

Initial Specialty Set: Deaf and Hard of Hearing

Revalidated 2018

Initial Preparation Standard 1: Learner Development and Individual Learning Differences	
<i>Knowledge</i>	
DHH.1.K1	Effects of the interrelationship among age of identification, type and etiology, level of hearing, auditory development, and provision of services on the development of individuals who are D/HH
DHH.1.K2	Auditory development of individuals who are D/HH
DHH.1.K3	Visual and spoken languages and communication modes
DHH.1.K4	The impact of exceptionalities on the development of language and learning for individuals who are D/HH, including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs
DHH.1.K5	The importance of advocating for equal access to language and communication in the individual's preferred mode across all educational settings
<i>Skills</i>	
DHH.1.S1	Incorporate current theories of spoken and signed language development of individuals who are D/HH and components of communication competence into programming and planning for students
DHH.1.S2	Develop individualized programming and instruction in light of various aspects of hearing status
DHH.1.S3	Incorporate auditory development of individuals who are D/HH into programming and planning for students
DHH.1.S4	Implement evidence-based practices in early intervention services specifically related to overall development of children who are D/HH and family outcomes
DHH.1.S5	Identify and support communication modes that provide equal access, based on the needs and preferences of individuals and their families
DHH.1.S6	Deliver individualized programming and planning informed by the presence of identified exceptionalities
DHH.1.S7	Identify and support all LRE options to facilitate IEP team decisions taking communication into account

Initial Preparation Standard 2: Learning Environments

<i>Knowledge</i>	
DHH.2.K1	Influence of educational placement, family communication, language, cultural identity, socioeconomic status, home and community environment, and child maltreatment on development and learning
DHH.2.K2	The value of peers and role models who are D/HH on family perceptions, decision making, and student outcomes
DHH.2.K3	Factors impacting visual and/or auditory learning
<i>Skills</i>	
DHH.2.S1	Promote ongoing opportunities for interactions between individuals who are D/HH and their families with peers and role models who are D/HH
DHH.2.S2	Assist with routines related to assistive technology used by individuals who are D/HH to enhance access to the environment
DHH.2.S3	Design or modify a language-rich learning environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs
DHH.2.S4	Structure the learning environments to encourage developmentally-appropriate self-advocacy and self-determination skills

Initial Preparation Standard 3: Curricular Content Knowledge

<i>Knowledge</i>	
DHH.3.K1	The interrelationship between services and curricular sequencing and progressions
<i>Skills</i>	
DHH.3.S1	Integrate evidence based language and literacy instruction across all academic areas
DHH.3.S2	Differentiate and adapt curricula in response to diverse populations across multiple educational settings

Initial Preparation Standard 4: Assessment

Knowledge

DHH.4.K1	The range of assessment types, from informal to standardized
DHH.4.K2	Appropriate formative, summative, and diagnostic assessment of expanded core curriculum, auditory skills, visual language skills, self-advocacy, self-determination, functional listening, self-care skills, and student safety.
DHH.4.K3	The relationship between assessment data, reporting, and programming and planning

Skills

DHH.4.S1	Utilize appropriate terminology and interpret results across assessments
DHH.4.S2	Ensure equal access to communication and minimized biased assessment with regard to laws, policies, and ethical principles
DHH.4.S3	Use and interpret technically sound assessments for individuals with D/HH
DHH.4.S4	Administer appropriate formative, summative, and diagnostic assessments
DHH.4.S5	Identify or develop appropriate specialized assessments that allow for alternative forms of expression, and select appropriate accommodations and modifications
DHH.4.S6	Collect and analyze a range of spoken, signed, written, or other language and communication samples
DHH.4.S7	Utilize assessment data to develop reports and to inform programming and planning

Initial Preparation Standard 5: Instructional Planning & Strategies	
<i>Knowledge</i>	
DHH.5.K1	Language/modes of communication used by individuals who are D/HH
DHH.5.K2	Strategies that promote curricular programming that is responsive to diverse populations across multiple educational settings
<i>Skills</i>	
DHH.5.S1	Tailor evidence-based instructional strategies and specialized technologies across a variety of service delivery models and instructional settings
DHH.5.S2	Coordinate and collaborate to ensure appropriate instruction and planning
DHH.5.S3	Implement strategies for conserving vision and hearing
DHH.5.S4	Implement strategies for supporting audition
DHH.5.S5	Implement evidence-based strategies for developing language in individuals' preferred communication mode(s)
DHH.5.S6	Promote optimal access to communication to facilitate inclusive experiences
DHH.5.S7	Develop proficiency in the languages/modes of communication used by individuals who are D/HH
DHH.5.S8	Promote literacy and content area reading and writing through the individual's preferred communication mode(s)
DHH.5.S9	Apply first and second language teaching strategies
DHH.5.S10	Ensure use of visual tools, organizers, and current assistive technology that enhances communication access that support programming and planning across a variety of service delivery models and instructional settings
DHH.5.S11	Plan and implement transitions across service continua

Initial Preparation Standard 6: Professional Learning & Ethical Practice

<i>Knowledge</i>	
DHH.6.K1	Laws, policies, and ethical principles guiding equal access to communication in individuals' preferred communication mode(s)
DHH.6.K2	The awareness of the educator's language competence in supporting individual outcomes
DHH.6.K3	Sociocultural, historical, and political considerations unique to Deaf culture and the field of education of individuals who are D/HH
<i>Skills</i>	
DHH.6.S1	Advocate, using impartial ethical practices, based on the needs of the individual or family
DHH.6.S2	Apply ethical decision making related to optimal access to communication in individuals' preferred communication mode(s) for all programming and planning
DHH.6.S3	Increase educator's competence in the individual's preferred communication mode(s)
DHH.6.S4	Use historical foundations and research evidence to inform educational programming and planning
DHH.6.S5	Advocate for and implement programming and planning to provide equal communication access to individuals across all educational settings

Initial Preparation Standard 7: Collaboration

<i>Knowledge</i>	
DHH.7.K1	Services, organizations, and networks that are relevant to individuals who are D/HH
DHH.7.K2	Policies, procedures, and resources for universal newborn hearing screening and early intervention
DHH.7.K3	Roles and responsibilities of support staff in programming and planning
<i>Skills</i>	
DHH.7.S1	Demonstrate collaborative behaviors within the boundaries of the professionals' scope of practice
DHH.7.S2	Interpret relevant data and statistics related to hearing levels and their potential impact on outcomes
DHH.7.S3	Participate in professional networks relevant to the education of individuals who are D/HH
DHH.7.S4	Provide families with information in an impartial manner to make informed choices regarding communication modes, philosophies, and educational options
DHH.7.S5	Prepare and assist team members to work with D/HH team members across a variety of service delivery models and instructional environments