



Minnesota Compensatory Skills Checklist for Students with Hearing Loss

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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 (D/HH) Itinerant Teachers from Minneapolis Public Schools, Saint Paul Public Schools, Independent School District 287 and the Minnesota Department of Human Services – D/HH 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 students with hearing loss and can be adapted for use with any population.

The checklist was revised by a workgroup of teachers of the deaf/hard of hearing convened by the Minnesota Department of Education (MDE) in March 2010. The checklist was revised again and converted to digital format by a workgroup of teachers of the deaf/hard of hearing in June 2018.

How to Use this Checklist

1. This checklist is a guide/tool for educational teams and can be adapted according to student needs.
2. This checklist was developed as a hierarchy of skills specific to students with hearing loss.
3. This checklist is not a formal evaluation. It is an informal tool for educational teams to use with students with hearing loss.
4. The rating scale for this checklist is as follows: Never (O), Sometimes (/), Always (X), or Not Applicable (NA)
5. Students graduating (high school or transition program) should demonstrate all tasks independently as related to the areas of transition.

Student Information

Name: Type/Degree of Hearing Loss:

Birth Date: Amplification

Primary Language: Right Ear Left Ear

Date	School Year	Grade	Evaluator	Notes

Understanding Hearing Loss Skills and Knowledge

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
<i>Basic Skills</i>		
Recognizes hearing loss		
Identifies “better ear” if applicable		
Recognizes an audiogram from other charts		
Identifies environmental sounds that may damage hearing		
Recognizes difficult listening situations/environments		
<i>Intermediate Skills</i>		
Identifies the age of onset and age of identification of hearing loss		
Identifies the cause of hearing loss		
Understands the basic language of an audiogram (e.g., frequency, decibels)		
Identifies the L or X (Left) and R or O (Right) markings on an audiogram		
Identifies the three parts and functions of the ear (outer, middle, inner)		
Identifies the types of hearing loss (conductive, sensorineural, mixed)		
Identifies ways to protect and conserve hearing		
Identifies when hearing loss fluctuates and/or changes, if applicable		
Identifies type and degree of hearing loss		
Explains audiogram in terms of functional hearing		

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
<i>Advanced Skills</i>		
Explains aided and unaided hearing loss, if applicable		
Understands speech reception threshold scores shown on an audiogram		
Protects residual hearing and understands implications		
Makes appointments with ear, nose and throat (ENT), audiologist, physician, etc.		
Explains the impact of his/her hearing loss across all environments		

Amplification Management Skills and Knowledge

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
Basic Skills		
Understands how hearing assistive technology (HAT) helps (e.g., hearing aids, ear level FM system, cochlear implant, bone-anchored hearing aids, etc.)		
Accepts and utilizes HAT		
Inserts/removes earmold appropriately		
Puts on/takes off HAT		
Identifies when HAT is not functioning properly		
Asks adult for help with HAT		
Stores/charges HAT correctly when not in use		
Checks batteries with battery tester and changes batteries		
Knows how to turn HAT on/off		
Gives teacher/speaker/peers the HAT microphone with adult prompts		
Understands that HAT is expensive and valuable		
Intermediate Skills		
Uses HAT consistently		
Explains why and when HAT is needed and how it works		
Gives teacher/speaker/peers HAT microphone independently		
Ensures speaker is using HAT microphone appropriately		

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
Ensures the HAT microphone is synced with ear-level amplification		
Stores/Charges HAT correctly independently when not in use		
Cleans/cares for HAT on a routine basis		
Recognizes wear and tear of HAT components (e.g., earmold, tubes, domes, etc.)		
Knows the size of batteries used for HAT		
Manages all controls and components of HAT (e.g., on/off, microphone, sync, patch cord, etc.)		
Troubleshoots when amplification is not functioning properly (e.g., static sounds, intermittent output, minimal sound, whistling, etc.)		
Asks for assistance when HAT is not functioning properly		
Identifies when auditory stimulus (including background noise) interferes with audition (including volume levels)		
Identifies the main components and functions of HAT (personal and school)		
Seeks advice/assistance in managing HAT		
Identifies educational audiologist/clinical audiologist		
Knows products available to protect HAT from moisture		
Recognizes and states consequences of use/non-use of HAT		
Advanced Skills		
Uses HAT options for various learning/listening environments		
Independently monitors and maintains own HAT on a daily basis		

