

## Appendix II-B

### SUGGESTED ANNUAL GOALS AND SHORT TERM OBJECTIVES RELATING TO AUDIOLOGY NEEDS

The following goals and their accompanying objectives were developed to be used with students with hearing impairment when developing IEP's. The goals represent developmentally-based skills which students should acquire to maximize their residual hearing. These goals and objectives should be used as basic guidelines and be expanded as needed for each student. Every student with hearing impairment should have audiology goals on their IEP until competency or maximal potential has been reached.

#### ANNUAL GOALS

**INDEPENDENT USE OF AMPLIFICATION.**

**DEVELOP AND IMPROVE AUDITORY SKILLS.**

**DEMONSTRATE APPROPRIATE COMPENSATORY STRATEGIES  
RELATED TO HEARING IMPAIRMENT.**

**KNOWLEDGE OF HEARING LOSS AND ITS IMPLICATIONS.**

**ADVOCATE APPROPRIATELY FOR HEARING-RELATED NEEDS.**

#### ANNUAL GOALS AND SHORT TERM OBJECTIVES

##### Goal 1:

The student will demonstrate independent use of amplification (hearing aids, cochlear implants, FM device, or other system).

##### Objectives:

1. The student will arrive at school wearing properly functioning amplification \_\_\_\_\_ out of \_\_\_\_\_ times as measured by daily checks.
2. The student will be able to correctly insert and remove amplification \_\_\_\_\_ out of \_\_\_\_\_ times as measured by observation.
3. The student will monitor his/her own amplification function (batteries, volume settings, cleaning of earmolds) \_\_\_\_\_ out of \_\_\_\_\_ times as measured by observation or checklist.
4. The student will notify appropriate personnel when amplification is not functioning properly \_\_\_\_\_ out of \_\_\_\_\_ times as measured by observation.
5. The student will demonstrate basic knowledge, use and/or care of assistive listening device utilized in his/her academic settings, \_\_\_\_\_ out of \_\_\_\_\_ times as measured by demonstration or observation.
6. The student will be responsible for the use of his/her FM system in all appropriate education situations \_\_\_\_\_ out of \_\_\_\_\_ times as measured by observation.

**Goal 2:**

**The student will develop or improve his/her auditory skills.**

**Objectives:**

1. The student will develop/improve sound awareness skills \_\_\_\_\_ out of \_\_\_\_\_ times across a variety of settings (quiet, noise, close, distant, with and without visual clues, familiar, unfamiliar,) as measured by an auditory curriculum.<sup>1</sup>
2. The student will develop/improve suprasegmental listening skills (pitch, duration, intensity, rate etc.) \_\_\_\_\_ out of \_\_\_\_\_ times across a variety of settings as measured by an auditory curriculum.
3. The student will develop/improve vowel discrimination and identification across a variety of settings as measured by an auditory curriculum.
4. The student will auditorially discriminate his/her name \_\_\_\_\_ out of \_\_\_\_\_ times across a variety of settings as measured by observation or a teacher made test.
5. The student will develop/improve consonant discrimination and identification \_\_\_\_\_ out of \_\_\_\_\_ times across a variety of settings as measured by an auditory curriculum.
6. The student will develop/improve auditory comprehension skills by following \_\_\_\_\_ out of \_\_\_\_\_ step directions across a variety of settings as measured by an auditory curriculum.
7. The student will discriminate common phrases \_\_\_\_\_ out of \_\_\_\_\_ times across a variety of settings as measured by an auditory curriculum.
8. The student will identify familiar language patterns \_\_\_\_\_ out of \_\_\_\_\_ times across a variety of settings.
9. The student will increase his/her ability to answer questions following auditorially presented information \_\_\_\_\_ out of \_\_\_\_\_ times as measured by observation or teacher made test.

**Goal 3:**

**The student will demonstrate appropriate compensatory strategies (accommodations and modifications).**

**Objectives:**

1. The student will explain his/her need for preferential seating \_\_\_\_\_ out of \_\_\_\_\_ times as measured by informal evaluation.
2. The student will independently choose or request to sit in an appropriate seat \_\_\_\_\_ out of \_\_\_\_\_ times as measured by observation and teacher feedback.
3. The student will ask for repetition/clarifications \_\_\_\_\_ out of \_\_\_\_\_ times as measured by observation and teacher feedback.
4. The student will utilize available clues (visual, contextual, lipreading, etc.) to aid in comprehension \_\_\_\_\_ out of \_\_\_\_\_ times as measured by observation and teacher feedback.

**Goal 4:**

**The student will demonstrate knowledge of his/her hearing loss and resulting needs.**

**Objectives:**

1. The student will describe the type, amount and cause of his/her hearing loss \_\_\_\_\_ out of \_\_\_\_\_ times as measured by informal evaluation.
2. The student will demonstrate an understanding of the benefits/limitations of amplification as they relate to his/her own hearing loss \_\_\_\_\_ out of \_\_\_\_\_ times as measured by informal evaluation.

**Goal 5:**

**The student will advocate appropriately for his/her needs.**

**Objectives:**

1. The student will inform teachers of his/her hearing loss and resulting needs \_\_\_\_\_ out of \_\_\_\_\_ times as measured by teacher feedback and observation.

<sup>1</sup>The *Developmental Approach to Successful Listening* (DASL) or the *Auditory Skills Curriculum* are examples of curriculums which include a variety of subskills for each of these objective areas that are measurable in a variety of settings.