

Developmental Skills Inventory for Learners who are Deaf or Hard of Hearing 2023 (DSI-DHH)



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Acknowledgements

The Atlantic Provinces Special Education Authority (APSEA) Developmental Skills Inventory for Learning who are Deaf, deaf and/or Hard of Hearing (DSI-DHH) is based on the Iowa Expanded Core Curriculum for Students who are Deaf, deaf and/or Hard of Hearing (ECC-DHH). The extensive research and comprehensive work that went into the Iowa ECC-DHH created a solid foundation for the original APSEA ECC-DHH and this updated version, DSI-DHH.

Appreciation is also expressed to the many APSEA professionals who developed the original APSEA ECC-DHH in 2017 and this revised and updated version (DSI-DHH) in 2023. The collaboration, expertise and skills represented across the APSEA organization continue to benefit the learners, their families and the teams that support them.

Notes on Language

This document uses the terms Deaf, deaf and/or hard of hearing. This is intentional because as we know, people who are Deaf, deaf and/or hard of hearing are diverse and each person has their own preference in the language used to describe themselves. These terms align with the language used by the Nova Scotia Accessibility Advisory Board (Nova Scotia Education Standard Development Committee, 2023). We use this language in an attempt to ensure people's preferences are respected and reflected within this document.

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Introduction

Learners who are Deaf, deaf and/or hard of hearing have the same curriculum as their peers. The purpose of the APSEA Developmental Skills Inventory for Learners who are Deaf and Hard of Hearing (DSI-DHH) is to address the unique needs of this population of learners and to be a resource to inform program planning.

In addition to the essential skills and concepts of provincial curriculum documents, learners who are Deaf, deaf and/or Hard of Hearing may have specialized needs not covered in the provincial curriculum. The DSI-DHH is one resource to support the development of flexible, appropriate, culturally, and linguistically responsive programs and services.

APSEA Service Delivery Team members collaborate with the School-Based Education Team and/or family to:

- gather comprehensive assessment and progress monitoring information;
- identify and prioritize the learner's strengths and needs;
- and make recommendations for and deliver appropriate APSEA programs and services designed to support the targets within the DSH-DHH.

The seven content areas of the DSI-DHH include:

- Audiology, Self-Determination and Advocacy;
- Career Education;
- Communication Development;
- Family Education;
- Listening Skills Development;
- Social-Emotional Skills;
- Theory of Mind Development

Each content area has identified skill areas and under those are targets that can be identified and prioritized.

Audiology, Self-Determination, and Advocacy

Learners are empowered when they understand their hearing loss/level. The information to be learned within this category are:

- Understanding Hearing Loss /level
- Amplification Management,
- Environmental Management

At a very early age as children mature and become more independent, they begin to advocate for their needs. Slightly older learners begin to engage in self-exploration about their identity as a person with a hearing loss/level. This self-exploration may require the direct instruction of skills to help learners find out about themselves.

Development of self-determination and advocacy skills will allow learners to be more self-aware of their unique hearing and communication needs and how to get those needs met. As learners who are Deaf, deaf and/or hard of hearing become active members of their communities, they need to be able to advocate for their needs appropriately and effectively (for example, requesting an interpreter for medical appointments; appropriate positioning for communication).

The development of self-determination and advocacy skills also help prepare youth for the transition to the workforce as the student becomes responsible for advocating for their own needs in the workplace. The areas of self-determination and advocacy development included are Self-Determination, Self-Advocacy, and Interpreting Service.

Each child is unique, and they will progress at their own rate. Skill progression will depend upon age of identification, amplification, and access to information. Targets may be selected and adjusted as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally.

The following targets are only guidelines organized in levels as skills develop:

- **Early** typically begins in the preschool years,

- **Emerging** in the early elementary years,
- **Intermediate** in the late elementary and middle school years,
- and **Advanced** is typically complete by the end of high school.

The targets are listed according to a hierarchy of development. Learners, including those identified later in life, may have gaps requiring targets in earlier stages to be addressed.

Audiology, Self-Determination, and Advocacy Targets

Skill Area: Understanding Hearing Loss/level

Early

- Indicates ear they hear more with, if applicable.
- Understands an audiogram represents their hearing.
- Understands audiology appointment terms (for example, audiologist, hearing aid and/or cochlear implant).

Emerging

- Identifies the three parts of the ear (outer, middle, and inner)
- Is aware that loud environmental sounds may damage one's hearing.
- Refers to a hearing test report as an audiogram.
- Explains the cause of their hearing loss/level.
- Identified age of onset and age of identification.
- Is aware of basic terms related to hearing loss/level.
- Understands symbols on an audiogram.
- Refers to self as Deaf, deaf and/or hard of hearing.
- Is aware if their hearing loss/level is stable or progressive.
- Explains to teachers and peers' difficulties associated with hearing loss/level.
- Is aware of ways to protect and conserve hearing.
- Understands audiology appointment terms (for example, sound booth, audiogram).

Intermediate

- Identifies parts and functions of the ear.
- Explains the types of hearing loss/level.
- Identifies their type and degree of hearing loss/level.
- Explains aided and unaided hearing loss/level.
- Understands speech reception threshold scores shown on an audiogram.
- Understands that feelings about hearing loss/level may impact self concept.
- Accepts their hearing loss/level and knows it may/may not go away.
- Is aware of the myths and misconceptions about Deaf, deaf and/or hard of hearing individuals.
- Understands the importance of protecting hearing.
- Knows that loud sounds are hazardous to hearing.
- Knows how often they should have an audiology appointment.
- Can answer and ask questions that arise during an audiology appointment.
- Understands audiology appointment terms (for example, ear impression, hearing aid, whistling noise feedback).
- Knows who to contact with amplification technology issues.

Advanced

- Explains own hearing loss/level type, degree, and etiology.
- Recognizes that people may respond to them differently due to hearing loss/level.
- Indicates what they hear and understand in varying environments.
- Identifies own audiogram and can explain it to others.
- Explain that amplification helps them hear.
- Talks to other Deaf, deaf and/or hard of hearing students about ways of adjusting to hearing loss/level (peer mentorship, modelling).
- Understands the importance of hearing protection and conservation.
- Can explain to others what to expect during an audiology visit.
- Can independently report to audiology regarding any changes in hearing or amplification use.

- Knows details about personal amplification (for example, warranty information, brand, remote microphone options, rechargeable vs disposable batteries, effects/sources of moisture).
- Understands audiology appointment terms for sounds in the ears (for example, tinnitus).

Skill Area: Amplification Management

Early

- Understands how amplification devices help them hear.
- Accepts and utilizes amplification devices, as directed by adults.
- Asks adult for help with amplification devices.
- Reliably reports if there are issues with amplification.
- Inserts/removes earmolds appropriately.
- Puts on/takes off amplification device.
- Knows how to turn on/off amplification device.
- Wears amplification devices consistently.
- Stores personal amplification devices correctly when not in use.

Emerging

- Charges/changes batteries as needed.
- Cleans and cares for earmolds.
- Understands that amplification devices are expensive and valuable.
- Explains when and why amplification devices are or are not needed.
- Reliably reports if there are issues with remote microphone system.
- Keeps amplification devices in good working order.
- Stores all amplification devices correctly when not in use.
- Knows colour of batteries and keeps supply at school.
- Begins to troubleshoot when amplification devices are not working.
- Indicates when auditory stimulus is not loud enough.

- Indicates when background noise interferes with audition.
- Requests help with amplification devices when necessary.
- Names main parts of amplification devices and their purpose

Intermediate

- Uses amplification devices switches and controls appropriately in various listening situations.
- Monitors and maintains own equipment daily.
- Adapts to situations where the use of amplification devices is not possible (for example, swimming class)
- Knows products available to protect hearing aids from moisture.
- Ensures speaker is utilizing Remote Microphone System appropriately.
- Can properly clean and care for hearing aid/CI.
- Troubleshoots amplification devices consistently by solving minor problems (for example, wax guard, earmold buildup).
- Knows what to do in amplification emergency situations (for example, water damage, dirt, loss, etc.).
- Requests help with monitoring amplification devices when necessary.
- Understands advantages of wearing amplification devices in the classroom.
- Knows approximate cost of amplification devices.
- Knows size and cost of batteries and where to get them.
- Understands function of hearing aid/CI buttons if applicable.
- Explains how Remote Microphone System works.
- States consequences of use/non-use of amplification device

Advanced

- Requests appropriate amplification accommodations
- Refines troubleshooting skills related to problems with amplification devices.
- Describes how amplification devices work.

- Knows amplification options in varying academic /community situations (for example, personal, and assistive listening devices).
- Knows how to use amplification device in conjunction with assistive listening devices.
- Seeks advice/assistance in managing amplification.
- Knows the size of batteries.
- Can identify source of hearing aid issues: cracks in mould, tubes, wax guard filter etc.
- Knows where and when to have hearing and amplification devices re-evaluated.
- Schedules routine evaluations with audiologist to monitor hearing loss/level and to maintain/update amplification devices.
- States how to keep updated on hearing and assistive devices to assist with hearing loss/level.
- Knows how to obtain financial assistance for getting amplification devices, if necessary.
- Understands the cost of purchasing and maintaining amplification devices, plus warranty and service plans.
- Knows the difference between audiologist, and hearing instrument specialist.
- Knows how to find a new audiologist.

Skill Area: Environmental Management

Early

- Seats self preferentially with adult assistance (for example, clear view visually, near speaker, and away from distracting noise).
- Attempts to locate source of sounds (for example, announcements).

Emerging

- Recognizes when they do not hear or understand.
- Makes clear requests (for example, can you turn on the DM system, can you face me, etc.)
- Understands the value in clarifying auditory information.
- Independently seats self preferentially (for example, clear view visually and near speaker).