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
Troubleshoots HAT consistently by solving minor problems		
Requests help with HAT when necessary		
Explains the advantages of using HAT in the classroom		
Understands information shown on a Functional Listening Evaluation		
Identifies educational and clinical audiologists and how to contact them		
Knows where and when to have hearing/HAT reevaluated		
Knows approximate costs of HAT and purchasing equipment including financial assistance		
Knows size and cost of batteries and where to purchase them		
Describes various amplification/technology used by individuals with hearing loss (e.g., hearing aids, cochlear implants, assistive listening devices)		
Knows HAT options in varying academic/community situations (e.g., personal/community)		
Demonstrates how to use direct audio input in conjunction with HAT		
Understands that educational audiology services end with graduation and has a plan		
Knows the difference between licensed audiologist, hearing aid dispenser, and dealer		

Intrapersonal/Interpersonal Skills and Knowledge

Rating Key: Never (O) , Sometimes (/) , Always (X), or Not Applicable (NA)	Date	Rating
<i>Basic Skills</i>		
States self-identification options available to individuals with hearing loss (e.g., Deaf, DeafBlind, hard of hearing, hearing, limited hearing, unilateral, etc.)		
Recognizes that people with hearing loss have a variety of communication strategies (Speaking and Listening, American Sign Language, Cued Speech, Signed English, etc.)		
Meets or corresponds with other individuals with hearing loss		
Identifies feelings associated with having hearing loss		
Uses appropriate pragmatics (e.g., thank you, please, asks for help)		
Identifies two/three areas of interest and/or ability (e.g., academic, artistic, athletics)		
<i>Intermediate Skills</i>		
Talks about hearing loss with peers/others		
Identifies myths and misconceptions about individuals with hearing loss		
Knows that individuals with hearing loss are capable of major accomplishments		
Understands that feelings about hearing loss may impact oneself		
Demonstrates strategies to deal with feelings associated with hearing loss		
Accepts hearing loss and knows that it may/may not go away		
Communicates that problems are not always the result of hearing loss		
Demonstrates appropriate social behaviors in informal situations with peers		

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
Able to adapt conversation to other people (e.g., peers, teachers, parents, adults), including use of body language/facial expression		
Discusses concerns with involvement in activity of interest/ability		
Accesses community events for individuals with hearing loss		
Researches individuals with hearing loss (e.g., biographies, social media, current events)		
Advanced Skills		
Discusses with family member(s) and friends the feelings associated with having hearing loss		
Demonstrates strategies for dealing with feelings associated with having a hearing loss		
Identifies how others perceive one's behavior as a result of one's hearing loss (e.g., someone says "hello" and one is unaware and unresponsive due to hearing loss)		
Identifies limitations/impact of hearing loss in career interests (e.g., military, phone calls, law enforcement, etc.)		
Identifies intrapersonal/interpersonal behaviors (e.g., shut down, dominate conversation, avoidance, etc.) across environments (e.g., large gatherings, noisy restaurants, etc.) that are caused by hearing loss		
Identifies deaf/hard of hearing community agencies that provide help with intrapersonal/interpersonal needs (e.g., family, religious counselor, mental health professionals)		
Identifies and researches individuals who are deaf/hard of hearing		

