

Expanded Core Curriculum for Students who are Deaf, Hard of Hearing, or Deafblind

This document is intended to provide the reader with an understanding of the needs of students who are deaf, hard of hearing, and deafblind in order to successfully develop the skills identified in the Wisconsin Academic Standards <http://standards.dpi.wi.gov/> (which include Common Core State Standards <http://commoncore.dpi.wi.gov> and Early Learning Standards <http://ec.dpi.wi.gov/sites/default/files/imce/fscp/pdf/ec-wmels-rev2013.pdf>). The Expanded Core Curriculum (ECC) targets areas of functional skill development that are required of students who are deaf or hard of hearing in order to access the General Education curriculum and achieve the Wisconsin Model Academic Standards. The individual areas of focus for the ECC are described below; however, it is important to note that these areas do not develop in isolation. Each area overlaps, interfaces and supports the other areas of development that have been identified. Within each of these areas of functional development, the ECC should be used as a framework for informally determining student ability, planning individual goals, and providing instruction.

The following areas are included within the ECC:

(Topics within each subcategory are provided as examples and are not meant to be exhaustive or to endorse specific programs or services.)

Communication and Language: For the majority of students with typical hearing, language and communication are learned naturally and incidentally from repeated exposure to overhearing others interact. Students with hearing loss may need additional support and direct instruction to develop language and communication skills, because they do not have full auditory access to overhear what is happening in the surrounding environment. Students may require additional practice to learn and generalize skills across environments. In addition, auditory development and speech perception skills, which develop naturally in hearing children, may need to be specifically taught.

- Academic Language and Curriculum Content (background knowledge, connection to content, academic vocabulary, literacy)
- American Sign Language (ASL components - parameters, non-manual markers, classifiers, use of space, fingerspelling, vocabulary; ASL communication - ASL is a visual-gestural language different from spoken language, ASL discourse)
- Auditory Development/Speech Perception/Listening Skills (detection, discrimination, identification, comprehension)
- Bilingual Strategies for students who use ASL as a first language (access English through print media, building literacy using ASL handshapes)
- Communication Access supported by educational interpreting services (educational interpreter role, how to effectively communicate through an interpreter, interpreting options - ASL/Oral/Clarification/Receptive only)
- Communication Repair Strategies (communication breakdowns, clarification, joint attention, environmental factors)

- Compensatory Strategies (Visual Phonics, Cued Speech, speechreading, gestures/body language, facial expression)
- Conversational Skills (turn-taking, shared topic, transitioning, questioning)
- Speech Production (phonological development, prosody, pitch, intonation/inflection)
- Understanding bilingual strategies (separation of languages, grammar, message clarity and effectiveness)

Social and Emotional Development: Students who are deaf, hard of hearing, or deafblind may require additional support to learn about: their hearing loss; the amplification devices they use; how their hearing loss impacts their relationships; and how to self-advocate for their unique needs. It cannot be assumed that a student will be able to learn these skills without support and guidance.

- Cultural Awareness (Deaf & Hard of Hearing Role Models, Deaf Community/Social events, Deaf Studies)
- Self-Advocacy (requesting support or services within the school or community, communication plan development, responsibility for assistive listening device care and use)
- Social Interaction (Friendship, Social Awareness - decision making, personal awareness/responsibility, conflict resolution, Self-Identity)
- Understanding Hearing Loss (Audiogram content, type and degree of hearing loss, functional impact of the hearing loss on communication and academic performance)

Resources and Technology: The majority of students with hearing loss, regardless of type or degree of hearing loss, will utilize some type of technology to improve their access to the world around them. Learning about the variety of technologies, how to use them, and when they are appropriate will allow the student to become an independent learner.

- Agencies & Networks (Department of Vocational Rehabilitation (DVR), Office for the Deaf and Hard of Hearing (ODHH), Hearing Loss Association of America (HLAA) and National Association of the Deaf (NAD))
- Amplification Management (Managing Hearing Aids, Cochlear Implant(s), Personal hearing assistance technology (FM), Classroom Amplification Distribution Systems (CADS/Soundfields))
- Captioning (Open Captioning Services, Closed-Captioning, Movie Theaters, CART, C-Print, Speech-to-Text services, Real-time vs. Remote)
- Funding (eligibility criteria, scholarships, funding sources/application of funds - Telecommunications Equipment Purchase Program/Telecommunications Assistance Program (TEPP/TAP), Department of Vocational Rehabilitation (DVR))
- Interpreting Service Resources (Accessing Community Interpreting Services, how to make a request for appointments, public events)
- Legal Rights (Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973).
- Note-Taking Services (options for note-taking, C-Print, CART, determining style preferences, how to use notes)

- Specialized Telecommunication Technology (Voice Carry Over (VCO), CapTel, Video Phones (VP), Video Relay Services, Loop Systems, Smart Phones)
- Visual Alerting Devices (emergency alarms, visual/tactile alerting systems, public accessibility)

Environmental Management: Students with typical hearing are generally able to communicate and learn in most environments. For students with hearing loss, noise, distance from the speaker, group size and lighting can influence successful communication and access to classroom learning. Students with hearing loss may require specific instruction to understand how the environment impacts their ability to access information and how to modify the environments to meet their individual needs. Development of these skills will increase student independence across environments.

- Access to visual supports (text, notes, environmental cues - peer cues, visual signals)
- Accommodations (appropriate/specific to environment or activity)
- Acoustics (background noise, sources, adaptations)
- Communication environments (small group, alternative setting, seating arrangement, lighting)
 - Interpreter placement (near the speaker, near the board/visual support, moving around the room)
 - Interpreter use and preferences (time to process information received through interpreting before participation within group discussions)

Transition: Wisconsin state law requires transition plans for students with disabilities age 14 and above. Students that are deaf, hard of hearing, or deafblind may require additional instruction and specialized supports to be successful beyond high school and independent within their community.

In addition, students with hearing loss may require specific instruction related to:

- Benefits of specialized post-secondary programs that have:
 - specifically designed for students who are deaf and hard of hearing (Gallaudet, National Technical Institute for the Deaf (NTID), California State University - Northridge (CSUN))
 - established disability service centers (University of Wisconsin - Milwaukee Access Resource Center (ARC), University of Wisconsin - Madison McBurney Resources Center)
 - access to communities of students who are deaf or hard of hearing
- Resources and technology for post-secondary, workplace, and community environments (PEPnet)
- Understanding “Entitlement” for K-12 students (IDEA 2004) and “Eligibility” for post-secondary students and individuals in the workforce (Rehabilitation Act/Section 504 & ADA)