



**MINNESOTA COMPENSATORY SKILLS CHECKLIST
FOR
STUDENTS WITH HEARING LOSS**

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Student Name _____ ID# _____

RATIONALE

Since the passage of Public Law 94-142, the Education for All Handicapped Children Act of 1975, there has been a surge of interest in knowledge and understanding of children with mild to severe hearing loss.

Compensatory skills are those needed by students with hearing loss to access learning in a manner equal to that of their hearing peers. These skills are sometimes difficult to address in an integrated setting where the focus of instruction is on academic programs. Specific needs of students with hearing loss are often overlooked because they appear to function similarly to their hearing peers. Students with hearing loss are generally in the mainstream, both in school and in daily life. Consequently, students with hearing loss may feel isolated and different. This compensatory skills checklist was developed to meet the specific needs students with hearing loss. These skills are necessary for students with hearing loss to understand the impact of their hearing losses on their daily lives.

This compensatory skills checklist was developed collaboratively by the Deaf/Hard-of-Hearing Itinerant Teachers from Minneapolis Public Schools, Saint Paul Public Schools, Independent School District 287 and the Minnesota Department of Human Services – Deaf/Hard-of-Hearing Services Division. This checklist was inspired by the work done through the Michigan State Board of Education, Special

Education Program Outcomes Guide: Hearing Impairment. It was developed as a model for itinerant teachers to use with hard-of-hearing students; however, it can be adapted for use with any population with hearing loss.

The checklist was revised by a workgroup of teachers of the deaf/hard-of-hearing convened by MDE in March, 2010.

HOW TO USE THIS CHECKLIST

1. This checklist is a guide/tool for educational teams. Feel free to adapt it according to student needs.
2. This checklist was developed as a hierarchy of skills specific to students with hearing loss from kindergarten through twelfth grade.
3. This checklist is not an evaluation. It is a tool for educational teams to use with students with hearing loss. Teams are encouraged to use the checklist to identify and address individual student needs.
4. For students in twelfth grade should be able to complete all tasks independently as they relate to the three areas of transition.

**Minnesota Compensatory Skills Checklist
for Students With Hearing Loss**

Name _____

Parent/Guardian _____

Birthdate _____

Primary Home Language _____

Amplification Used RT Ear _____
 LT Ear _____

GRADE	SCHOOL YEAR	EVALUATOR
Kindergarten		
First		
Second		
Third		
Fourth		
Fifth		
Sixth		
Seventh		
Eighth		
Ninth		
Tenth		
Eleventh		
Twelfth		

DATE	EVALUATOR	COMMENTS

Compensatory Skills for Students with a Hearing Loss

UNDERSTANDING HEARING LOSS

KEY	
/	emerging
X	mastery
NA	not applicable

SKILLS and KNOWLEDGE	/, X, or NA	DATE
EMERGING SKILLS: GRADES K - 2		
Recognizes that he/she has a hearing loss		
Indicates "better" ear, if applicable		
Aware of needs related to hearing loss (e.g., must listen, look to speaker, must be seated strategically)		
Recognizes audiogram from other charts		
Aware of basic information on an audiogram		
Aware that he/she is not the only one who has a hearing loss		
Aware that environmental sounds may damage one's hearing		
BASIC: GRADES 3 - 5		
Knows the three parts of the ear (outer, middle, inner)		
Knows types of hearing loss (conductive, sensorineural, mixed)		
Knows cause of his/her hearing loss		
Knows age of onset and age of identification		
Understands the basic language of an audiogram		
Identifies the L or R markings on an audiogram		
Aware of the basic terms related to hearing loss		
Refers to self as hard-of-hearing		
Knows that his/her hearing loss is stable, progressive, or irreversible		
Recognizes that people with hearing loss have a variety of communication strategies (Speech, ASL, Signed English, Cued Speech)		
Aware of the fact that deaf/hard-of-hearing, and hearing people are similar in almost every way		
Explains hearing loss and individual needs to teachers and peers		
Aware of ways to protect and conserve hearing		
INTERMEDIATE: GRADE 6 - 8		
Identifies parts and functions of the ear		
Identifies his/her type and degree of hearing loss		
Explains audiogram in terms of his/her functional hearing		
Explains aided and unaided hearing loss		
Understands speech reception threshold scores shown on an audiogram		
Talks about his/her hearing loss with peers/others		