- Attends to speaker visually/auditorily (for example, body language, speech reading, and wait time).
- Independently tells speaker when they do not understand (avoids bluffing).
- Is aware of how physical environment of classroom can affect communication (for example, carpeting, acoustical tile, and lighting).
- Tells speakers what they need to do to maximize communication (for example, speak louder, slower, and look at listener).
- Is aware of situations which make it hard to lipread and listen in classroom.
- Is aware of lipreading and its benefits.
- Is aware that their hearing loss/level affects receptive and expressive.

Intermediate

- Requests written reinforcement of instruction/ transcript or captioning for media, if needed.
- Makes requests for adaptations needed to maximize listening and communication in community situations (for example, vehicles, movies, restaurants, and malls).
- Names and explains factors in the physical environment of the classroom that can affect communication.
- Explains lipreading.
- Explains suitability of an environment to hear sound.
- Names situations that make it hard to lipread and listen in classroom.

Advanced

- Maintains adaptive skills to maximize listening and communication.
- Identifies accommodations and/or support services needed to succeed in post-secondary setting.
- Makes requests for adaptations needed to maximize listening and communication during interview and on the job.
- Continues use of troubleshooting strategies for communication difficulties (for example, environment, speaker, and listener)

Skill Area: Online Environmental Management

Early

- Is aware that communication in-person is different from an online conference.
- Is aware accessibility features exist.
- Is aware of visual/signing space which is important for signing (for self and others).

Emerging

- Knows how to mute microphone in video conference.
- Will tell an adult if they cannot hear video conference, or to get technical assistance.
- Is aware of requesting accommodation during video conference.
- Identifies their personal preferences based on needs (for example, multi-pin).
- Is aware their preferences might change in different situations (for example, one-to-one, small group, large group)
- Explores possible ways to set up screen.

Intermediate

- Knows how to type messages in video conference.
- Will independently report if they cannot hear/see during a video conference.
- Will request accommodation with assistance.
- Knows how to turn closed captioning on during a video conference.
- Will connect amplification to computer/tablet with assistance.

Advanced

- Independently sets up screen for their ideal setup.
- Will independently connect amplification to computer/tablet.
- Will independently request accommodation for video conference (for example, captioning, interpreter, multipin).
- Understands a video conference is different than talking to someone in person (for example, 2D vs 3D).

Skill Area: Self-Determination

Early

- Recognizes that they have a hearing loss/level.
- Makes a choice based on preferences/interest.
- Chooses and becomes involved in one activity out of several options.
- Explores cause and effect.
- Explores responses.
- Recognizes there are choices in how to respond in a situation.
- Anticipates a response to their action.
- Explores identities associated with different hearing levels (for example, hearing, Deaf, deaf, hard of hearing, late deafened, typical hearing).
- Is aware that listening can make you tired (for example, listening, visual, etc.)

Emerging

- Is aware that they are not the only person who has a hearing loss/level.
- Aware of basic misconceptions related to the DHH community (for example, can drive, can read lips).
- Demonstrates positive attitude towards self as a unique person.
- Demonstrates personal coping strategies in a variety of situations.
- Demonstrates how to respond to negative comments and feelings.
- Generates alternate solutions and possible outcomes.
- Effectively participates in group decision making processes.
- Defines the meaning of identity (for example, Hearing, Deaf, deaf, Hard of Hearing, Late Deafened Average Hearing).
- Is aware that listening can make you tired (for example, access via interpreter, lighting, Live Transcribe, wall colour, etc.).

Intermediate

- Understands individual and others' unique differences.

- Aware of societal and/or individual misconceptions related to the DHH community (for example, if you're Deaf you know ASL and vice versa).
- Articulates concerns positively.
- Demonstrates problem-solving strategies.
- Articulates possible consequences of decisions.
- Sets realistic goals, makes decisions, and takes necessary action to achieve goals.
- Understands the term fatigue and the different types of fatigue (for example, listening, visual, physical, illness, etc.)
- Understands the term fluidity.
- Explores the fluidity of different related identities (for example, hearing, Deaf, deaf, hard of hearing, late deafened, typical hearing).
- Understands their personal limits to what causes fatigue.
- Understands the difference between rights and advocacy.
- Knows that with the appropriate skills/strategies it is possible to attain goals.

Advanced

- Aware of the stigma of hearing loss/levels.
- Aware of Deaf, deaf and/or hard of hearing individuals and stories through various mediums (for example, social media, news articles, books, movies etc.).
- Understands that challenges may occur during life's stages and experiences related to their identity (for example, audism, discrimination).
- Advocates for services as needed (for example, school, work, medical, community).
- Recognizes and indicates a need for accommodations (for example, note-taker, live transcribe).
- Explains identities associated with different barriers/listening environments (for example, fluidity).
- Understands that listening fatigue affects cognitive demand (for example, ability to participate in activities).
- Explains their personal limits to what causes fatigue.

- Explains the difference between hearing and Deaf cultures (traditions, norms, history, values, language, etc.).
- Explains how external influences (for example, media, peer, cultural norms) affect decision making.
- Is aware whether what they are asking for is a right.

Skill Area: Self-Advocacy

Early

- Identifies a person of support for communication obstacles.
- Identifies situations when it's appropriate to seek help to access communication.
- Determines the cause of why they are tired (for example, listening, visual, etc.)
- Is aware of needs related to hearing loss/level (for example, must listen, look to speaker, must be seated strategically, etc.).
- Identifies assistive technology.

Emerging

- Recognizes qualities of positive role models, including Deaf, deaf and/or hard of hearing role models.
- Identifies role models in own life.
- Identifies peer, home, school resources to access when solving problems.
- Demonstrates knowledge of roles and responsibilities for the communities in which the student is involved in (for example, class, school, home, and community(s))
- Knowledge of different strategies that could be beneficial to prevent or help with fatigue.
- Explores assistive technology with assistance.

Intermediate

- Demonstrates awareness of where to go for support when in need (for example, parents, teachers, school counselors, other adults).
- Defines advocacy.

- Defines access.
- Researches additional assistive technology used outside the classroom with assistance.
- Advocates for access in the classroom and school social settings (for example, requesting closed captions turned on).
- Demonstrates an understanding that advocating for their rights may take others out of their comfort zone.
- Aware of that people generally believe the misconception that hearing is understanding.
- Demonstrates knowledge of any unspoken or unwritten values/norms applicable to advocating for oneself (for example, be positive, choice is a key concept not a destiny, reprimand is serious, etc.)
- Aware of the effects of extra-curricular activities (for example, listening fatigue).
- Applies different strategies that could benefit to prevent or help with fatigue.

Advanced

- Identifies school support personnel and has knowledge of when/how to access them.
- Identifies organizations in community that provide opportunities.
- Develop constructive support systems (for example, organizations, mentors, trusted individuals)-
- Advocates for access in school and community.
- Explains the difference between hearing and understanding.
- Identifies that they are an expert in their own hearing level and amplification (for example, they know what services and support they need in educational and social settings).
- Understands the consequences to any self-advocacy decision (e.g., device use, choosing when to advocate).
- Independently selects assistive technology based on their needs in various listening environments (for example, car, movie theatre, classroom).
- Independently selects interpreter based on their needs in various situations (for example, medical appointments, occasions).

Skill Area: Interpreting Services

Early

- Demonstrates adequate attention to the interpreter for the appropriate length of time based on age, fluency, and skill level.
- Utilizes attention-getting techniques appropriately for age, fluency, and skill level.
- Understands that when interpretation occurs, the communication originates from teacher/staff/other students and not the interpreter themselves.
- Can indicate to the interpreter when they need to communicate directly with the interpreter before any voicing occurs (for example, when clarifying a sign).
- Understands that body language, tone, intent play a role in how information is interpreted (for example, match the speaker's intent).

Emerging

- Accesses the interpreter appropriately for non-instructional situations (for example, peer interactions, extra-curricular activities, other school personnel).
- Demonstrates understanding of consequences resulting from student exercising choice not to attend to the interpreter any time the service is provided (for example, during instructional time).
- Understands that interpreters work under a code of ethics, but also as an adult in the school they must by law report anything dangerous or illegal (for example, if someone is going to hurt themselves or someone else).

Intermediate

- Explains the role and various functions of the interpreter during instructional time and other related settings.
- Identifies times and situations when an interpreter would or would not be required (for example, job interview, grocery store).
- Knows own preferences and communicates effectively to the interpreter regarding seating preferences, focus of interpretation, interpreter placement, etc.

- Chooses and can indicate own signing preference for certain situations (for example, where on the continuum of sign language is preferred for a particular class or presentation – Initialized, EWO, PSE or ASL etc.).
- Recognizes there has been a breakdown in communication and implements repair strategies.
- Manages breakdowns in communication by implementing repair strategies to participate in group conversation.

Advanced

- Identifies situations where it is appropriate to ask for interpreting services.
- Makes arrangements to secure an interpreter for extracurricular activities.
- Identifies community interpreting resources and understands general payment issues for interpreter services.
- Demonstrates understanding of interpreter needs (for example, advanced notice for interpreting requests, preliminary information about spoken or signed information, student presentation notes, providing date/ time/ location of request, etc.).
- Uses other modes to communicate when interpreter is unavailable (for example, writing, text, Live transcribe).
- Aware of how to contact outside interpreting services like VRS or local interpreting services/agencies.
- Knows who to contact if there are any concerns regarding interpreter services.
- Can independently work with interpreter during video conference (for example, camera placement, signing space, manner).

Career Education

Learners benefit from opportunities for career education which may include daily living skills, community, and vocational experiences. Learners and their families may also benefit from connections with community agencies and support.

