



Useful Websites

<https://www.agbell.org/>

<https://www.asha.org/Advocacy/federal/Early-Hearing-Detection-and-Intervention/>

<http://deafchildren.org/knowledge-center/service-providers/educators/>

<http://deaftec.org/>

<https://www.hearindiana.org/>

<http://www.inhandsandvoices.org/>

<https://www.in.gov/isdh/25883.htm>

<http://ncbegin.org/>

<https://successforkidswithhearingloss.com/>

<http://www3.gallaudet.edu/clerc-center.html>



Mission:

Supporting the “I” in IEP

Vision:

Equity + Access= Outcomes

For more information, visit our website at www.earlywood.org

Contact:

Tai Botkin, BS, MA

Teacher for the Deaf and Hard of Hearing

317-738-7031

tbotkin@earlywood.org



School Based Hearing Services for Eligible Students



Connect with us!



500 Earlywood Drive
Franklin, IN 46131
317-736-8495

www.earlywood.org



Role of the TOD/HH

The teacher for the Deaf and Hard of Hearing (TDHH) is responsible for teaching students the skills necessary to access the core curriculum as well as teach concepts and experiences that most hearing students learn incidentally through their access to sound. These additional skills for students who are Deaf or Hard of Hearing are known as the Expanded Core Curriculum (ECC). It consists of knowledge and skills that students will need in order to be independent. There are eight areas included in the ECC. Not all students need instruction in all areas or components but each should be carefully considered.



Expanded Core Curriculum (ECC)

Audiology: includes the anatomy of the ear, etiology of hearing loss, diagnostic tests and what they mean, interpreting audiograms, how amplification devices may assist in various situations, and managing the environment to improve auditory and visual information.

Career and Education: includes academic instruction, daily living skills, community experiences and vocational experiences.

Communication: includes auditory skills development, ASL development, speech development and receptive and expressive communication.

Family Education: includes understanding hearing loss, amplification, family and child interactions, communication strategies education/transition and resources and technology.

Functional Skills for Educational Success: includes concept development, comprehension and study and organization.



Self Determination and Advocacy: includes self determination, community advocacy, community resources and supports, cultural awareness, and using interpreters and transliterators.

Social-Emotional Skills: includes self awareness, self management, support networks, personal responsibility, decision making, social awareness, social interaction including conversation skills, and conflict resolution.

Technology: includes skills necessary to access technology.

What Amount of Services Will the Student Need

There are a number of factors involved in determining the appropriate level of service and is not necessarily tied directly to extent of hearing loss. The TOD/HH will recommend if the student needs short term or long term instruction in compensatory skills or the use of assistive technology hearing equipment in order to access the core curriculum as well as the areas of the Expanded Core Curriculum.