Compensatory Skills for Students with a Hearing Loss

UNDERSTANDING HEARING LOSS

KEY	
/	emerging
X	mastery
NA	not applicable

Understands that feelings about hearing loss may impact self		
Accepts his/her hearing loss and knows that it may/may not go away		
Aware of myths and misconceptions about hard-of-hearing individuals		
Knows that hard-of-hearing people are capable of major accomplishments		
Demonstrates the importance of protecting hearing		
Knows that loud sounds are hazardous to hearing		
ADVANCED: GRADES 9 -12		
Demonstrates knowledge and use of accommodations related to personal hearing loss		
Knows hearing loss type, degree, and etiology		
Demonstrates knowledge of hearing test and audiogram		
Recognizes that people may respond to him/her differently due to hearing loss		
Indicates what he/she hears/understands across all environments		
Makes and keeps appointments with ENT, audiologist, physician, etc.		
Reads biographies of successful hard-of-hearing individuals		
Knows and demonstrates hearing conversation strategies		
Knows the different ways people with hearing loss have been identified and can discuss how that has changed over time		
Aware of self-identification options available to people with hearing loss (Deaf Community, Deaf Culture, hearing world, both)		
Talks about ways that persons with hearing loss identify themselves		
Accepts/adjusts to hearing loss		
Understands that problems are involved in adjusting to life's experiences whether or not a person has a hearing loss		
Mentors younger students with a hearing loss about ways of adjusting to hearing loss		
Aware of and identifies groups available for people with hearing loss (deaf, Deaf, hard-of-hearing, person with hearing loss)		
Uses products related to hearing protection and conservation		

Compensatory Skills for Students with a Hearing Loss AMPLIFICATION MANAGEMENT

Amplification systems include cochlear implants, hearing aids, FM, etc.

KEY	
/	emerging
X	mastery
NA	not applicable

SKILLS and KNOWLEDGE	/, X OR NA	DATE
EMERGING SKILLS: GRADES K - 2		
Understands how hearing aids/amplification systems help		
Accepts and utilizes hearing aids/amplification system, as directed by adult		
Inserts/removes earmolds appropriately with adult assistance		
Puts on/takes off amplification equipment with adult assistance		
Asks adult for help with hearing aid/amplification system		
Indicates when amplification equipment is not working		
Stores hearing aids correctly when not in use		
Checks batteries in aids with battery tester and changes batteries as needed with adult assistance		
Cleans/cares for personal earmolds with adult assistance		
Knows how to turn on/off amplification and use controls		
Gives teacher/speaker/peer microphone, with reminders, if necessary		
Understands that hearing aids/amplification equipment are expensive and valuable		
Wears amplification equipment consistently		
Charges FM daily		
BASIC: GRADES 3 - 5		
Uses amplification use consistently		
Explains why and when hearing aids/amplification system is needed		
Gives speaker microphone independently		
Ensures speaker is utilizing microphone appropriately		
Ensures that microphone is synched with amplification		
Continues to charge FM daily		
Cleans/cares for earmolds with increased independence on a routine basis		
Knows size of batteries and keeps supply at school		
Manages all controls properly (on/off, environment, teacher mic, t-coil, computer patch cord, etc.)		
Begins to troubleshoot when amplification is not working (static sounds, intermittent output, signal		

Compensatory Skills for Students with a Hearing Loss AMPLIFICATION MANAGEMENT

Amplification systems include cochlear implants, hearing aids, FM, etc.