The area of Career Education includes Career Exploration and Planning, Work Skills, Job Seeking Skills, Community Resources and Supports and Money Management.

Each learner is unique and will progress at their own rate. Skill progression will depend upon the age of diagnosis and access to information. Targets may be selected and adjusted, as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally.

The following targets are guidelines that are organized in levels as skills develop:

- **Early** typically begins in the preschool years,
- **Emerging** in the early elementary years,
- **Intermediate** in the late elementary and middle school years,
- and **Advanced** is typically complete by the end of high school.

These targets are listed according to a hierarchy of development. Students, including those identified later, may have gaps requiring targets in earlier stages to be addressed.

Career Education Targets

Skill Area: Career Exploration and Planning

Early

- Identifies family members and their roles.
- Recognizes full name.
- Identifies supplies needed to complete a household or a classroom task/job.

- Completes a basic task (for example, puzzle, coloring).
- Participates in occupation-based play (for example, plays school).
- Identifies roles and responsibilities of people in the school and community.
- Identify a variety of workers and explain types of jobs and occupations.

Emerging

- States full name, address, and phone number.
- Understands that people grow up to have occupations outside the home.
- Understands the relationship between school and work.
- Identifies occupations of characters in books, movies, television shows and print media (for example, newspapers, magazines and online)
- Can explain the difference between volunteer and paid employment.

Intermediate

- States parents'/guardians' full name, place of employment, email address (if available) and phone number.
- Identifies and applies the characteristics and skills needed to be an effective student including practice and effort.
- Describes skills and working environments for a variety of occupations.
- Identifies and describes different roles of workers (for example, self-employed, boss, employee).
- Identifies education and training requirements for various occupations.
- Groups occupations based on interests, skills, abilities, work activities, characteristics, and work environments.
- Identifies and uses resources in the family, school, and community to gather career information.
- Identifies personal strengths and challenges.
- Identifies sources of career information (for example, parents, community, websites).

- Identifies assistive technology tools that can increase community involvement, employment opportunities and independent living.
- Explores training opportunities at school or community based (for example, childcare, first-aid, WHMIS).

Advanced

- Identifies skills, education and training needed for careers of interest using a variety of resources (for example, My Blueprint, post-secondary websites).
- Explore careers of interest for wages, employment possibilities, values, etc.
- Explore career options that best fit with education, skills, abilities, and interests.
- Participates in activities related to career interests such as job shadowing, part time job and work experience to assist with determining interests and compatibility.
- Identifies suitable post-secondary options/resources (for example, university, community college, apprenticeship, employment).
- Can explain the process of pertinent post-secondary entrance assessments.
- Has strategies in place to describe communication needs and academic levels for the development of an education plan.
- Develops a transition plan that includes steps leading to graduation and post-secondary goal including necessary accommodations and supports (for example, interpreters, note-takers, tutors, peer support group, counseling) and financial arrangements.
- Identifies community supports, services and programs to encourage seamless transition from high school.
- Learns more about the differences between high school and post-secondary accommodations.
- Has strategies in place to familiarize the school or other professionals with their history and hearing needs for post high school.
- Learns more about the role of post-secondary accessibility services (at universities and colleges) and how to request services and accommodations.
- Understands human rights laws (federal and provincial) and how they relate to employment equity.

Skill Area: Work Skills

Early

- Participates in group activities.
- Carries out an adult request.

Emerging

- Works collaboratively in a small group setting.
- Independently begins and completes classroom jobs.
- Participates in the group decision making process.

Intermediate

- Identifies work habits needed to succeed in high school.
- Develops system to organize and maintain materials needed for a job/task.
- Breaks down long term assignments/multiple step tasks into manageable chunks, steps, or activities.
- Follows a school/extra-curricular schedule.
- Makes and keeps school-related appointments.

Advanced

- Works well with others (for example, understands social interaction conventions and carrying own “load”).
- Demonstrates appropriate interpersonal and communication skills for on the job (for example, boss, colleague, consumer, etc.).
- Identifies own work habits, abilities, skills and their potential impact on academic and career success.
- Obtains and maintains resources needed to prepare for and succeed in post-secondary settings (for example, college, training program, paid employment).
- Demonstrates ability to identify a problem or challenge and identify possible solutions, while devising a plan to resolve the problem.
- Asks questions and seeks additional help when needed and/or when demands become increasingly more difficult.

- Adjusts school performance to prepare to achieve career goals (for example, improved study skills, higher academic achievement, meeting timelines, etc.).
- Understands the importance of work and the individual's role in the workplace.
- Follows rules of the workplace.
- Understands the importance of work attendance and punctuality.
- Understands wages.

Skill Area: Job Seeking Skills

Early

- Not applicable

Emerging

- Not applicable

Intermediate

- Demonstrates skills necessary for identifying and seeking possible work opportunities.
- Demonstrates knowledge of typical requirements for applying for work.
- Demonstrates skills in using technology to communicate effectively.

Advanced

- Demonstrates awareness of self-presentation when applying and/or interviewing for a job.
- Completes job applications, resumes and cover letters.
- Completes school related forms, obtaining any unknown, but needed related information (for example, mother's maiden name).
- Practices and demonstrates effective communication skills for interviewing and asking for assistance/ accommodations.

Skill Area: Community Resources and Supports

Early

- Not applicable

Emerging

- Not applicable

Intermediate

- Not applicable

Advanced

- Understands how to access appropriate community adult services related to DHH needs.
- Demonstrates knowledge of disability specific community resources and their functions.
- Demonstrates knowledge of school and community events and how to advocate for needed accommodations.
- Demonstrates knowledge of provincial and national resources for Deaf, deaf and/or hard of hearing people, their purposes, and how to access them.
- Understands how to access various community supports for other needs.

Skill Area: Financial Literacy

Early

- Understands that money is used to buy things.
- Understands money can be earned by working.
- Identifies the value of coins and currency.

Emerging

- Sets spending goals based on needs and wants.
- Understands spending choice outcomes.
- Understands that it is good to compare prices before you purchase something.
- Understands the purpose of banks and bank accounts.
- Understands the reasons for and benefits of saving money.

- Identifies the difference between a “need” and a “want”.

Intermediate

- Understands how to prioritize personal and financial goals.
- Identifies the factors that impact financial decision making.
- Understands that a debit card is connected to funds in a bank account.
- Identifies the concept of debt and an individual’s responsibility for debt.
- Understands common risks to one’s financial identity and how to protect that identity.

Advanced

- Describes basic banking procedures (for example, depositing money, applying for savings and chequing accounts).
- Explains bank statements, fees, and procedures.
- Defines and describes differences between cash, cheques, debit cards, credit cards, and world currencies.
- Understands what credit is and the rights and responsibilities for using credit.
- Understands different types of insurance.
- Understands key privacy issues as they relate to information sources, insurance, employment, direct mail, credit reporting, telecommunications, electronic monitoring, and social insurance numbers.
- Understands how taxes impact financial decisions.
- Understands annual tax returns.
- Understands the value of charitable giving.
- Understands how to interpret a pay statement, including deductions.

Communication Development

All learners, including learners who are Deaf, deaf and/or hard of hearing, benefit from the development of an effective and efficient communication system. These communication systems may include non-verbal, sign and/or oral languages. The communication and language needs of learners vary depending on factors such as: age of identification, age of amplification,

etiology of hearing loss/levels, presence or absence of additional disabilities, language(s) used at home, etc.

The areas of Communication Development included are Speech Development, Receptive Communication, Expressive Communication, Linguistic Processing, Pragmatics/Social Communication, AAC/Visually Supported Communication.

Each learner is unique, and they will progress at their own rate. Skill progression will depend upon age of diagnosis and access to information. Targets may be selected and adjusted as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally.

The following targets are guidelines that are organized in levels as skills develop:

- **Early** typically begins in the preschool years,
- **Emerging** in the early elementary years,
- **Intermediate** in the late elementary and middle school years,
- and **Advanced** is typically complete by the end of high school.

The following targets are only guidelines organized in levels, not by age, but as skills develop. The targets are listed according to a hierarchy of development. Students, including those identified later, may have gaps requiring targets in earlier stages to be addressed.

Communication Development Targets

Skill Area: Speech Development

Early

- Babbles (CV CV [pa pa] [ba ba]).
- Clicks tongue.
- Uses a “singsong” voice.
- Imitates patterns of intonation and facial expressions.
- Uses low central vowels most frequently.
 - [o] (hot)

- [æ] (bat)
- [a] (car)
- Uses some consonants.
- Imitates sounds and number of syllables used by others.
- Uses suprasegmental features.
- Uses longer strings of repeated syllables.
- Systematically varies vowels and consonants [ba-di-ba-di].
- Imitates alternated vowels.
- Approximates single words.
- Uses most vowels in vocal play.
- Uses more front consonants plosives [p, b, d] nasals [m, n].
- Uses fricative [h].
- Uses semivowel [w].
- Articulates most vowels.
- Substitutes /w/ for /r/.
- Begins to use most vowels and diphthongs.
- Begins to use consonants [k, g, t, ng].
- Uses the following consonants [p, b, m, h, n, d] in initial position in word.
- Consonants are often omitted in medial and final position.

Emerging

- Experiments with prosodic features.
- Begins to use stress correctly.
- Approximates the temporal pattern of a short phrase.
- Approximates temporal plus inflectional pattern of a short phrase.
- Repeats words and phrases.
- Uses consonants [f, y].
- Uses established consonants (for example, [m, p, b] in the final position).
- Word/phrases shortened– medial consonants often omitted.