Self-Advocacy/Self-Determination Skills and Knowledge

Rating Key: Never (O) , Sometimes (/) , Always (X), or Not Applicable (NA)	Date	Rating
Basic Skills		
Identifies that they are not the only one who has hearing loss		
Identifies names and roles of school staff who can help with problems related to hearing loss		
Recognizes times when one doesn't hear or understand		
Raises hand to ask for clarification of auditory information		
Requests extra support or help, when needed		
Attempts to locate source of sounds (e.g., announcements)		
Looks at the speaker, when needed		
Attempts to follow directions		
Recognizes how hearing loss affects receptive and expressive communication		
Uses some communication repair statements like (e.g., "what," "huh," "I heard you say...")		
Identifies situations which make it hard to speech-read and listen in classroom		
Identifies need for preferential seating (e.g., clear view visually, near speaker, and away from distracting noise)		
Scans environment for useful cues		
Recognizes how physical environment of classroom can affect communication (e.g., carpeting acoustical tile, and lighting)		

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
Actively participates in training of accommodations and hearing assistive technology (HAT)		
<i>Intermediate Skills</i>		
Identifies and explains accommodations in the physical environment of the classroom that affect communication (e.g., speech-reading, signal-to-noise ratio, carpeting, etc.)		
Independently seats self preferentially or requests preferential seating		
Utilizes speech-reading strategies, if applicable		
Uses adaptations and behaviors that will foster successful participation in interests/activities across environments		
Attends to primary speaker (teachers, peers, etc.) visually/auditorily (e.g., body language, speech reading, and wait time)		
Demonstrates active listening techniques (e.g., nodding, eye-contact, body language, facial expression)		
Avoids bluffing when not hearing or understanding		
Requests clarification independently using I-statements (e.g., “I need you to look at me when you talk, I did not hear what you said.”)		
Maximizes communication by telling the speaker what is needed (e.g., speak louder, slower, and look at listener)		
States communication needs in partner work or cooperative learning group (e.g., HAT use, moving to quiet location, repetition of information)		

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
Requests clarification independently using I-statements (e.g., “I need you to look at me when you talk, I did not hear what you said.”)		
Makes adaptations needed to maximize listening and communication in community situations (e.g., vehicles, movies, restaurants, and malls)		
<i>Advanced Skills</i>		
Describes when, why, and how to disclose disability in a variety of settings		
Demonstrates how to identify oneself as deaf or hard of hearing in an emergency situation (e.g., pulled over while driving, emergency phone calls, etc.)		
Attends and participates in Individualized Education Program (IEP) meeting(s)		
Expresses personal opinions concerning current educational program / services		
Informs team members of specific needs in the environment (e.g., notetaker, room set up, etc.)		
Explains rights to communication access and accessibility		
Advocates for accessibility and technology needs on a regular basis		
Demonstrates a variety of communication repair strategies		
Demonstrates knowledge of hearing tests and audiogram		
Mentors younger students with hearing loss about ways of adjusting to hearing loss		
Demonstrates knowledge and use of accommodations related to personal hearing loss across environments (e.g., preferential seating, communicates in restaurants, makes own purchases, etc.)		

Rating Key: Never (O) , Sometimes (/) , Always (X), or Not Applicable (NA)	Date	Rating
Requests appropriate amplification accommodations		
Identifies accommodations and/or support services needed to succeed in postsecondary setting		
Describes course of action when accessibility is denied or when accommodations are not readily available		

Resources and Technology Skills and Knowledge

Rating Key: Never (O) , Sometimes (/) , Always (X), or Not Applicable (NA)	Date	Rating
Basic Skills		
Observes the use of a variety of specialized telecommunication technology (e.g., Voice Carry Over (VCO), captioned telephone (CapTel), video-phone, texting, Google Hangouts, FaceTime, cell-phone, pager and amplified phone)		
Aware of basic function of a variety of specialized telecommunication technology (e.g., VCO, CapTel, video-phone, texting, Google Hangouts, FaceTime, cell-phone, and amplified phone)		
Recognizes the symbol used to indicate closed-captioned programs in the television guide and on Digital Video Discs (DVDs), videos, or streaming services		
Aware that captions represent the spoken word		
Locates and responds correctly to emergency alarms and alerting devices (e.g., fire/smoke, lockdown, tornado)		
Knows that there are summer camps available for students with hearing loss and their families		
Intermediate Skills		
Identifies agencies/resources that assist individuals with a hearing loss		
Recognizes which assistive technology might be personally appropriate		
Uses and cares for personal assistive technology		