KEY	
/	emerging
X	mastery
NA	not applicable

spill-over)		
Indicates when auditory stimulus is not loud enough		
Indicates when background noise interferes with audition		
Understands that amplification system is expensive and valuable		
Requests help with amplification systems when necessary		
Knows features of personal hearing aids		
Names main parts of hearing aids/amplification system and their purpose		
INTERMEDIATE: GRADES 6 – 8		
Uses hearing aids/amplification system options for various learning situations		
Monitors and maintains own equipment on a daily basis		
Knows products available to protect hearing aids from moisture		
Troubleshoots amplification system consistently by solving minor problems		
Requests help with monitoring amplification systems when necessary		
Understands advantages of wearing hearing aids/amplification in classroom		
Understands information shown by Functional Listening Evaluation		
Knows approximate costs of hearing aids/amplification systems		
Knows size and cost of batteries and where to get them		
Describes amplification used by hard-of-hearing people (hearing aids, cochlear implant, assistive listening devices)		
Explains how FM microphone works		
Gives/passes/picks up microphone from teachers/among peers, when necessary		
Seeks advice/assistance in managing amplification		
ADVANCED: GRADES 9 -12		
Requests appropriate amplification accommodations		
Refines troubleshooting skills related to problems with amplification systems		
Describes how hearing aids work		
Knows amplification options in varying academic/community situations (e.g., personal and assistive listening devices)		

**Compensatory Skills for Students with a Hearing Loss
AMPLIFICATION MANAGEMENT**

Amplification systems include cochlear implants, hearing aids, FM, etc.

KEY	
/	emerging
X	mastery
NA	not applicable

Knows how to use hearing aid or cochlear implant processor with t-coil and direct audio input in conjunction with assistive listening devices		
Knows where and when to have hearing/hearing aids re-evaluated		
Knows how to pursue purchase of hearing aids (costs, features)		
Understands that educational audiology services end with high school graduation		
Develops a plan for audiology/amplification services post-high school		
Contacts educational audiologist for monitoring hearing status and to maintain amplification equipment		
Recognizes and states consequences of use/non-use of hearing aids/amplification system		
Knows how to obtain financial assistance for getting hearing aids, if necessary		
Understands the cost of purchasing and maintaining hearing aids, plus warranty and service plans		
Keeps self updated on new amplification technology		
Knows difference between licensed audiologist, hearing aid dispenser, and hearing aid dealer		

Compensatory Skills for Students with a Hearing Loss

RESOURCES AND TECHNOLOGY

KEY	
/	emerging
X	mastery
NA	not applicable

SKILLS and KNOWLEDGE	/, X OR NA	DATE
EMERGING SKILLS: GRADES K - 2		
Knows the people who help him/her in school		
Knows that the interpreter is there to help with communication		
Observes the use of a variety of specialized telecommunication technology (e.g., VCO, CapTel, videophone, i chat, cell phone, pager and amplified phone)		
Aware of basic function of a variety of specialized telecommunication technology (e.g., VCO, CapTel, videophone, i chat, cell phone, pager and amplified phone)		
Aware the caption represents the spoken word		
Responds correctly to emergency alarms (e.g., fire/smoke)		
BASIC: GRADES 3 - 5		
Knows names and roles of school staff members who can help with problems related to hearing loss		
Recognizes a variety of interpreters (e.g., oral, sign, cued speech) are used in a variety of situations (e.g., school or doctor's office)		
Sees the interpreter as an individual to facilitate communication		
Knows that there are summer camps available for students with hearing loss and their families		
Aware of a variety of wake-up alarms for students with hearing loss		
Uses a variety of specialized telecommunication technology (e.g., VCO, CapTel, videophone, i chat, cell phone, pager and amplified phone) with some assistance, including etiquette and procedures		
Recognizes that closed-captioned programming communication accessibility is available		
Recognizes the symbol used to indicate closed-captioned programs in the television guide and on videotapes or DVDs		
Recognizes which assistive technology might be personally appropriate		
Locates and responds to alerting devices, primarily flashing/strobe light fire alarms		
INTERMEDIATE: GRADE 6 - 8		
Knows who to seek out for help regarding hearing loss at school		
Respects and understands the role of interpreter		
Recognizes that people with disabilities have legal rights in accessing public places		
Aware of agencies/resources that assist people with a hearing loss		