- Practices additional vocal play incorporating vowel sounds as well as new inflection/ rhythmic patterns.
- Tends to over articulate words.
- Different pronunciation of the same word occurs frequently.
- Whispers.
- Makes some substitutions like [f] for [th], [w] for [r].
- Medial consonants are still inconsistent.
- Final consonants are inserted more regularly.
- Begins to use consonants [l, r, sh, s, z, ch].
- Vowels and diphthongs established.
- Omits some unstressed parts of speech.
- Pronunciation becomes more correct.
- Uses some blends (for example, [mp, pt, br, dr, gr, sm]).
- Begins to use consonants (for example, [j, v, th]).
- Some substitutions are still made (for example, [gw] for [gr] in blends).
- Pronunciations of words more stable from one production to the next.
- Reduces omissions and substitutions.
- Most consonants are established.
- More blends emerging in initial and final position.
- Uses appropriate rate and rhythm.
- Uses appropriate loudness level.
- Uses appropriate intonation.
- Phonological processes that are developmentally acceptable:
 - Consonant cluster reduction (for example, grape – gape)
 - Stopping (for example, sock – tock)
 - Fronting (for example, cape – tape)
 - Syllable deletion (for example, banana – nana)
- 75% intelligible to familiar people.
 - 50% intelligible to strangers

Intermediate

- Reduplication (for example, bottle – baba).
- Prevocalic voicing (for example, sun – zun).
- Produces early consonants accurately with the exception of “w” which may be substituted for “r”.
- Fricatives s, z, sh, zh, (as in treasure) may be distorted, but should not be produced interdentially or laterally.
- Begins to use later developing sounds (ch, j, as in jump, th).
- Phonological processes that should be eliminated include:
 - Cluster reduction (for example, clean – kean)
 - Epenthesis (for example, black – balack)
 - Gliding (for example, run – wun)
 - Stopping of s, z, f, (for example, soup – toup)
 - Final consonant devoicing (for example, mad – mat)
 - Deaffrication (for example, chip – sip)
- Speech is understood by strangers.

Advanced

- Stopping of “v”, “th”.
- Fronting of “sh”, “ch” and “j”.
- Depalatalization (for example, dish – dit).
- Alveolarization (for example, chew – tew).
- Cluster reduction with /s/.
- Speech is easily understood by strangers.
- Speech is error-free and adult-like in conversation and in all environments.

Skill Area: Receptive Communication

Early

- Startles to sudden noises, vibration, change in lighting.
- Responds to communication partner’s face.

- Responds to communication by quieting, settling, or smiling.
- Quiets/settles with familiar face and/or voice.
- Frequently localizes sound source with head or eye turn.
- Looks up at vibration or change in lighting.
- Occasionally responds to own name.
- Responds to being tapped in a communicative nature.
- Discriminates between angry and friendly vocal tones/expressions. (for example, cries in response to an angry voice or facial expression).
- Appears to recognize names of family members in communication, even when person named is not in sight Responds with appropriate arm gestures to such words/signs as “up”, “hi”, “bye-bye”, etc.
- Enjoys rhythm, music or singing.
- Attends to conversation between others.
- Regularly stops activity in response to attention getting (wave, tap, light flicker) or when name is called/signed.
- Appears to recognize the names of a few common objects by localizing them when they are named.
- More regularly stops activity in response to “no”.
- Sustains interest up to a minute while looking at pictures or books with adult.
- Appears to enjoy attending to new words.
- Generally able to attend to communication without being distracted by competing stimuli.
- Occasionally give toys and objects to adults on request.
- Occasionally follows simple commands (for example, Put that down.).
- Responds to music/rhythm with body or hand movement in approximate time.
- Demonstrates understanding of requests with appropriate head and body gestures.
- Shows increased attention to communication of caregivers over prolonged periods of time.
- Understands more new words each week.

- Follows one step directions during play.
- Understands simple where questions (for example, Where's daddy?).
- Recognizes and demonstrates.
- understanding of many objects by pointing.
- Understands more familiar phrases.
- Begins to recognize names of various body parts (for example, eyes, hands).
- Begins to understand personal pronouns – my, mine, you.
- Increases comprehension - decodes simple syntax.
- By 24 months understands 250 - 300 words including nouns, verbs, and adjectives.

Emerging

- Identifies cause/effect within scenarios.
- Understands size differences (for example, big/little).
- Understands prepositions (for example, in, on, under).
- Understands color, shape, and size.
- Sorts objects into simple categories (for example, animals, food).
- Understands concepts of quantity (for example, one, all).
- Understands pronouns (for example, he, she, they, we).
- Understands most common verbs.
- Carries out 2 - 3 commands in one sentence.
- Understands several prepositions (for example, in, on under).
- Identifies parts of an object.
- Understands functions, (for example, what do we use for drinking? – points to cup).
- Understands time concept (for example, today, yesterday, tomorrow).
- Understands concept of “What is missing?”; “Which one does not belong?”.
- Can attend to a 10 - 15-minute story.
- Understands more difficult concepts (for example, texture, quantity).
- Follows directions using concepts of empty/full, same/different.
- Understands locational prepositions (for example, next to).

- Begins to understand comparatives (for example, I am taller than you).
- Understands singular vs plural.
- Understands difference between past/present/ future.
- Answers final word analogies
- Identifies objects missing from scene.
- Understands day/morning/ afternoon/night.
- Makes comparisons of speed/weight.
- Comprehends and responds to an increasing level of complex language.
- Understands 1500 - 2000 words including nouns, verbs, adjectives, and adverbs.

Intermediate

- Understands opposites.
- Follows directions with ask, tell.
- Comprehends complex directions about pictures (Point to the big dog that is not brown.).
- Comprehends non-identity use of pronouns (She found out Sarah won.).
- Understands the elements of a story (for example, beginning, middle, end, characters).
- Demonstrates comprehension of cause/effect as appropriate.
- Understands the difference between fact/opinion.
- Comprehends reversible passives.
- Follows the meaning of others' conversations.
- Increases receptive Tier 2 vocabulary and begins to understand Tier 3 vocabulary.

Advanced

- Understands the more complex concepts of:
 - Direction/Position
 - Self/Social awareness
 - Texture/Material
 - Quantity
 - Time/Sequence

- Identifies a fact or opinion.
- Identifies semantics and syntactic absurdities.
- Comprehends complex language structures.
- Understands sarcasm, irony.
- Understands inferential/indirect comments or requests (Shouldn't we leave?).
- Makes inferences from key phrases.
- Can classify objects according to more specific traits (for example, form, colour, use or composition).
- Continues to increase receptive Tier 2 and Tier 3 vocabulary.

Skill Area: Expressive Communication

Early

- Vocalizes in response to speech.
- Starts to use a variety of vocalizations to express pleasure and displeasure.
- Starts to use a variety of hand/arm movements/gestures to express pleasure and displeasure.
- Vocalizes when alone or with others.
- Moves arms/hands when alone or with others.
- Repeats CV syllables in babble [pa pa] /produces syllabic hand-movement repetitions (for example, opening closing hand repeatedly).
- Starts to respond with vocalizations or attention when called by name/tapped.
- Plays more games (for example, pat a cake, peek a boo, hand clapping, etc. and vocalizes/gestures during games).
- Appears to "sing" / use gestures rhythmically.
- Waves/vocalizes to greet a familiar adult.
- Waves, taps, or calls to get attention.
- Uses some gestures and language appropriately (for example, shakes head for "no").
- Uses finger pointing to communicate.
- Vocalizes loudly and/or signs with large movements.

- Uses jargon- short sentence-like structures without true words.
- Starts to use varied jargon patterns with adult facial/intonation patterns when playing alone.
- Initiates finger-play/songs such as round and round the garden.
- Talks to toys/objects using longer verbal/gestural patterns.
- Frequently responds to songs or rhymes by movement/vocalizing.
- Imitates actions.
- May use first words (for example, bye-bye, mama).
- Combines two words into one (for example, whassat? allgone).
- Uses 7 or more words consistently.
- Uses voice and/or gesture to obtain desired object.
- Continues to use jargon with more true words developing.
- Incorporates pausing and expression/intonation into jargon.
- Imitates new signed/spoken words spontaneously.
- Sings, expresses pattern/rhythm.
- Jargon disappears.
- Increases vocabulary to 10 or more meaningful words.
- Decreases use of gesture – relies on signing/talking to communicate.
- Imitates signed/spoken words.
- Asks for more.
- Occasionally imitates 2-3-word phrases.
- Uses new words regularly.
- Increases expressive vocabulary to 30 words or more.
- Attempts longer utterances to get message across and/or points when talking about self.
- Uses possessive pronoun: mine.
- May ask “where” questions (for example, Where car?).
- By 24 months may use 2-3-word phrases with nouns, some verbs, and some adjectives.

Emerging

- Begins to name primary colors.
- Refers to self by pronoun me and I.
- Repeats 2 numbers counting.
- Answers “wh” questions (for example, What’s that?, What’s ... doing?, Who?).
- Recites favourite rhymes, songs, and finger-play games.
- Understands and answers “can you?”.
- Uses negation (for example, don’t, no).
- Talks about what they have drawn.
- Gives both first and last name when asked.
- Relates recent experiences Converses in 3-4-word simple sentences.
- Uses questions (for example, who, what, where, why).
- Uses yes/no questions.
- Uses pronouns (for example, he, she, they, we, you, me).
- Uses some plurals.
- Uses possessives.
- Uses more negatives (for example, not, none, nobody).
- Begins to use and/because.
- Names three or more colors.
- Holds conversations using many correct grammatical structures (for example, plurals, possession, pronouns, prepositions, adjectives).
- Uses some articles (for example, a, the).
- Uses “when” and “how many” questions.
- Uses so/because.
- Relays a message.
- Describes what objects can be used for.
- Starts to answer, “what if?” questions.
- Answers “what is missing” questions.
- Identifies which one does not belong and can explain why.

