

Race to the Brain Game – Suggested Goals

Anatomy and the Hearing Process



Basic (Level 1)	Intermediate (Level 2)	Advanced (Level 3)
The student can point to the outer, middle and inner ear on a diagram of the ear.	The student can label the following parts of the ear on a diagram: <i>pinna, ear canal, eardrum, middle ear, cochlea</i> and <i>auditory nerve</i> .	The student can explain what the ossicles are and knows the names of each one.
The student can explain in basic terms, how sound travels to the brain.	The student can explain in basic terms the difference between a conductive hearing loss and a sensorineural hearing loss.	The student can name various types of hearing difficulty which occur beyond the cochlea: e.g. cortical hearing loss, APD, ANSD.
The student can name some safety precautions which help us look after and protect our ears.	The student is able to explain what a mixed hearing loss is.	The student can explain in simple terms what happens to sound in the cochlea.
The student knows that, as well as hearing, the ear plays an important role in helping us to balance.	The student can name and explain in simple terms the function of the ossicles.	The student can name and explain in simple terms the function of the semi-circular canals.
The student can explain the difference between the terms <i>unilateral</i> and <i>bilateral</i> .		The student can explain the difference between microtia and atresia.

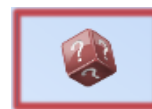
Audiological Information and Support



Basic (Level 1)	Intermediate (Level 2)	Advanced (Level 3)
The student can explain the basic role of an audiologist.	The student understands the difference between a stable hearing loss and a progressive hearing loss.	The student can explain an audiogram using simple terms.
The student knows that on an audiogram, the colour blue and the symbol 'X' represent the left ear and the colour red and symbol 'O' the right.	The student knows that a graph that shows their hearing levels is called an audiogram.	The student knows which frequencies are tested in hearing tests and which are the most important for understanding speech.
The student can show where high and low frequency sounds are represented on an audiogram.	The student can give examples of high and low frequency speech sounds.	The student can explain what bone-conduction testing is and why an audiologist might want to carry this out.
The student can show where quiet and loud sounds are represented on an audiogram.	The student can explain why an audiologist tests the pressure of the middle ear.	The student can explain in simple terms the path of sound in both air conduction and bone conduction testing.
The student is able to explain why professionals use background noise in speech perception tests.	The student can use simple terms to explain the difference between a flat and a peaked tympanogram.	The student can use the terms mild, moderate, severe and profound to accurately talk about degrees of hearing loss.

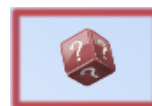
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Hearing Devices



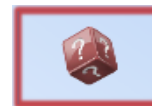
Basic (Level 1)	Intermediate (Level 2)	Advanced (Level 3)
The student knows the name of the clinic they attend and who they see there.	The student knows that cochlear implants are only appropriate for people who have more significant hearing losses.	The student can explain in basic terms the main differences between a hearing aid and a cochlear implant.
The student can name the basic steps involved in looking after their equipment and keeping it hygienic.	The student knows how often they have their hearing checked.	Using a diagram and simple terms, the student can explain the workings of the internal part of a cochlear implant.
The student can name the various parts of their hearing aid or cochlear implant.	The student can name some signs that might mean they need to have new ear moulds made.	The student can explain what they are looking for when carrying out a visual check of their equipment.
The student can explain in basic terms what their hearing aid or cochlear implant does	The student can identify when the tubing in their ear moulds needs changing.	The student is able to explain what to do if their hearing aid gets wet.
	The student is able to consider the pros and cons of their hearing device with a familiar adult.	The student is able to consider the pros and cons of their hearing device with an unfamiliar adult.

Assistive Technology



Basic (Level 1)	Intermediate (Level 2)	Advanced (Level 3)
The student can name the main parts of an FM system.	The student can explain to a familiar adult how the FM system works and how it helps them.	The student is able to explain to an unfamiliar adult how the FM system works and how it helps them.
The student knows the people who can help support them with the management of their FM system.	The student knows how to check whether an FM system is working.	The student is able to give examples of exact scenarios when they find the FM system most helpful.
The student can explain when they find the FM system most helpful.	The student can explain why someone may have an FM system as well as hearing aid or cochlear implant.	The student is able to explain the difference between effective and ineffective use of the transmitter.
	The student is able to name troubleshooting techniques to try when an FM system is not working.	The student is able to explain how they can use the FM system to help them access audio from an iPad/computer.

Listening Environments



Basic (Level 1)	Intermediate (Level 2)	Advanced (Level 3)
The student can name key factors about what makes a favourable listening environment.	The student can name specific parts of their school day when they can sometimes find it harder to hear.	The student can reliably consider a variety of listening accommodations and implement one that would benefit them most in a specific situation.
The student is able to name a possible course of action in a situation where they are finding it difficult to hear.	The student can explain what visual support they may benefit from in a given situation.	The student is able to explain their individual needs to a new member of staff.

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		The student can explain how distance, noise and reverberation can make a listening environment challenging.
Self-Advocacy Strategies What would you do?		
Basic (Level 1)	Intermediate (Level 2)	Advanced (Level 3)
The student can explain the basic function of their hearing aid or cochlear implant to a peer.	The student can explain the basic function of their hearing aid or cochlear implant to a familiar adult.	The student can explain the basic function of their hearing aid or cochlear implant to an unfamiliar adult.
The student knows what changes can be made to make listening in the classroom easier. This may include: positioning in the class, managing background noise, the use of their FM system or access to speech-reading.	The student can explain to a familiar adult what changes can be made to make listening in the classroom easier. This may include: positioning in the class, managing background noise, the use of their FM system or access to speech-reading.	The student can explain to an unfamiliar adult what changes can be made to make listening in the classroom easier. This may include: positioning in the class, managing background noise, the use of their FM system or access to speech-reading.