

**Click in the link to take you to the section in the document / back to the menu options:**

[Device](#) / [Hearing Loss](#) / [Accommodations](#) / [Self-Advocacy – Situational](#) / [IEP](#) / [Audiogram](#)

**Device (30):**

1. What is your device called?
2. What does BAHA mean?
  - a. (Bone anchored hearing aid)
3. What are the parts of BAHA?
  - a. (microphone, battery door, magnet, battery)
4. What are the parts of a hearing aid?
  - a. (microphone, hook, tube, ear mold, battery door, battery, processor, receiver)
5. What are the parts of a cochlear implant?
  - a. (magnet, microphone, ear hook, processor, receiver, coil, battery, transmitter)
6. Where is the microphone?
7. Where is the battery door?
8. Where is the magnet?
9. Where is the battery?
10. Should you wait before putting the battery in?
  - a. Yes – old batteries were mercury, no need to wait. Lithium needs to be activated by air.
11. How long should you wait to put it in?
  - a. 2-3 minutes
12. How does it attach? (BAHA or CI)
13. Does it go in your ear or behind your ear?
14. Why does (your device) beep? What does the beeping mean?
  - a. Batteries are dying, need to be changed / not connected
15. Is (your device) working now?
  - a. (check to see if its working; scratch microphone)
16. How long have you had (your device)?
17. What is an FM system?
18. What is a sound field?
19. What are the parts of an FM system?
20. Can you mute the microphone / FM system / sound field?
21. Why do you use an FM system / sound field?
  - a. To hear the teacher better
22. Where do you charge the microphone?
  - a. Location at school, unless it's a personal FM system
23. What should you do first thing at school?
  - a. pick up microphone, turn on, give to teacher
24. Are you allowed to bring the microphone to lunch?
  - a. Typically no. But some exceptions have been made
25. Where should you put (your device) when you take it off?
  - a. Put it in the box
26. Can you wear (your device) in the shower?
27. Can you wear (your device) when swimming?
28. How can you make the battery last longer?
  - a. keep the battery door open when not in use
29. How does your device work?
30. Are you a candidate for a (BAHA / CI)

### Hearing Loss: (17)

1. Are you deaf or hard of hearing?
2. What does deaf / hard of hearing mean?
3. Why do you use (your device)?
  - a. to help me hear better
4. Do you have a better listening ear?
5. How many (hearing device) do you have?
6. Name the three main parts of your ear.
  - a. Outer, middle, inner
7. Where is your hearing loss located?
  - a. inner, middle, outer ear
8. What type of hearing loss do you have?
  - a. Conductive / sensorineural (depends on student's age level)
9. What level of hearing loss?
  - a. Mild, moderate, severe, profound
10. Is your hearing loss temporary or permanent?
11. Is your hearing loss stable or progressive?
12. Is your hearing loss bilateral or unilateral?
13. Draw a picture of how the ear works.
  - a. Pinna, ear canal, ear drum, "the three bones", cochlea, hair cells, nerves.
14. Explain how you hear.
  - a. Explain pinna collects sound waves, travels down canal, vibrates drum, vibrates "three bones", sends to cochlea, hair cells change to electrical, go through auditory nerve to brain.
  - b. Point to the area where your hearing loss is caused.
15. Can you hear better with just me or you or in the cafeteria? Why?
  - a. Background noise / too noisy
16. What is the doctor who checks your hearing called?
17. How often should you see an audiologist?