- Attempts to answer problem-solving questions (for example, What if?).
- Uses about 500 intelligible words.
- Uses third person possessive pronouns.
- Uses plurals more consistently.
- Makes comments about pictures and story books.
- Uses more sophisticated imaginative play.
- Uses negatives and some modals (for example, shouldn't/ won't/can't).
- Uses comparisons.
- Makes inferences.
- Develops colloquial expressions.
- Uses "How much" and "How" questions.
- Uses 800-1500 words.
- Spontaneous utterances are mostly grammatically correct.
- Uses present progressive correctly.

Intermediate

- Uses irregular past verb forms (for example, came, went).
- Uses comparative –er and superlative –est forms of adjectives.
- Uses more personal pronouns (for example, he, him, she, we, our).
- Uses indefinite pronoun (for example, nothing, any, anytime, one, anybody).
- Uses more mature pronouns (for example, another, something).
- Uses irregular verb forms (for example, am, was, are).
- Uses different forms of "be".
- Uses third person singular.
- Uses present tense modals (for example, can, may, will).
- Uses forms of "do".
- Uses contractions consistently.
- Separates verb from adverb or participle. (for example, He took it off.).

- Uses adverbs –ly (for example, quickly, slowly, quietly, adverbs of time, adverbs of location, adverbs of manner).
- Uses irregular plurals (for example, mice, men).
- Self-monitors language for errors.

Advanced

- Uses irregular comparative/superlative: better/best; worse/worst.
- Uses appropriate tense consistently.
- Uses passive voice.
- Uses interrogative and declarative statements.
- Expresses own opinion.
- Retells both imaginary and real events.
- Talks about past events in detail.
- Uses a variety of sentence structures to express higher order linguistic skills such as:
 - Inferencing.
 - Paraphrasing/retelling.
 - Problem solving.
 - Defining and explaining.
 - Predicting.
 - Relating cause and effect.
 - Drawing conclusions.
 - Providing the main idea, sequence, and conclusion.
 - Expressing humour.
 - Expressing figurative language, idioms, and metaphors.
 - Explains complex situations, argues point of view.
 - Influencing and persuading.

Skill Area: Pragmatics/Social Communication

Early

- Appears to attend to speaker.
- Make brief eye contact and within 3 months regularly looks directly at the communication partner's face.
- Smiles/coos/reaches in response, in particular to primary caregiver.
- Maintains eye contact.
- Responds to games such as "round and round the garden".
- Produces different gestures/vocalizations for different reasons.
- Imitates facial expressions.
- Initiates and engages adults in interaction.
- Starts to understand turn taking (e.g., vocalizes/gestures in response to adult input).
- Demonstrates anticipation of activities (e.g., nods, waves, claps).
- Taps/waves or calls to get attention.
- Requests by reaching and pointing.
- Begins book sharing by looking at pictures in a book with adult.
- Starts to understand question and answer (e.g., shakes head appropriately for "no").
- Understands greetings.
- Vocalizes in response to mother's call.
- Looks up in response to attention getting.
- Indicates desire to change activities.
- Responds to laughter by repeating action.
- Begins directing others by tugging and pushing.
- Protests with gestures and/or vocalizations.
- Initiates games.
- Engages in longer periods of eye contact with the communicative partner.
- Takes turns as expressive language develops.
- Involves others by showing things (e.g., shoes/ clothing during play).

- Begins to understand “wh” questions.
- Requests object or help from adult by gesturing and/or vocalizing.
- Imitates other children.
- Initiates pretend play.
- Responds to requests from adults.
- Practices adult-like conversation about familiar themes.
- Uses words to interact.
- Requests information (e.g., What is this?).
- Develops turn taking in conversation.

Emerging

- Completes actions (for example, Give me five).
- Begins to develop parallel play with other children.
- Communicates more in play.
- Shares toys.
- Asks for help using two or more words.
- Takes turns and shares.
- Recites rhymes and finger-play games.
- Acts out songs/rhymes/finger-play games and sometimes changes endings.
- Engages in make believe activities.
- Begins to ask permission of others.
- Expresses feelings.
- Initiates conversation.
- Uses questions for a variety of reasons (for example, to obtain information, to request).
- Plays with other children more appropriately.
- Shows understanding of others’ feelings/needs.
- Takes 4-5 conversational turns.
- Enjoys role-plays.
- Makes/responds to requests to/from unfamiliar people.

- Uses intonation appropriately.
- Ends conversations appropriately.
- Adapts and changes topics appropriately.
- Uses language for different communicative intent (for example, obtaining information, giving information, expressing needs/ feelings, bargaining).

Intermediate

- Responds to requests to clarify (for example, attempts to describe, explain).
- Uses hints and understands indirect requests.
- Politely interrupts adult conversation.
- Negotiates play roles, turns for players and ending of play.
- Checks communication partner's comprehension.
- Asks for clarification.
- Stays on topic for 10 turns.

Advanced

- Identifies tone/expressions/speed of speech.
- Knows how to enter and exit a conversation smoothly and appropriately.
- Understands and reacts tactfully to another person's point of view in discussions or conversations.
- Organizes and directs conversations/discussions to accomplish specific purposes.
- Uses language to establish and maintain social status.
- Increases perspective taking to persuade.
- Demonstrates empathetic response to peers.

Skill Area: American Sign Language (ASL) Development

Early

- Waves bye-bye
- Copies physical movements using arms, hands, head, and face.
- Participates in communicative play (for example, peek-a-boo).

- Hand babbling emerges (for example, opens and closes hands, wiggles fingers, wrists, twists).
- Looks in the direction the signer is pointing.
- Laughs when seeing fingers approaching to tickle.
- Smiles when sees a familiar person.
- Joint reference (for example, parent and child look at same object).
- Attends to signed motherese (for example, sign with slow tempo, repetitions, and exaggerated movements).
- Turns head in response to attention getting behaviours (for example, hand waving, lights on and off, or foot stomping).
- Smiles, makes eye contact, and laughs.
- Expresses excitement and displeasure.
- Enjoys holding and cuddling.

Emerging

- Can produce at least 10 signs.
- Two sign production: forms two sign sentences.
- Uses gestures to communicate (for example, come here).
- Finger babbles to self, or in conversations.
- Communicates wants (for example, sleepy, hungry, thirsty).
- Uses ASL signs with simple handshapes (C, A, S, 1, 5).
- Uses name signs to refer to others.
- Repeats what others sign.
- Forms two-sign sentences (for example, eat more).
- Answers questions (for example, where, what).
- Occurrence of linguistic pointing to self.
- Point to others when addressing them.
- Points to self and objects in their environment.
- Uses negative headshake alone, or with sign.

- Expanded use of handshapes: B, F, O.
- Begins to make multi-word productions (for example, cookie want).
- Uses possessives (for example, my, your).
- Uses possessives pronouns (for example, his, her).
- Uses negatives (for example, don't like, don't know, not yet).
- Uses simple movements (for example, linear, arc).
- Uses central objects handshape classifier with path movement or manner of movement (for example, bounce, random, [SCL:3 "car-moving]).
- Uses classifier CL:3 (for example, car driving forward).
- Uses noun-verb phrases.
- Names at least 3 colours.
- Uses lexicalized fingerspelling (for example, #bus, #ice).
- Counts from 1 to 5.
- Uses emotion signs (for example, sad, happy, scared).
- Has an expressive vocabulary range of 250-350 signs.
- Uses simple descriptors (for example, hot, cold).
- Uses linguistic pointing to third person.
- Uses pronouns (for example, he, she, it).
- Uses single locus or region of space.
- Uses noun-verb agreement.

Intermediate

- Produces 3-4 sign sentences.
- Uses commands with two-steps (for example, you go to room, bring book).
- Points to object and labels using nouns and verbs (for example, frog jump).
- Begins to tell stories about present situations.
- Counts from 5 to 10.

Advanced

- Can count up to 15.

- Names categories given examples.
- Uses AGENT (e.g., FARM+ER; TEACH+ER)
- Can create categories/groupings from assorted objects or pictures.
- Uses abstract indexing to refer to specific people, objects, or locations in signing space.
- Uses multiple loci or regions of space.
- Uses storytelling that includes setting up people and objects in space that are not present.
- Uses multiple role positions (i.e., role-shifting).
- Uses body shift & eye gaze.
- Uses topic continuation (i.e., holds a sign with one hand and continues signing with the other)
- Uses verb agreement with abstract loci or regions of space marked (e.g., FATHER SWIM, MOTHER READ, CHILDREN PLAY SANDCASTLE).
- Uses verbs of motion -Secondary Object Handshape Classifier (e.g., DRIVE CAR).
- Uses secondary Object Handshape Classifier (e.g., EAT APPLE).
- Uses multiple noun-verb pairs marked (e.g., GIVE MONEY).
- Uses complex sentence structures consistently (e.g., SUPPOSE TEACHER SHE SICK? CLASS NONE).
- Tells a simple story with a beginning, middle, and ending.
- Tells stories about personal experiences.
- Distinguishes nouns (i.e., double movement) from verbs (i.e., single movement) (e.g., CHAIR/SIT).
- Tells a story in sequence when given a picture.
- Uses WH bracketing (WHERE GO WHERE?).
- Uses distribution (e.g., ALL-OVER-THE-PLACE).
- Uses time indicators (FINISH; NOT YET)
- Understands handshapes categories (e.g., button, fox, cat).
- Shows awareness that lexicalized signs are handshapes.
- Understands similarities (e.g., things that fly, things you eat, things you wear).