Compensatory Skills for Students with a Hearing Loss

RESOURCES AND TECHNOLOGY

KEY	
/	emerging
X	mastery
NA	not applicable

Recognizes that the option for an interpreter is available for after-school activities		
Uses a variety of specialized telecommunication technology on a regular basis (e.g., VCO, CapTel, videophone, i chat, cell phone, pager and amplified phone)		
Uses Relay Services appropriately		
Knows how to access/use closed captioning on television		
Identifies purpose and function of technology, such as assistive listening devices and alerting devices		
Is aware of technology choices available to meet individual needs, with adult assistance		
Uses and cares for personal assistive technology		
ADVANCED: GRADES 9 -12		
Uses school staff as a resource for information for postsecondary education		
Identifies names of agencies/resources/community activities serving students with a hearing loss		
Aware that interpreters are paid professionals		
Is aware of and understands the Interpreter Code of Conduct		
Will participate in the decision-making regarding his/her interpreter needs/use		
Understands that there are a variety of situations in which students with a hearing loss have a legal right to an interpreter		
Identifies which assistive technology is needed in a variety of settings		
Explains the role/procedures of a service dog used by persons with hearing loss		
Names resources for purchase and repair of assistive technology		
Identifies and/or uses resources (internet, phone book, etc.) to access services and find information		
Knows places in the community that provide assistive technology for students with a hearing loss		
Understands how to use and/or is aware of a variety of relay services		
Uses school staff as a resource for information and training		
Locates specific agencies/resources through the telephone book or the Telecommunications for the Deaf and Hard-of-Hearing, Inc. (TDI) National Directory and Guide		
Contacts Minnesota Rehabilitation Services for information, as needed		
Describes rights of people with disabilities (IDEA, Section 504 of Civil Rights Act and American with Disabilities Act)		

Compensatory Skills for Students with a Hearing Loss

RESOURCES AND TECHNOLOGY

KEY	
/	emerging
X	mastery
NA	not applicable

Describes the services offered by local, state, and national organizations for students with a hearing loss		
Knows when he/she has a legal right to interpreter services		
Describes certification and code of conduct for interpreters		
Uses/identifies assistive technology in a variety of settings		
Locates financial resources available to purchase assistive technology		
Knows strategies to keep self updated on new technology for students with a hearing loss		
Describes how real-time captioning, computer-assisted note-taking, videotext displays, C-PRINT, etc., are used to access classroom information		
Knows where and how to access captioned films for academic/work/professional purposes		
Explains benefits of amplification and assistive technology in academic/work situations		
Inservices school and work site staff on appropriate use of assistive technology needed		
Knows how to ask for “reasonable accommodations”		
Describes course of action when accessibility is denied or when accommodations are not readily available		
States how he/she can keep updated on devices to assist with hearing loss		

Compensatory Skills for Students with a Hearing Loss

COMMUNICATION STRATEGIES

KEY	
/	emerging
X	mastery
NA	not applicable

SKILLS and KNOWLEDGE	/, X OR NA	DATE
EMERGING: GRADES K – 2		
Seats self preferentially with adult assistance (e.g., clear view visually, near speaker, and away from distracting noise)		
Recognizes there are times when he/she doesn't hear or understand		
Uses I-statements with adult assistance (e.g., "I need you to look at me when you talk")		
Raises hand to ask for clarification of auditory information		
Attempts to locate source of sounds (e.g., announcements)		
BASIC: GRADES 3 – 5		
Seats self preferentially independently (e.g., clear view visually and near speaker)		
Uses communication repair statements like (e.g., "I heard you say...")		
Attends to speaker visually/auditorily (e.g., body language, speech reading, and wait time)		
Tells speaker when he/she doesn't understand, independently ("Will you repeat that please?")		
Uses I-statements independently		
Avoids bluffing when he/she doesn't hear or understand		
Scans environment for useful cues		
Tells speaker what he/she needs to do to maximize communication (e.g., speak louder, slower and look at listener)		
States communication needs in cooperative learning group		
Aware of situations which make it hard to speechread and listen in classroom		
Aware of speechreading and its benefits		
Aware of how physical environment of classroom can affect communication (e.g., carpeting acoustical tile, and lighting)		
Aware of signal-to-noise ratio and its impact		
Aware of impact on self when seated too far away from speaker		
Aware that own hearing loss affects receptive and expressive communication		
INTERMEDIATE: GRADES 6 – 8		
Requests written reinforcement of instruction/transcript or closed captions for film/videos, if needed		