### Accommodations: (14)

1. Where should you sit in class?
  - a. Typically in the front, with the "better listening ear" closer to the teacher
2. Should you sit near the door or AC? Why?
  - a. No. Noisy – difficult to hear
3. The teacher is working in small groups, you are in that group. Should the teacher use the FM system? - yes
4. The teacher is talking to the whole class, should use FM system? – yes
5. Teacher is working in small groups; you are not in the group. Should use the FM system? – no
6. Students are working individually. Teacher walking around. Should use the FM system? – no.
7. Each question for specials when needed. Give three options – not 50% chance guess.
8. You walk to music class. Do you keep the FM, leave it in class, or give it to the music teacher?
  - a. You give to new teacher.
9. When leaving music class, does the music teacher keep the FM, give it to you, or give it to the next teacher?
  - a. Gives it to you. You need to be responsible and give it to the next teacher.
10. It's time to go to lunch, do you keep the microphone, leave it at your desk, or give to your teacher?
  - a. The teacher should keep the microphone – just turn it off. NOT mute. Can cause beeping / weird noises if disconnected and far away. (learned from one student during observation)
11. Name 2 accommodations that you use to help you hear better.

12. Why would someone want or need to use sign language to communicate?
13. What is a sign language interpreter?
14. Do you qualify to have a sign language interpreter?

**Advocacy / Situational: (50)**

1. What do you do if the teacher forgets to put the microphone on?
2. What should you do if the teacher has their microphone turned the other way?
3. If your FM is not working, what should you do first?
  - a. Tell teacher, make sure it is turned on
4. What if the FM is on and still not working?
  - a. Check batteries / charge / see if it is on mute.
5. What if it is on, not on mute, and still not working?
  - a. Tell teacher and they will contact hearing support teacher. Possibly audiologist.
6. What should you do if your hearing aid isn't working?
  - a. Check battery, check ear wax / mold, tell teacher.
7. Should you keep wearing your hearing aid if it isn't working?
  - a. No – blocks any possible sound they could hear / make hearing worse.
8. What should you do if you can't hear a friend?
9. What would you say to someone and they talked to you with their mouth covered?
10. What should you say if someone whispers to you?
11. Do you know if there are any other students in school who have hearing loss?
12. What should you do if students are talking and you can't hear the teacher?
13. Name four ways to be a good listener.
  - a. Listen, watch with eyes, be quiet, and still
14. Who is the boss of your hearing loss?
15. Why are you the Boss of your hearing loss?
  - a. Only you can tell people what you need. Sometimes people forget. Stand up for yourself.
16. Why is it important to look at a person's face when talking?
17. Your teacher is talking. He is not wearing an FM system. Some kids are making noise at their seats – trying to find paper, dropping pencils, whispering, etc. What can you do?
18. Your social studies teacher is showing a movie. Some of the information will be on your test at the end of the week. Name two things you can do to make sure you are able to hear and/or have all the information you need from the movie.
19. Your teacher is seated in front of the class and reading an article from the newspaper. You are not able to hear everything he/she is saying. Name two things you could do to improve this situation.
20. You are seated next to the pencil sharpener. You cannot hear the student sitting in the front row commenting or asking a question. What can you do?
21. The school has made an announcement over the loud speaker. You are unable to hear everything that was said. Name two things you can do to make sure you have all the information.
22. It's the end of the school day. Your teacher already gave you the transmitter to charge for the night. Your teacher makes a quick reminder to the class. You are not sure what she said. Name two things you could do.
23. The student who is sitting behind you is tapping his pencil on the desk. You are distracted and can't hear everything your teacher is saying. Name two things you could do to fix this situation.
24. You and other kids are at your lockers. Everyone is talking while they are opening and closing the locker doors. Someone asks you a question but you couldn't hear everything she said. Name two things you could do to make sure you can respond to your friend's comment or question.
25. You are in art class. Your art teacher gives a multi-step directive. You don't hear the second step. What can you do?