- Understands parts (HALF, WHOLE, SOME).
- Identifies object that does not belong in a group of objects.
- Understands time concepts (e.g., day, night, yesterday, today, tomorrow, weekend).
- Understands season of the year.
- Uses verb modifications to show intensity (e.g., CRY/BAWLED), manner (e.g., STANDS/STANDS FOR LONG TIME), distribution (e.g., GIVE-all), and temporal aspect (e.g., over and over CRY)
- When given a category, lists at least six items (e.g., farm animals).
- Uses number distribution (e.g., topic leaves-FALL SINGULAR; FALL PLURAL; FALL RANDOM).
- Sequences from smallest to largest; shortest to longest.
- Uses noun modification to indicate spatial arrangement of objects (e.g., trees in a row).
- Uses expanded sentences involving two traits (e.g., MOTHER BEAR BIG, MEAN).
- Uses qualitative descriptors (e.g., HARD, SOFT, YUCKY).
- Uses conditionals (e.g., SUPPOSE RAIN, UMBRELLA MUST).
- Can hold a sustained conversation with at least 3 turns taking components.
- Answers questions when asked (e.g., SUPPOSE DIRTY HANDS, DO++).
- Answers WHAT HAPPENED and WHY questions.

Augmentative and Alternative Communication (AAC) and Visually Supported Communication

Pre-Symbolic Communication

- Refer to The Communication Matrix: www.communicationmatrix.org
- Refer to the DAGG-2: <http://tdvox.web-downloads.s3.amazonaws.com/MyTobiiDynavox/dagg%20%20-%20writable.pdf>

Family Education

Families of children who are Deaf, deaf and/or hard of hearing may have unique experiences and questions on hearing loss/levels, amplification options, language and communication choices, and supports and services. Because of the experience and knowledge families have of their child, they are a valued member of the educational team.

The areas of Family Education include:

- Understanding Hearing Loss,
- Amplification,
- Family and Child Interactions,
- Communication Strategies,
- Family Advocacy and Transition,
- Resources and Technology.

Each family is unique and will acquire information about their child's hearing at their own rate. Skill progression will depend upon both the family's need and their desire for this information. Targets may be selected and adjusted as needed. Not every target may need to be addressed. Assessing these targets may be completed informally.

The following targets are only guidelines organized in levels as skills develop, with the targets listed according to a hierarchy of development. Families, including those with children identified later, may have gaps requiring targets in earlier stages to be addressed.

Amplification Targets

- Caregiver has been provided strategies to optimize access in the absence of amplification.
- Caregiver has been introduced to strategies to help child with amplification acceptance.
- Caregiver has been shown how to perform daily listening check.
- Caregiver (and learner) has been shown how to perform routine care for their child's amplification.

- Caregiver (and learner) has been shown how to troubleshoot when amplification is not working.
- Caregiver (and learner) has been introduced to the opportunities to use their technology in everyday activities.

Communication Strategies Targets

- Caregiver has been introduced to early communication concepts which can be expressed through movements, facial expressions, vocalizations, and social interactions.
- Caregiver has been introduced to effective strategies for enriching and supporting communication.
- Caregiver has been introduced to the benefits of responsive communication such as proximity, turn-taking, following the child's lead and serve and return.
- Caregiver has been introduced to the concept that play and a language rich environment are critical for learning.
- Caregivers has been provided information to make informed decisions about modes of communication and the importance of consistent use.
- Caregiver (and learner) has been introduced to the concept that communication modality may change according to situational needs.
- Caregiver has been shown strategies and benefits for the need to read to their child.
- Caregiver (and learner) has been introduced to the need for explicit teaching of vocabulary and concepts.

Family Advocacy and Transition Targets

- Caregiver has been introduced to all APSEA services available to their child.
- Caregiver has been introduced to developmental milestones and their child's current level.
- Caregiver has been introduced to variables to consider when choosing a preschool and the benefits of transition planning.

- Caregiver (and learner) has been given strategies to help familiarize the school professionals with the child's history and hearing needs.
- Caregiver has been introduced to APSEA's role in the program planning process.

Family and Child Interactions Targets

- Caregiver has been introduced to strategies to promote a positive caregiver-child relationship.
- Caregiver has been introduced to the benefits of family engagement in early intervention, education, and support of their children.
- Caregiver has been informed of community support.
- Caregiver has been introduced to strategies to help build their child's self-awareness and identity.
- Caregiver (and learner) has been provided opportunities to meet other children and adults who are Deaf, deaf and/or hard of hearing.

Resources and Technology Targets

- Caregiver (and learner) has been introduced to support organizations and agencies for people with various hearing levels.
- Caregiver has been introduced to evidence-based information and websites on relevant topics.
- Caregiver (and learner) has been introduced to the opportunities to use their technology in everyday activities.

Understanding Hearing Targets

- The child's hearing level, including information found on an audiogram, has been explained to the Caregiver.
- The supports that are available to families as they understand and accept their child's hearing level have been offered.

- Caregiver has been introduced to types of hearing loss/levels (for example, conductive, sensorineural, mixed).
- Caregiver has been introduced to the difference between chronological age and listening age.
- Play Audiometry has been explained and modelled for the Caregiver.
- Caregiver has been given information about understanding the audiogram in relation to speech acoustics and its importance for listening and spoken language.
- Caregiver has been introduced to the effect of various hearing levels on language development.

Listen Skills Development

Listening skills develop from the combination of linguistic ability, background knowledge and acoustic access, and is an important component to oral language development. Developing age-appropriate speech and oral language skills benefits from early, consistent auditory stimulation.

The areas of Listening Skills found within this document include:

- Auditory Skills Development,
- Listening in Background Noise,
- Auditory Memory Development,
- Phonological Awareness.

Each learner is unique, and they will progress at their own rate. Skill progression will depend upon the age of identification and amplification. Targets may be selected and adjusted as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally.

The following targets are only guidelines organized in levels, not by age, but as skills develop:

- **Early** typically begins in the preschool years,
- **Emerging** in the early elementary years,
- **Intermediate** in the late elementary and middle school years,

- and **Advanced** is typically complete by the end of high school.

These targets are listed according to a hierarchy of development. Students, including those identified later, may have gaps requiring targets in earlier stages to be addressed.

Listen Skills Development Targets

Skill Area: Auditory Skills Development

Early

- Increases vocalization when amplification is on.
- Shows awareness of loud & soft environmental sounds (for example, turns to sound source, alerts, or quiets in response to sound).
- Uses body language to indicate when speech is heard (for example, turns head, widening eyes, stops action, quiets, facial changes).
- Recognizes a caregiver's voice.
- Localizes where a sound is coming from.
- Begins to understand that sound has meaning.
- Imitates laughing, crying, coughing, or yelling.
- Imitates caregiver's vocal play.
- Shows awareness/detects a variety of vowels [ah, ee, oo] and "raspberries" [brrrrrr].
- Shows awareness/detects a variety of consonants.
- Responds to whispered speech (for example, /h,h,h,h,h/ and /p, p, p/).
- Self-monitors their amplification with voice when turned on.
- Detects the speaker's voice when background noise is present.
- Discriminates the voice of a speaker talking and sounds in their environment.
- Discriminates different types of environmental sounds (for example, dog barking versus a phone ringing).
- Discriminates family members' voices.

Emerging

- Discriminates the Ling-Madell-Hewitt Sounds.
- Responds to their name when called.
- Responds to a few short familiar commands of varying rhythmic structure at 3-6-9 feet.
- Identifies an item with an associated sound (for example, train goes choo choo and Learning to Listen Sounds).
- Identifies when the speaker is happy, angry, or surprised by the change in their vocal tones.
- Identifies commonly used words (for example, food, clothing, toys) in their environment.
- Discriminates familiar words based on syllable length (for example, 1 vs 3 syllables, 1 vs 2 syllables).
- Discriminates common expressions.
- Discriminates the difference between long and short, one-syllable words versus two-syllable words.
- Discriminates familiar words based on vowel and consonant differences (for example, hat, shoe, coat) but the same number of syllables.
- Discriminates minimal pair words (for example, see CAST, COMPASS).
- Imitates whispering.

Intermediate

- Identifies/imitates the Ling-Madell-Hewitt Sounds.
- Identifies and imitates the Learning to Listen Sounds.
- Identifies common phrases (for example, close your eyes, don't touch it, up the slide, in the car, to the store).
- Identifies familiar songs and nursery rhymes.
- Identifies words that differ by syllable number.
- Identifies minimal pair words that differ by voicing, place, and/or manner (for example, car vs cat).

- Imitates various short familiar sentence patterns (for example, exclamatory, statement or question on the basis of inflectional and rhythmic patterns).
- Discriminates the important but minor differences in sentences (for example, in/on, the/a, he, she).
- Processes complex sentence structures (for example, “Can you find something that lives in a tree, has feathers and a red crest?”).

Advanced

- Responds appropriately to common question forms: what, where, who, why, when.
- Responds appropriately to concepts in phrases and sentences.
- Responds appropriately to common expressions.
- Restates auditory information consistently.
- Follows closed and open set directions.
- Completes a known linguistic message using auditory closure.
- Answers common questions about a familiar topic or story.
- Follows/participates in a conversation of an undisclosed topic.
- Answers questions after listening to a short text.
- Processes/performs most of the above through audition alone versus with picture support.
- Processes auditory information to carry out higher order thinking skills such as:
 - Inferencing.
 - Interpreting.
 - Paraphrasing/retelling.
 - Identifying missing information.
 - Problem solving.
 - Defining and explaining.
 - Predicting.
 - Relating cause and effect.
 - Providing the main idea, sequence, and conclusion.
 - Identifying humour.

- Identifying figurative language, idioms, and metaphors.

