

## EXAMPLES OF IEP GOALS FOR STUDENTS WITH HEARING LOSS BASED ON THE COMMON CORE STANDARDS

This information has been developed in line with the 2010 Common Core Standards Initiative of the Council of Chief State School Officers and National Governors Association Center for Best Practices.

<b>FUNCTIONAL LISTENING SKILLS IN THE IEP</b>			
<b>Skill Area</b>	<b>Area</b>	<b>Standard</b>	<b>Objectives</b>
Discriminates between loud and soft; high and low; long and short, etc. in noise/quiet.	Language K-5	Use adjectives and adverbs, and choose between them depending on what is to be modified	Given pairs of words presented in varying degrees of pitch, volume and length, the student will identify each word according to its characteristic with 80% accuracy as measured by teacher observation.
Discriminate and identify vowels and consonants in noise/quiet.	Reading K-5	Distinguish long from short vowel sounds in spoken single-syllable words.	Given pairs of vowels/consonants presented orally, the student will determine if they are the same or different with 80% accuracy as measured by teacher observation.
Discriminates between common phrases in noise/quiet.	Reading K-5	Recognize and explain the meaning of common idioms, adages, and proverbs.	Given common phrases presented orally, the student will repeat the phrase with 80% accuracy as measured by teacher observation.
Discriminates between closed sets of one-four critical elements (e.g., big red ball) in noise/quiet.	Language K-5	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	When presented with a set of objects and a two-element description said aloud, the student will choose the correct corresponding object with 80 % accuracy as measured by teacher recording.
Follows one-step to multi-step directions in noise/quiet.	Language K-5	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).	Presented with a set of objects, the student will manipulate the object to match the (one, two, three) part directive with 80% accuracy as measured by teacher observation.
Identifies a picture from a verbal description in noise/quiet.	Reading K-5	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	After listening text read aloud which describes an object /situation, the student will point to the correct object /situation with 80% accuracy as measured by teacher observation.

## COMMUNICATION REPAIR IN THE IEP

Skill Area	Area	Standard	Objectives
Repeats slowly, clearly or in a louder tone	Speaking and Listening K-5	Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups.	During a 5-minute conversation with an adult, the student will repeat his response to a question more slowly and loudly when asked for clarification 4 out of 5 times as measured by clinician tally.
Emphasizes key word(s)	Speaking and Listening K-5	Speak audibly and express thoughts, feelings, and ideas clearly.	During a 5-minute conversation with an adult, the student will emphasize key words in responding to a request for clarification 4 out of 5 times as measured by clinician tally.
Uses alternate words	Speaking and Listening K-5	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	During a 5-minute conversation with a peer, the student will use alternate words in responding to a request for clarification 2 out of 3 times as measured by clinician tally.
Repeats what he thought was said	Speaking and Listening K-5	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.	During a 5-minute conversation with an adult, the student will repeat what he thought was said to clarify 3 out of 5 times as measured by clinician tally.
Ask for restatement or clarification	Speaking and Listening K-5	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	During a presentation by a peer, the student will ask for repetition or clarification 3 out of 5 times as measured by teacher observation.

## INCLUDING SELF-CONCEPT ON THE IEP

Skill Area	Area	Standard	Objectives
Can explain the hearing loss and its impact in typical environments	Speaking and Listening K-5	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	During a presentation to an adult, the student will explain his hearing loss incorporating the following information with 80% accuracy as measured by teacher observation: degree of loss; what situations are affected; what adaptive equipment is needed.
Utilizes the adaptive/assistive equipment necessary to	Speaking and Listening K-5	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent	On a daily basis, the student will complete the following maintenance activities in 4 out of 5 days as measured by teacher checklist: clean earmolds; put

From *Building Skills for Success in the Fast-Paced Classroom* (2011) by Kathleen A. Arnoldi. <http://successforkidswithhearingloss.com>

make academic progress.		understanding of a topic or issue.	on hearing aids; complete a listening check with a peer.
Self-advocates in the school environment.	Speaking and Listening K-5	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	During a film, speaker or presentation, the student will seat himself preferentially (at best auditory and visual advantage) in 4 out of 5 opportunities as measured by teacher observation.
Handles bullying, teasing and questions about hearing loss appropriately.	Speaking and Listening K-5	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	When asked by a peer about his hearing device, the student will respond appropriately (i.e., explain what it's for and/or why they wear it) in 3 out of 5 situations as measured by staff observation.
Informs peers in a positive manner when asked about hearing loss.	Speaking and Listening K-5	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	When asked by a peer about his hearing loss, the student will respond in a positive manner (i.e., explain about the hearing loss) in 3 out of 5 situations as measured by staff observation.
<b>SELF-ADVOCACY ON THE IEP</b>			
<b>Skill Area</b>	<b>Area</b>	<b>Standard</b>	<b>Objectives</b>
Chooses own seat to maximize visual and auditory access	Speaking and Listening K-5	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	During a typical classroom activity, the student will seat himself to maximize their auditory and visual input in 4 out of 5 situations as measured by teacher observation.
Informs the speaker of the need to position himself optimally (no obstructions, face the student, in best light, etc.)	Speaking and Listening K-5	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	During a typical classroom activity, the student will request the speaker to position himself to maximize student auditory and visual input in 4 out of 5 situations as measured by teacher observation.
Gives the FM transmitter to the speaker	Speaking and Listening K-5	Integrate information presented in different media or formats (e.g., visually, quantitatively), as well as in words to develop a coherent understanding of a topic or issue.	During a transition to another classroom, the student will present the transmitter to the next teacher in 5 out of 6 classes, 4 out of 5 days per week as measured by teacher recording.
Requests an interpreter for activities (field trips, co-curricular activities, presentations, etc.)	Speaking and Listening K-5	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	At least two weeks prior to the event, the student will request a sign language interpreter, providing all the necessary information and determining method of payment in 2 out of 3 situations as measured by staff reporting.