Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing
Needs Assessment

Student name: _____ Date: _____

School: _____

Grade level: _____ DOB: _____ Service/Case Coordinator: _____

Current mode of communication: _____

Assistive listening devices currently used: _____

Check all who contributed to this Needs Assessment:

	Parents/Guardian		General Education Teacher		Interpreter in Educational Setting
	Student		Special Education Teacher		Speech Language Pathologist
	Educational Audiologist		Teacher of the Deaf or Hard of Hearing		Others:

This Needs Assessment is a tool that IFSP/IEP members may use to ensure all content areas of the Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing are reviewed and identified for instruction. This tool may be completed by team members prior to the IFSP/IEP meeting. The rubrics in the Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing will provide details and activities for each skill identified as a current need.

Audiology

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.
Refer to ECC-DHH document, pages 9-12 for specific targets.

Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered
Understanding Hearing Loss			
Personal hearing loss			
Aware of needs related to loss			
Audiogram knowledge			
Environmental impact on hearing			
Hearing conservation			
Vocabulary			
Responsibilities for medical care			
Amplification Management			
Understands benefit of amplification			
Appropriate use of amplification			
Care and maintenance of equipment			
Troubleshooting of equipment			
Understanding of expense related to equipment			
Vocabulary			
Indicates the function of equipment			
Environmental Management			
Appropriate placement in a variety of settings			
Identification of communication breakdowns			
Access assistance to improve sound			
Environmental impact on accessing communication			
Additional Skills In Area (identify):			

Career Education

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.
Refer to ECC-DHH document, pages 13-16 for specific targets.

Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered
Career Exploration and Planning			
Understands role of self and others			
Organizes materials/possessions			
Identifies different types of work			
Matches personal interests, strengths and/or skills with occupational interests			
Researches careers of interest			
Participate in work experience			
Develops a post secondary plan			
Identifies community support services and programs			
Work Skills			
Works collaboratively			
Organization skills			
Task completion			
Problem solving			
Time management			
Advocates for needs			
Vocabulary			
Job Seeking Skills			
Ability to set goals			
Identifying and seeking possible job openings			
Complete applications			
Interview skills			
Money Management			
Concept of money			
Banking skills			
Budgeting skills			
Financial identity awareness			
Additional Skills In Area (identify):			

Communication

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.
Refer to ECC-DHH document, pages 17-22 for specific targets.

Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered
Auditory Skills Development			
Awareness/attending			
Recognizing			
Locating			
Hearing at distances and levels			
Discrimination			
Comprehension			
Listening skills			
ASL Development			
Facial expressions			
Handshapes/fingerspelling			
Conveys message clearly			
Classifiers and movement of signs			
Variety of vocabulary signed			
Speech Development			
Sound production			
Intonation, pitch, rhythm			
Intelligibility			
Variety of sound combinations used			
Receptive Communication			
Answering questions			
Story elements			
Respond appropriately in a variety of situations			
Follows and sequences directions			
Idioms/jokes/riddles			
Prepositions			
Inferences			
Vocabulary			
Expressive Communication			
Non-verbal communication			
Imitation			
Parts of speech			
Asks questions			
Communicates intent appropriately			
Vocabulary			
Additional Skills In Area (identify):			

Family Education

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 23-30 for specific targets.

Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered
Understanding Hearing Loss			
Understands vocabulary related to hearing loss			
Explains child's hearing loss			
Understands effects of their child's hearing loss			
Amplification			
Regular audiological follow-up			
Knows amplification systems			
Maintains amplification system			
Troubleshoots equipment			
Family and Child Interactions			
Cultural awareness			
Expectations for the future			
Siblings			
Extended family			
Communication Strategies			
Communication strategies			
Stages of development			
Communication development			
Language development			
Education/Transition			
Parents rights and IEP process			
Laws			
Team members			
Educational placements			
Advocates			
Resources and Technology			
Support groups			
Informational resources			
Funding sources			
Technology and benefits			
Interpreter services			
Additional Skills In Area (identify):			

Functional Skills for Educational Success

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 31-34 for specific targets.

Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered
Concept Development			
Understand text and environmental print			
Features of a text			
Vocabulary			
Graphic organizers			
Use of charts, graphs, and maps			
Use of reference materials			
Comprehension			
Listens to a story			
Using features from a text and the background knowledge			
Utilizing environmental cues			
Vocabulary			
Sequencing			
Idioms/jokes/sarcasm			
Study and Organization			
Attends to instruction			
On task			
Awareness of classroom routines			
Personal organization			
Appropriately seeks help			
Participates in class activities			
Understands academic expectations			
Utilizes needed accommodations			
Accessing school-wide information			
Additional Skills In Area (identify):			

Self-Determination and Advocacy

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.

Refer to ECC-DHH document, pages 35-38 for specific targets.

Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered
Self-Determination			
Knowledge of hearing loss			
Knowledge of personal strengths and weaknesses			
Respect for others			
Knowledge of problem-solving strategies			
Awareness of consequences of decision-making choices			
Goal setting			
Coping strategies			
Active participant in a variety of settings			
Knowledge of skills for independent living			
Knowledge of assistive devices for independent living			
Community Advocacy			
Knowledge of advocacy			
Demonstrates negotiation skills			
Knowledge of legal rights and the laws			
Knowledge of community roles and functions			
Understands roles and responsibilities for a variety of situations			
Accesses various community services and supports			
Knowledge of local and national resources for deaf and hard of hearing			
Aware of current issues and needs locally or nationally			
Aware of civic organizations, functions, responsibilities, and roles			
Demonstrates cultural competence (for all diverse language-populations)			
Knowledge of deaf culture			
Appropriate use of interpreters			
Demonstrates competence in explaining the role and various uses of an interpreter			
Knows own preferences regarding interpreter usage			
Identifies community interpreting resources			
Understands interpreter needs			
Community Resources and Supports			
Knowledge of community resources and their functions			
Understanding of how to access various community supports for other needs			
General knowledge of community events			
Local and national resources			
Cultural Awareness			
Knowledge of any unspoken or unwritten values/norms			
Knowledge of cultural communities			
Using Interpreters and Transliterators			
Identifies community interpreting resources and understand payment issues.			
Demonstrates how to work with interpreters			
Additional Skills In Area (identify):			

Social-Emotional Skills

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.
Refer to ECC-DHH document, pages 39-44 for specific targets.

Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered
Self-Awareness (Personal Qualities)			
Aware of emotions and feelings in self and others			
Aware of self as a deaf or hard of hearing individual			
Constructive ways to deal with emotions			
Self-Management			
Applies strategies for negative or pressure full situations (e.g. bullying, isolation, depression)			
Understands consequences of using negative strategies (e.g. substance use, anger, isolation)			
Demonstrate effective self and emotional management			
Support Networks			
Identifies trusted adults or other support systems and knows how to get/accept help			
Recognizes influences on personal development (e.g. qualities of positive role models, deaf community)			
Personal Responsibility			
Understanding of consequences related to actions			
Identify responsibility traits			
Demonstrate responsibility for personal choices			
Decision Making			
Understands choice making and the decision making process			
Evaluates external influences on decision making and generates solutions/strategies for avoiding risky behaviors			
Social Awareness			
Aware of nonverbal, verbal, physical and situational cues indicating feelings of others			
Recognizes actions impact others			
Develops appreciation for individual differences and the aspects of deaf culture/community			
Social Interaction Including Conversational Skills			
Uses appropriate attention getting behaviors			
Initiates, introduces, joins in with others and invites others to join in activities			
Aware of social cues (informal and formal systems, body language, different depending on group)			
Demonstrates friendship skills			
Works cooperatively in a group/with others			
Recognizes personal boundaries			
Appropriate technology etiquette			
Assertive communication to get needs met			
Awareness and use of communication repair strategies			
Conflict Resolution			
Describe causes/consequences of conflicts			
Respects self and others			
Demonstrates constructive approaches to resolving conflict including identifying supports who can help			
Vulnerability to bullying/peer pressure			
Negotiation skills			
Vocabulary			
Additional Skills in Area (identify):			

Technology

Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill which is a current need. Circle the critical subskill that needs to be addressed at this time.
Refer to ECC-DHH document, page 45 for specific targets.

Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered
Skills Necessary to Access Technology			
Awareness of technology			
Use and care of electronics			
Computing and keyboarding			
Knowledge of sources			
Connecting and troubleshooting			
Vocabulary			
Appropriate usage in a variety of settings			
Managing/securing equipment			
Additional Skills in Area (identify):			

What types of technology are needed to support the student in the educational environment?

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