Skill Area: Listening in Background Noise

- Many of the skills identified in the auditory skills development section above will need to be addressed in the presence of background noise.

Skill Area: Auditory Memory Development

Early

- Imitates actions of familiar nursery rhymes/songs with some accompanying vocalizations.
- Selects 2 pictures or objects named, initially not necessarily in order and then in correct order.
- Imitates words or phrases of 1-3 words.
- Follows 1-2 step directions.
- Recalls 1 critical element in a message.
- Knows own name and age.
- Knows names of several family, friends, and pets.
- Sequences 2-3 pictures after listening to a short familiar story presented auditorily.
- Retells 1-2 events that happened in a story presented auditorily with the use of pictures.
- Answers 1-2 questions about an event that happened in the past.

Emerging

- Repeats familiar nursery rhymes of varying length with some errors.
- Sings several common songs such as Happy Birthday, ABC's.
- Selects 3-4 pictures or objects named in correct sequence.
- Repeats sentences of 4-6 words.
- Follows 2-4 step directions.
- Recalls 2 critical elements in a message.
- Knows full name, birthday, siblings' names and ages, basic address, and phone number.

- Knows school name, names of teachers and principal.
- Sequences 3-5 events after listening to a short familiar story presented auditorily with or the use of pictures.
- Retells all the main events of a simple story presented auditorily with the use of pictures.
- Answers 3-4 simple “wh” questions after listening to a story.

Intermediate

- Repeats age-appropriate poems or songs with few errors.
- Explains and begins using techniques to help with auditory memory such as visualization, rehearsal, and chunking.
- Repeats lists of 4-6 words or digits (for example, phone number).
- Repeats sentences of 7-9 words.
- Follows 3-4 step directions.
- Recalls 3 critical elements in a message.
- Knows parents’ names, occupations, full address.
- Knows days of the week, months, and dates of major holidays.
- Sequences 3-6 events after listening to a short story using audition alone.
- Retells all the main events of a story presented auditorily without the use of pictures.

Advanced

- Repeats age-appropriate poems or songs with no errors.
- Demonstrates the use of auditory memory techniques to recall increasing amounts of information.
- Repeats lists of 3-6 words or numbers following a time delay.
- Repeats sentences of more than 9 words.
- Follows 3 step directions following a time delay.
- Recalls 3 critical elements in a message delivered electronically (for example, listening to stories on tablet).
- Sequences days of the week and months of the year.

- Sequences 7-9 events after listening to a story using audition alone.

Phonological Awareness Targets

Skill Area: Sentence Segmentation

Early

- Listens to a 3–4-word sentences and claps/taps each word (for example, I see a cat.).

Emerging

- Listens to a 3–4-word multi-syllabic sentence and claps/taps each word (for example, The butterfly is purple.).

Intermediate

- Listens to a 5–8-word multi-syllabic sentence and claps/taps each word (for example, The penguins live in the cold Artic.).

Advanced

- Not applicable.

Skill Area: Rhyme Awareness

Early

- Identifies if all words rhyme of a closed set (3 words) (for example, Do friend, bend, and send rhyme?).
- Identifies if 2 words rhyme (for example, Tell me the word that rhymes with duck- luck or dry?).

Emerging

- Identifies which 2 words from a set of 4 rhyme (for example, hat, leg, cat, shoe).

Intermediate

- Identifies which of 3-4 words do not rhyme (for example, What word does not rhyme? Cry, tie, pay).

Advanced

- Produces a rhyming word that begins with a particular letter and rhymes with a target word (for example, Tell me a word that rhymes with best and begins with /n/).
- Complete the sentence using a rhyming word (for example, The little bug sat on a ____ (rug)).
- Creates a word that rhymes with a given word (for example, Tell me some words that rhyme with sun).

Skill Area: Syllable Segmentation and Blending

Early

- Identifies 1-syllable words.

Emerging

- Segments 2-syllable words.
- Segments 3-syllable words.

Intermediate

- Segments 4+ syllable words.

Advanced

- Blends 2 syllables to create word (for example., pi-zza).
- Blends 3 syllables to create word (for example, bas-ket-ball).

Skill Area: Alliteration Awareness

Early

- Not applicable.

Emerging

- Identifies if words begin with a different phoneme.

Intermediate

- Identifies which word out of 4 words does not begin with a given phoneme.

Advanced

- Not applicable.

Skill Area: Phoneme Isolation

Early

- Not applicable.

Emerging

- Identifies beginning phoneme of a given word (e.g., What sound do you hear at the beginning of “sun”? Child produces /s/).
- Generates word that begins with given phoneme.

Intermediate

- Identifies ending phoneme of a given word (for example, What sound do you hear at the end of “sun”? Child produces /n/).
- Generates word that ends with given phoneme.

Advanced

- Identifies middle phoneme of a given word (for example, What sound do you hear in the middle of “sun”? Child produces /u/).
- Generates word that has same middle phoneme as given word.

Skill Area: Phoneme Segmentation

Early

- Not applicable.

Emerging

- Segments words into 2 phonemes (for example, egg = e-gg).

Intermediate

- Segments words into 3 phonemes (for example, bus = b-u-s).

Advanced

- Segments words into 4+ phonemes (for example, jump = j-u-m-p).

Skill Area: Phoneme Blending

Early

- Not applicable.

Emerging

- Blends a given word broken into 2 phonemes (for example, k-ey = key).

Intermediate

- Blends a given word broken into 3 phonemes (for example, n-ai-l = nail).

Advanced

- Blends a given word broken into 4 phonemes (for example, s-t-o-p = stop).

Skill Area: Phoneme Deletion

Early

- Isolates and deletes words in a compound word (for example, Say “cowboy”. Say it again but don’t say “cow”).

Emerging

- Isolates and deletes initial or final phoneme in a given word (for example, Say “sky”. Say it again but don’t say /ie/).

Intermediate

- Isolates and deletes prefixes or root words (for example, Say “recycle”. Say it again but don’t say /re/).

Advanced

- Isolates and deletes suffixes or root words (for example, Say “friendship”. Say it again but don’t say /ship/).

Skill Area: Phoneme Manipulation

Early

- Not applicable.

Emerging

- Isolates beginning phoneme and change to another phoneme to create a new word (for example, Change /r/ in “ram” to /h/ and say the new word. Child says “ham”).

Intermediate

- Isolates final phoneme and change to another phoneme to create a new word (for example, Change /d/ in “word” to /k/ and say the new word. Child says “work”).

Advanced

- Isolates medial phoneme and change to another phoneme to create a new word (for example, Change /a/ in “cap” to /u/ and say the new word. Child says “cup”).

Social–Emotional Skills

Social and emotional skills are often learned through communicating and interacting with others. Learners who are Deaf, deaf and/or hard of hearing may benefit from additional social and emotional skill learning opportunities. When social and emotional skills are explicitly taught, learners can develop self-awareness, the ability to identify and analyze their emotions, personal goals, and positive relationships.

The areas of Social-Emotional Skill development include:

- Self-Awareness,
- Self-Management,
- Conversational Skills.

Each learner is unique, and they will progress at their own rate. Skill progression will depend upon age of diagnosis and access to information. Targets may be selected and adjusted as needed. Not every target may need to be addressed. Assessing these targets

may be completed informally or formally.

The following targets are guidelines that are organized in levels as skills develop:

- **Early** typically begins in the preschool years,
- **Emerging** in the early elementary years,
- **Intermediate** in the late elementary and middle school years,
- and **Advanced** is typically complete by the end of high school.

The targets are listed according to a hierarchy of development. Learners, including those identified later, may have gaps requiring targets in earlier stages to be addressed.

Social-Emotional Skills Targets

Skill Area: Self-Awareness

Early

- Recognizes own name and name sign.
- Identifies one's likes, dislikes, needs, wants, strengths and challenges.
- Recognizes and labels emotions/ feelings.
- Describes situations that cause various emotions (for example, birthday party, someone taking your toy).

Emerging

- Distinguishes range of emotions.
- Identifies and describes physical responses to emotions.
- Recognizes and discusses how emotions are linked to behaviour.
- Identifies peer pressure/acceptance.
- Discusses unique aspects of growing up as a child who is Deaf/deaf or hard-of-hearing (for example, growing up in a Deaf/deaf, hard of hearing or hearing family).

- Identifies their needs as a Deaf/deaf or hard-of-hearing child within a family, the school and/or the community (for example, communication, participation, rules of behaviour, respect).
- Describes socially acceptable ways to express emotions.
- Describes personal qualities/skills possessed and interests one wants to develop.

Intermediate

- Recognizes negative emotions.
- Makes the connection between negative emotion and the situations in need of attention or response.
- Analyzes emotional states that contribute to or detract from personal problem solving/decision making.
- Explains possible outcomes/results associated with expressing personal emotions.
- Evaluates how expressing one's emotions affects others.
- Evaluates how expressing more positive attitudes influences others.
- Analyzes and describes how personal qualities and temperaments influence choices and success.
- Applies self-reflection techniques to recognize strengths, weaknesses, and potential areas of growth.
- Explains how one's family members, peers, school personnel, and community members can support school success and responsible behaviour.

Advanced

- Distinguishes own feelings versus expressing/accepting what others "expect" them to feel.
- Describes an event or thought process that causes an emotion.
- Understands the effects of self-talk on emotions.
- Describes how the interpretation of an event may alter feelings about it.
- Uses self-reflection to assess feelings and perception of an event (truth).

