PREVIOUS GRADES.					
Encourage student to request clarification when he indicates that he cannot hear or understand verbal instruction (as	Student recognizes when he is having difficulty hearing/understanding verbal instruction and appropriately requests clarification	Teach child when/how to actively use age appropriate communication repair strategies (i.e., repetition, simple	Speaking and Listening: Comprehension and Collaboration: 3. Ask and answer questions about information from a	During a 20-minute class period, (Student) will ask at least two questions to get clarification and respond to one	During a class discussion, (Student) will ask the speaker to repeat or clarify in three out of 5 trials by (date) as

indicated verbally, prearranged signal, clearly presented nonverbal cues)		addition) in classroom 1. Student will reply during communication in noise, using age-appropriate communication repair strategies	speaker, offering appropriate elaboration in detail.	question re: current discussion by (date) as measured by teacher tally.	measured by teacher comprehension checks.
As no class inservice regarding the student with hearing loss occurs in 3 rd grade, the teacher should provide oversight when possible if a peer is curious about the student's amplification or support the student in successful handling of any teasing situation	Student is able to describe why children tease one another and how to respond appropriately	Teach student how to appropriately respond in teasing situations 1. Discuss information on teasing 2. Administer the "How do you feel about your hearing aids/cochlear implants" section of The Secondary School Survey. Discuss results in relation to how other students with hearing devices feel	Writing: Text Types and Purposes: 2. Write informative/explanatory text to examine the topic and convey ideas and information clearly.	Given a topic, (Student) will write at 2 paragraphs including facts, definition(s), and a concluding statement by (date) as observed by teacher recording.	Given the topic of peer teasing, (Student) will list at least three reasons why peers tease each other and provide an appropriate response for each one by (date) as measured by teacher observation.
Grade 4+ SKILL BUILDING IS CUMULATIVE. THE FOLLOWING GOALS ASSUME MASTERY OF SKILLS LEARNED IN PREVIOUS GRADES.					
Perform hearing device checks with student intermittently and a Ling Sound listening check every 2 weeks	Perform self-check with Ling Sounds. Participates in intermittent hearing device checks. Student is responsible for checking daily monitoring sheet.	Teach student a) the speech sounds that are most challenging for him/her to hear, 1. administer the Auditory Discrimination Test b) how they impact listening, and how to use contextual cues to fill in what they do not completely hear	Speaking and Listening: Presentation of Knowledge/Ideas (Grade 4): 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	(Student) will give a 10-minute presentation about himself/herself by the end of the school year as measured by teacher observation.	(Student) will give a 2-minute demonstration to his/her teacher re: conducting a daily listening check with Ling sounds and completing the monitoring sheet, by (date) as measured by teacher observation. (Student) will report on the condition of his/her hearing aid by completing the daily monitoring sheet each day as measured by teacher observation.