26. The teacher is teaching a lesson and asks several questions. A student sitting in the back of the room answers a question. You didn't hear or understand their answer. What can you do?
27. You are in gym class. Your teacher is giving out directions about today's activity or game. Some students are noisy, so you miss what the teacher says. Name two things you can do to improve this situation.
28. The class participates in a "Whisper Down the Lane" activity. What should you do when the student starts to talk to you?
29. Your class will be taking a test. The teacher is giving directions. She is not wearing the microphone. You missed the second direction. What could you do?
30. There's an assembly. Many classes are sitting together in the gym. The principal is talking without a microphone. What can you do if you can't hear the principal?
31. You are seated near an open door. The teacher is talking. A class is walking by in the hallway, making a lot of noise. It is difficult to hear the teacher. Name two things you could do to improve the situation.
32. The students are working in small groups. There are other groups working at the same time. The students are talking and moving papers, so you are having a difficult time hearing the students in your small group. What can you do?
33. It is lunch time and the cafeteria is extra noisy. The student sitting beside you starts talking to you, but you can't understand what she says. What can you do?
34. The teacher is talking but has his back to you. You cannot see the teacher's face. Can you still understand him? If not, what should you do?
35. You are riding in the car while the radio is on and your father or mother is talking to you. Could this be a problem? How could you fix this?
36. Your friend is excited and talking really fast. You don't understand all he says. How would you solve this listening scenario?
37. Your friend is telling you a story; you missed part of it. You ask her to repeat it, but she says, "Never mind". What should you do?
38. You are talking to your friend in the gym while people are bouncing balls. How can you be sure you are hearing what your friend is saying?
39. You order lunch at McDonalds, but you didn't hear the total cost. You ask again; the worker is rude. What could you do?
40. Student can explain their hearing loss; how the hearing device helps them; and 3 problems that can occur in the classroom setting due to their hearing loss.
41. Student can explain their audiogram, frequencies, decibels, and level of hearing loss.
42. A student besides you coughs constantly during teacher instructions. What could you do to be sure you have all the information the teacher delivered?
43. It is recess time (or PE). You take off your receivers for recess (or PE) because you don't want to lose them. You are playing a game with friends, but have difficulty understanding the score. Name two things you could do.
44. The teacher wants you to take notes while she is talking, but you know that you will miss some of the teacher's information. What do you do?
45. The teacher gives directions when you are taking notes. You are not certain if you understood the directions fully. What can you do?
46. What would you tell a substitute teacher when handing them the FM system?
47. What assistive listening devices could you use to help you access the TV or movies?
48. What is an assistive listening device you could use to help you wake up in the morning?
49. What is an assistive listening device you would use to know if someone is at the door?
50. Name two ways you could use the phone if you were profoundly deaf and could not hear.

### IEP Questions: (26)

1. What is IDEA?
2. What does IDEA stand for?
3. What is the purpose of an IEP?
4. What does IEP stand for?
5. The IEP is a legal document. What does that mean? What does legal mean?
6. Who comes to your IEP meeting?
7. Why should you come to your IEP meeting?
8. What are the 5 basic steps to help you prepare for your IEP meeting?
9. When is the IEP developed?
10. How long do IEP meetings last?
11. How often is the IEP meeting held?
12. Describe the purpose of the following part of the IEP: Present Education Levels.
13. Describe the purpose of the following part of the IEP: Special Education services / Related services
14. Describe the purpose of the following part of the IEP: Strengths and Needs
15. Describe the purpose of the following part of the IEP: Penn Data Section
16. Describe the purpose of the following part of the IEP: Front page / cover page
17. Describe the purpose of the following part of the IEP: Specially Designed Instruction (SDI)
18. Describe the purpose of the following part of the IEP: Communication Plan
19. Describe the purpose of the following part of the IEP: Supports for School Personnel
20. Describe the purpose of the following part of the IEP: Goals / Objectives
21. Describe the purpose of the following part of the IEP: Transitional Services
22. Describe the purpose of the following part of the IEP: IEP Team Signatures.
23. Describe the purpose of the following part of the IEP: Participation in State and Local Assessments.
24. What is the difference between modification and accommodation?
25. Name 3 of your strengths and 3 of your needs.
26. Name 5 things that your IEP addresses.

### Audiogram (10)

1. Who tests your hearing?
2. What is an audiogram?
3. What does the X mean?
4. What does the O mean?
5. What does the blue mean?
6. What does the red mean?
7. What do the dashes mean?
8. What do the frequency mean?
9. What is your level of hearing?
10. According to your audiogram, what do you have trouble hearing?