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
Using a variety of wake-up alarms/techniques for students with hearing loss		
Uses a variety of specialized telecommunication technology on a regular basis to make phone calls or connect with other individuals (e.g., VCO, CapTel, video-phone, texting, Google Hangouts, FaceTime, cell-phone, and amplified phone), if applicable		
Knows how to access/use closed captioning on television, videos, DVDs, and streaming services		
Knows how to contact (call or text) 911 during an emergency		
Identifies and/or uses resources (internet, phone book, etc.) to access services and find information		
Stays up-to-date on current and new technological advancements for individuals with hearing loss		
<i>Advanced Skills</i>		
Uses school staff as a resource for information for postsecondary education		
Inservices school and work-site staff on appropriate use of assistive technology needed		
Uses school staff (e.g., Assistive Technology Coordinator, Media Specialist, Technology Integrationist) as a resource for information and training for assistive technology		
Explains how real-time captioning, computer-assisted note-taking, videotext displays, C-Print, etc., are used to access classroom information		
Knows where to access and/or how to request captioned videos, DVDs, or streamed media for academic/work/professional purposes		

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
Locates resources for purchase (including financial assistance) and repair of assistive technology		
Explains the role/procedures for obtaining a service dog used by individuals with hearing loss		
Recognizes that people with disabilities have legal rights in accessing public places		
Accesses agencies/resources/community activities serving individuals with a hearing loss (e.g., Volunteers of America-D/HH Mental Health, Deaf Mentors, Vocational Rehabilitation Services, State Department of D/HH Services, etc.)		
Describes rights of people with disabilities (including Individuals with Disabilities Education Act (IDEA), Section 504 of Civil Rights Act and Americans with Disabilities Act)		
Accesses and applies for Social Security Income (SSI) and Social Security Disability (SSD), if applicable		

Interpreter/Transliterators/Captioning Use Skills and Knowledge

Rating Key: Never (O) , Sometimes (/) , Always (X), or Not Applicable (NA)	Date	Rating
Basic Skills		
Aware that the interpreter/transliterators/captionist role is to facilitate communication		
Attends to the interpreter/transliterators/captioning device		
Asks for clarification when interpretation is unclear		
Intermediate Skills		
Respects and understands the role of the interpreter/transliterators/captionist		
Aware that interpreters, transliterators, and captionists are paid professionals		
Assists in the decision-making regarding one's interpreter/transliterators/captionist needs/use		
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)		
Gives appropriate feedback during interpretation to indicate comprehension of interpreted message		
Knows when and how to ask the interpreter/transliterators to hold information when copying from the board or visual attention is split		
Notifies the interpreter/transliterators/captionist preference for their location during class, presentation, or small group		
Knows how to use interpreter/transliterators/captionist effectively during testing situations		

Rating Key: Never (O) , Sometimes (/) , Always (X) , or Not Applicable (NA)	Date	Rating
Asks interpreter for clarification when interpretation is unclear and notifies interpreter of unclear signs/concepts		
Recognizes that the option for an interpreter is available for after-school activities		
Understands how to use and/or is aware of a variety of relay services		
<i>Advanced Skills</i>		
Explains that there are a variety of situations in which individuals with a hearing loss have a legal right to an interpreter/transliterators/captionist		
Accesses community services for the deaf/hard of hearing, how to request specific services (i.e., interpreter, captioning, etc.), and understands the cost of those services and who is responsible for service payment		
Demonstrates grievance procedures for solving problems/conflicts with interpreter/transliterators/captionist		
Understands how to use and/or is aware of a variety of relay services (e.g., speech-speech, text-to-speech, video-relay, American Sign Language relay)		
Describes certification and code of conduct for interpreters		

CREDITS

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