

PROMPTS FOR HEARING IMPAIRMENT CRITERION 2 INFORMATION

Criterion 2 information is to be completed by the student's teacher with support from the school team. Where more than one teacher provides the student's program, this should be a teacher with an overview of the specific significant education adjustments that are currently in place in all subject areas.

Criterion 2: The hearing loss must be shown to manifest itself in activity limitations and participation restrictions in the school context.

For the purposes of verification, **significant education adjustments**:

- are **personalised**
- may benefit all/other students, but are **essential** for the identified student to access and participate in the required curriculum, school activities and environment
- must be **specific and targeted** to the identified impairment and the individual student
- include the **range and breadth, frequency and intensity** of adjustments that are in place for the student.

Please Note:

- These prompts are intended as a **guide** to assist schools with recording the **evidence** required for verification.
- It is **not essential** to answer every prompt or to present information in the exact order of the prompts.
- It is only necessary to record information once in the most appropriate section.
- The school team should consult with parents, the student (if possible) and the hearing impairment specialist teacher in describing activity limitations and participation restrictions related to the student's hearing impairment.
- The relevant information provided by school teams should be a **summary** demonstrating the **educational impact** of the student's hearing impairment at school (the associated activity limitations and participation restrictions) requiring **significant education adjustments** that are **currently occurring** for the student.

CURRICULUM	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Achieved Curriculum</p> <p>Knowledge, Functioning and Understanding of the World</p> <p>Teaching Strategies</p> <p>Resources</p> <p>Assessment/Reporting</p> <ul style="list-style-type: none"> • NAPLAN 	<p>Describe the student’s functioning related to the hearing impairment:</p> <p>Consider:</p> <ul style="list-style-type: none"> • access and participation in the required curriculum • current achievement levels • achievement levels related to age, peers and cognitive ability • relative strengths and weaknesses across the Learning Areas • alterations or additions to the regular curriculum • any impact of language and/or speech difficulties on the student’s learning • gaps in vocabulary or prior knowledge • any impact of attention/concentration/fatigue on the student’s learning (including difficulties with divided attention) • how the student learns best. <p>Describe the significant education adjustments made to the required curriculum, pedagogy, assessment and reporting to enable the student to achieve the regular curriculum.</p> <p>Consider adjustments related to:</p> <ul style="list-style-type: none"> • planning • assistive technology • curriculum intent • pedagogy • assessment.

COMMUNICATION	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Communicating (both giving and receiving the message) for a range of purposes across a range of context</p> <p>Receptive</p> <p>Expressive</p> <p>Pragmatics (language use)</p> <p>Speech</p>	<p>Describe the student’s functioning related to the hearing impairment:</p> <p>Consider:</p> <ul style="list-style-type: none"> • access to the spoken language of teachers, peers, and media • use and effectiveness of amplification devices • use and importance of sign • use and importance of other visual communication including speech-reading • processing information and following instructions • missed or misinterpreted sounds, words, messages • participation in class discussions • ability to convey information, thoughts and feelings • effects of different contexts and environments on communication • speech and language development • comparison with peers • ease of communication and fatigue • strategies the student uses to facilitate effective communication. <p>Describe the associated significant education adjustments made for the student to understand and process speech and/or language; and express information (i.e. needs, ideas, feelings) using the language system of the community. This focus area also includes adjustments to the student’s mode of communication e.g. symbols, sign.</p> <p>Consider adjustments related to:</p> <ul style="list-style-type: none"> • planning • assistive technology • curriculum intent and pedagogy • complex communication adjustments.

SOCIAL PARTICIPATION/ EMOTIONAL WELLBEING	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Social/Interaction Skills</p> <p>Self-Management Strategies</p>	<p>Describe the student’s functioning related to the hearing impairment:</p> <p>Consider:</p> <ul style="list-style-type: none"> • quality and quantity of interactions with peers and adults • participation in groups in and out of the classroom • inclusion in friendship groups • awareness of others’ needs, thoughts and feelings • independence • requests for assistance as needed • confidence and self esteem • satisfaction with social involvement • stress or anxiety • comparison of social skills and emotional wellbeing with peers. <p>Describe the associated significant education adjustments made to assist the student to engage successfully in social situations and to self-regulate emotion.</p> <p>Consider adjustments related to:</p> <ul style="list-style-type: none"> • planning • student management and support • curriculum intent and pedagogy • intensive behaviour interventions.

LEARNING ENVIRONMENT/ ACCESS	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
<p>Classroom and Non-Classroom Environment</p> <p>Organisational skills</p> <p>Access to curriculum</p> <p>Access to communication</p>	<p>Describe the student’s functioning related to the hearing impairment:</p> <p>Consider:</p> <ul style="list-style-type: none"> • auditory environment (e.g. effects of distance, noise, reverberation, different speakers) • visual access requirements (e.g. sign, speech-reading, captioning) • difficulties with joint auditory-visual attention • amplification and other assistive technology requirements including access to multimedia • position/ seating requirements for access • influence of physical setting (e.g. indoor/outdoor, size of room) • effect of group size on learning • access to school wide information dissemination • comparison with peers. <p>Describe the associated significant education adjustments made for the student to access the required curriculum and promote personal independence. This focus area includes organisational skills, self-direction, positioning, use of assistive technology and/or specialist equipment and environmental adaptations.</p> <p>Consider adjustments related to:</p> <ul style="list-style-type: none"> • consultation • pedagogy.

HEALTH AND PERSONAL CARE, SAFETY	PROMPTS FOR SCHOOL TEAMS <i>Consider the prompts and include information relevant to the verification request.</i>
Health Management Risk Management Personal Care Skills	<p>Describe the student's functioning related to the hearing impairment:</p> <p>Consider:</p> <ul style="list-style-type: none"> • situations or environments that put the student's or others' health and safety at risk • risks related to hearing or communication difficulties • access to information or alerting systems related to health, safety or emergencies • risks related to amplification or other technology use • frequency and degree of risk • medical or health status • specific concerns • student's coping strategies • comparison with peers. <p>Describe the associated significant education adjustments made to promote health and personal care and adjustments made to ensure the student's safety and/or the safety of others in the school community.</p> <p>Consider adjustments related to:</p> <ul style="list-style-type: none"> • monitoring • specific health care procedures • planning • curriculum intent and specific safety procedures.