Compensatory Skills for Students with a Hearing Loss

COMMUNICATION STRATEGIES

KEY	
/	emerging
X	mastery
NA	not applicable

Makes adaptations needed to maximize listening and communication in community situations (e.g., vehicles, movies, restaurants, and malls)		
Names and explains accommodations in the physical environment of the classroom that can affect communication		
Requests the need for preferential seating independently		
Explains speechreading and signal-to-noise ratio		
Names situations which make it hard to speechread and listen in classroom		
Demonstrates two or more communication repair strategies (e.g., “I heard you say....”)		
ADVANCED: GRADES 9 –12		
Identifies accommodations and/or support services needed to succeed in postsecondary setting		
Demonstrates effective communication strategies in an interview setting		
Demonstrates effective communication strategies in a work setting		

Compensatory Skills for Students with a Hearing Loss

PERSONAL AND INTERPERSONAL SKILLS

KEY	
/	emerging
X	mastery
NA	not applicable

SKILLS and KNOWLEDGE	/, X OR NA	DATE
EMERGING SKILLS: GRADES K - 2		
Meets other children with a hearing loss		
Identifies feelings associated with having a hearing loss		
Aware of appropriate social behaviors in informal situations with peers		
Identifies two/three areas of interest and/or ability (e.g., academic, social, artistic, athletics)		
BASIC: GRADES 3 - 5		
Meets or corresponds regularly with other children with a hearing loss		
Identifies feelings associated with having a hearing loss		
Lists, with guidance, strategies for dealing with feelings associated with hearing loss		
Understands situations with peers, including understanding body language/facial expression		
Responds appropriately in formal and informal situations, including use of body language/facial expression		
Discusses, with guidance, concerns re: involvement in activity of interest/ability		
Lists, with guidance, adaptations and behaviors that will foster successful participation in interest/ability activities		
Participates in at least one activity related to area(s) of interest or ability		
INTERMEDIATE: GRADE 6 - 8		
Meets/corresponds regularly with other students with a hearing loss		
Discusses with family member(s) and /or friends the feelings associated with having a hearing loss and strategies for dealing with those feelings		
Identifies social, interest, and ability group(s) to which he/she belongs		
Discusses concerns re: involvement in activities of interest or ability		
Update and lists, with guidance, his/her own behaviors and attitudes that will foster successful participation in interest/ability activities		
Participates in at least one activity related to area(s) of interest of ability		
ADVANCED: GRADES 9 -12		
Interacts with people with varying hearing ability (e.g., socially, at work, at school)		
Discusses his/her hearing loss and associated feelings with family and friends		

Compensatory Skills for Students with a Hearing Loss

PERSONAL AND INTERPERSONAL SKILLS

KEY	
/	emerging
X	mastery
NA	not applicable

Describes personal benefits of participation in groups to which he/she belongs		
Describes impact of hearing loss on participation in groups to which he/she belongs		
Describes adaptations by group and self that foster successful participation in groups		
Participates in activities related to area(s) of interest or ability		
Aware of self-identification options available to people with hearing loss (Deaf Community, Deaf Culture, hearing world, both)		
Identifies his/her personal/interpersonal issues that are caused by hearing loss		
Identifies his/her personal/interpersonal issues that are unrelated to hearing loss		
Discusses function of self-help groups for people with a hearing loss		
Lists community agencies that provide help with personal/interpersonal needs (family, religious counselor, mental health professionals)		

CREDITS

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