

Audiology and Related Wellness Skills Development Chart¹

- HEALTH/MEDICAL SKILLS
- HEARING TECHNOLOGY & USE SKILLS
- EDUCATIONAL SERVICES/COMMUNICATION ACCESS

FOUNDATION/ SUPPORT	DISCOVERY	EXPLORATION	CO-EMPOWERMENT	PERSONAL RESPONSIBILITY
3-6 YRS	6-9 YRS	9-12 YRS	14-18 YRS	18+ YRS
	Describes basic concepts of hearing (how we hear/how the ear and balance systems work).	Describes basic treatments and accommodations for hearing impairment (e.g., surgery, hearing aids, cochlear implants, sign language, hearing protection).	Provides detailed description of own hearing status (type, level, configuration, cause, implications for communication).	
	Describes some basic causes of hearing impairment (e.g., born with it, acquired from disease or illness, noise exposure).		Develops, rehearses, and delivers a script for disclosing hearing status information and required accommodations	
	Describes basic parameters of the audiogram (e.g., frequency, loudness, continuum of audibility).		Identifies pertinent medical and health specialists, their credentials, supporting roles, and how to locate them (e.g., audiologist, hearing aid dealer, otologist, geneticist, mental health/counselor).	
Understands and reports when amplification devices are functioning (i.e. ON/OFF).		Describes basic communication characteristics associated with various hearing levels including distinguishing deaf and hard of hearing.	Uses resources (internet, phone book) to identify and access services and find information.	
Reports other malfunctions such as static, interference, intermittency.		Describes own hearing status (e.g., level and configuration, cause if known, identifies self as person who is deaf, person who is hard of hearing, person with hearing impairment).	Identifies own medical/health support persons; schedules and keeps appointments.	
	Identifies the basic parts of personal hearing instruments used (e.g., earmold, microphone, speaker, battery compartment).	Describes basic communication implications of his/her hearing status (e.g., what is heard/ not heard, audibility vs intelligibility of speech, speechreading).	Describes health-related privacy laws and appropriate methods for disclosing and sharing of personal information.	

¹ Adapted for international use 7.8.16 from *Audiology Self-Advocacy Checklist*, CD Johnson & C Spangler, 2013.

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3-6 YRS	6-9 YRS	9-12 YRS	14-18 YRS	18+ YRS
	Manages basic daily maintenance of equipment (e.g., checking device function, changing batteries, cleaning earmolds, charging).	Describes hearing loss prevention strategies.	Demonstrates ability to troubleshoot all personal and hearing assistance technology (HAT) and follows pre-determined procedures for getting devices serviced.	
	Uses a calendar to track and report daily use and device functioning.	Describes concepts of privacy and confidentiality.	Demonstrates connectivity of personal and assistive devices with other technologies/equipment (e.g., phone, computer, video).	
	Identifies the basic parts of hearing assistance technology (HAT) used (e.g., transmitter vs receiver, attachment of audio shoes, charging).		Demonstrates how to manipulate technology for various listening situations within school and in the community.	
	Describes how HAT helps improve communication in different situations.		Describes characteristics of other assistive technologies such as phone, captioning, alerting devices, text messaging.	
		Transports equipment to and from various classrooms and school environments.	Demonstrates use of web and other sources to learn about and locate current and emerging information and resources regarding hearing loss and hearing and other assistive technologies.	
		Understands and is able to notify teacher or talker when devices are not working properly.	Describes cost of purchasing and maintaining hearing aids/cochlear implants/HAT, warranty and service plans, and funding options.	
		Understands the flexibility of the devices (e.g., ability to connect to audio devices, computers, video, public address system).	Asserts self with others (e.g., self-advocates, sets boundaries, voices complaints, states needs).	
		Understands basic functioning of personal and HAT devices (e.g., programming options, limitations of technology).	Consistently employs communication repair strategies (e.g., seeking clarification, repetition).	
		Utilizes the devices in various environments (e.g., lectures, small groups, individual conversations, pass around mics).	Explains educational strengths and challenges.	

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3-6 YRS	6-9 YRS	9-12 YRS	14-18 YRS	18+ YRS
		Actively participates in training of staff on use of devices.	Identifies academic support needs.	
		Describes basic characteristics of successful communication in the classroom (e.g., audibility, visual access, sign language, cued speech, ease of communication).	Formulates present levels of functioning for individual education goals.	
	Identifies basic accommodations to address personal communication needs (e.g., priority seating, sign language interpreter, captioning,).		Describes achievements and performance levels for transition planning.	
	Describes how HAT helps improve communication in different situations.		Describes characteristics of other assistive technologies such as phone, captioning, alerting devices, text messaging.	
		Describes communication challenges and strategies that work.	Negotiates alternative strategies/solutions when desired accommodations are not provided or available.	
		Develops a personal profile and accommodations letter that identifies needed accommodations and presents at individual education and access planning meetings.	Describes and differentiates pertinent education and accessibility laws as they relate to hearing loss and eligibility for services.	
		Describes needed accommodations to instructors and tells them when they are not working or being implemented appropriately.	Describes resources and services offered by local, state, and national organizations and agencies.	
		Recognizes when communication breaks down and uses communication repair strategies (e.g., seeks clarification, repetition).	Provides evidence of successfully submitted scholarships applications when pursuing higher education or employment applications if pursuing employment.	
		Understands basic legal rights under education and disability rights laws.	Provides evidence of meeting with office of accessibility/student services to identify available services for higher education or human resource office for employment.	