- Acknowledges emotions and determines the appropriate time and place to process them.
- Identifies things about self that cannot be changed.
- Identifies self as hearing, hard of hearing, deaf or culturally Deaf.
- Sets priorities in building on strengths and identifying areas for improvement.
- Recognizes personal learning style/intelligence and finds ways to employ those styles.
- Describes self accurately.
- Understands the value of mentors (including mentors who are Deaf, deaf and/or hard of hearing).
- Evaluates how developing interests and filling useful roles supports school and life success.

Skill Area: Self-Management

Early

- Identifies ways to calm self.
- Demonstrates constructive ways to deal with upsetting emotions.
- Walks away/removes self from an emotional event.
- Adjusts to new/novel situations.
- Accepts that there are positive and negative consequences of choices and actions (for example, using the FM, not attending to an interpreter).
- Acts responsibly when using other's property (for example, FM system)

Emerging

- Uses self-monitoring strategies to regulate emotions.
- Shows skills for handling challenging situations (for example, calms down, walks away, seeks help, or mediation).
- Demonstrates an ability to present own perspective.
- Completes schoolwork/chores without being reminded.
- Defines what it means to be responsible and identifies self-responsibility traits.
- Explains the benefits of being responsible.

Intermediate

- Identifies and applies appropriate strategies for managing stress and motivating successful performance.
- Reflects on possible consequences both positive and negative before expressing emotions.
- Generates ways to develop positive attitudes.
- Recognizes the emotional and physical effects of substance abuse (for example, alcohol, tobacco and/or other drugs).
- Recognizes mental health issues affecting teenagers including depression and suicide.
- Demonstrates techniques for handling overt and subtle bullying and harassment.
- Identifies and explains short- and long-term outcomes of safe, risky, and harmful behaviours.
- Defines own responsibility for behaviour.

Advanced

- Demonstrates self-control of behaviour.
- Evaluates the role attitude plays in success.
- Uses strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress.
- Demonstrates an ability to change the perception of a situation and make adjustments to understand it in a different way.
- Describes the effect that taking responsibility or not taking responsibility can have and how it can lead to success or failure.
- Incorporates self-management skills on daily basis and demonstrates effective emotional management.
- Demonstrates responsibility for personal choices.
- Plans, implements, and evaluates participation in a group effort to contribute to the community.

Skill Area: Conversational Skills

Early

- Gains the other person's attention appropriately before beginning a conversation.
- Understands the importance of personal space.
- Engages in play with others (for example, introduce self, ask permission, join in, and invite others to join in).
- Waits and/or takes turn, observe the situation, and know when it's appropriate to respond (for example, urgent need to interrupt versus sharing idea or asking questions).
- Demonstrates etiquette (for example, use please, thank you, excuse me).
- Identifies friend(s) by name/name signs.

Emerging

- Adapts attention getting behaviours to setting or people (for example, recess versus during instruction).
- Lets others know when it is their turn to speak by asking questions, pausing, and looking or giving other cues.
- Ends conversations appropriately.
- Develops understanding that there are formal and informal social expectations (for example, using a first name sign [informal] rather than Mrs. Smith, while using full name when identifying in writing [formal]).
- Describes impact of body language and facial expressions in communication.
- Develops awareness that social cues may be different among various groups/cultures.
- Describes approaches for making and keeping friends.
- Gives and receives compliments in a genuine manner.
- Demonstrates cooperative behaviors in a group (for example, listen, encourage, acknowledge opinions, compromise, reach consensus).

Intermediate

- Describes when a communication breakdown occurs.

- Understands role in clarifying communication between two people including respecting the choice of word/sign and knowing when it is appropriate to correct another.
- Adapts to the preferred sign choice of the individual to advance the interaction rather than hinder it.
- Analyzes social situations and appropriate responses to these (for example, school dance, peer pressure situations, cliques, public speaking, clowning around, joking, somber events, sarcasm).
- Knows appropriate topics for conversation dependent upon communication partner.
- Recognizes the personal boundaries of self and others (for example, friends, classmates, family members, teachers).
- Participates in classroom discussions voluntarily or when called upon.
- Collaborates in a group to complete a project.
- Assumes both a leadership and a team player role based on group/activity.
- Differentiates between passive, assertive, and aggressive responses.
- Retells/restates opinion/position of others.

Advanced

- Understands the appropriate times for technology use (for example, not late at night, tie up phone line, text messaging).
- Uses appropriate topics of conversation dependent on the social situation and conversational partner.
- Indicates change of subject in conversation.
- Uses repair strategies appropriately: repeat, rephrase, demonstrate, or change communication methods, slower pace, ask a question if the conversation breaks down.
- Evaluates how social conventions and values have an effect on personal interactions, social conventions, values, and cultures.
- Collaborates with peers, adults, and others in the community to move group efforts forward.
- Offers and accepts constructive feedback.

- Works to maintain an objective, nonjudgmental tone/position during disagreements.
- Uses assertive communication to get needs met.
- Empowers, encourages, and affirms self and others through interactions.

Theory of Mind Development

Theory of Mind is the ability to intuitively understand one's own as well as another's mental state; including thoughts, perceptions, beliefs, knowledge, intentions, desires, and emotions, and how these mental states influence behaviour. Theory of Mind supports the ability to understand socially based information and is part of daily living and social interactions.

Each learner is unique, and they will progress at their own rate. Skill progression will depend upon age of identification and access to information. Targets may be selected and adjusted as needed. Not every target may need to be addressed. Assessing these targets may be completed informally or formally.

The following targets are guidelines that are organized in levels as skills develop:

- **Early** typically begins in the preschool years,
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Theory of Mind Development Skills Targets

Skill Area: Theory of Mind

Early

- Responds to the emotional reactions of others.
- Imitates expressions.
- Develops responsive joint attention (looking in the direction of another person's gaze).
- Displays emotions of joy, sadness, surprise, disgust, and anger.
- Initiates joint attention on objects.
- Initiates behavioral request.
- Responds appropriately to nonverbal signals from other people, including gestures, posture, and body language.
- Begins to look at the direction in which someone is pointing rather than at the finger itself.
- Points to draw someone's attention to something.
- Follows another person's gaze to determine what the person is thinking, wanting, feeling, or intending to do.
- Demonstrates understanding of own intentional behaviour.
- Recognizes own preferences (for example, likes and dislikes).
- Recognizes that other people have likes, desires and dislikes that are different from their own.
- Engages in pretend play (symbolic and role play) for the purpose of social interaction.
- Recognizes distress in others.
- Predicts emotional response of others in a variety of familiar situations.
- Demonstrates understanding of intentional behaviour of others.
- Demonstrates emergent empathetic behaviour (for example, comforts another).

Emerging

- Begins to understand that other people hold contrasting beliefs and emotions different from their own.
- Understands that someone can have a belief that is false.
- Distinguishes among the following mental state words:
 - Wants
 - Pretend
 - Dreams
 - looks like
 - thinks, etc.
- Understands that perception can lead to knowledge (for example, someone who looks in a box will know what's in it, but someone who cannot see inside will not know).
- Understands that people's actions can be determined by their desires, intentions, and thoughts.
- Understands that people's feelings can be determined by their thoughts, hopes and beliefs.
- Understands that different people can see different things.
- Spontaneously uses mental state words (for example, think, know, remember, forget, guess).
- Matches emotion words happy, sad, mad, afraid to photographic faces and by reading other people's facial expressions and cues; progressing to include confused, excited, bored, worried, and frustrated.
- Recognizes schematic facial representations of emotions, such as emojis, cartoon characters, etc.
- Knows the situations that will provoke primary emotions (can match emotion word to picture)
- Talks about causes and consequences of emotions.
- Identifies questions that are appropriate for social interactions.

- Recognizes the role of self-initiation of questions to gain social information about another person.
- Identifies initiations and responses that are appropriate for reciprocal conversations.
- Begins to recognize self-conscious emotions (for example, embarrassment, pride, shame, guilt) from characters in stories and social language development scenes.
- Recognizes that appearances may be deceptive and can mislead.
- Begins to understand that other people's beliefs may differ from their own and then predict how those people will react based on their differing beliefs.
- Distinguishes between reality and make believe.
- Learns to read important body language and facial cues to determine emotional states.
- Passes false contents and false beliefs tasks.
- Predicts a person's actions based on a person's false beliefs.
- Understands that others can make decisions based on what they believe to be true and not what is apparent in their environment.
- Demonstrates cognitive flexibility by recognizing that ambiguous figures can be interpreted differently by different people (for example, optical illusions).
- Understands that emotions are caused by what someone thinks is the case, even if what they think conflicts with reality.
- Predicts emotions based on false beliefs.
- Identifies character's feelings according to whether wishes are fulfilled.
- Understands sense of self through time – episodic/autobiographical memory and future time travel.
- Uses past and current references to predict future events (for example, when I'm bigger, I'm going to...).
- Describes a personal situation in which they were happy, sad, mad, scared, and surprised.

Intermediate

- Passes second-order false belief tasks, which require an understanding that A thinks that B thinks that _____, but that both A and B are wrong.
- Recognizes when they are receiving false information.
- Realizes that interpretations of knowledge and situations can be influenced by expectations or biases.
- Considers other people's point of view.
- Understands that a person's facial expressions and thoughts do not necessarily coincide.
- Predicts what one person is thinking about what another person is thinking/feeling.
- Evaluates a situation using mental state words (for example, knows, remembers, forgets, guesses, etc.).
- Offers appropriate situations for emotions like jealousy, worry, pride, shame, guilt.
- Understands that one can have first one emotion and then a second emotion in response to a situation.

Advanced

- Recognizes a social faux pas (for example, saying /doing something that is inappropriate or can be misconstrued).
- Understands that one can have two concurrent emotions of opposite type in response to a situation.
- Realizes that intensity of emotion decreases with time.
- Recognizes/understands sarcasm.
- Recognizes facial expressions to mislead intentionally.

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