

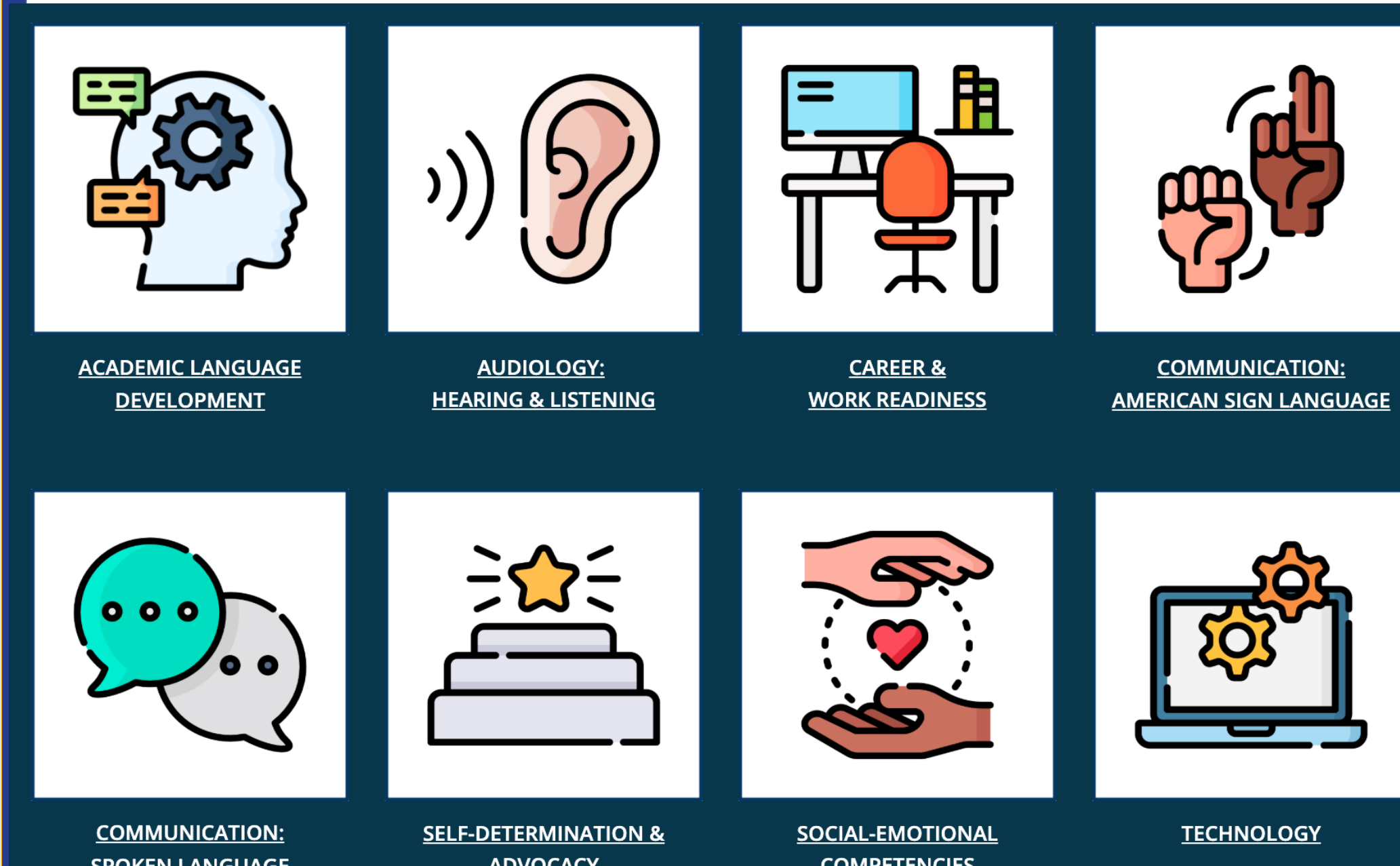
Rachel Blake^{1,2}, Andrea Ducar^{1,2}, Madeline Gillis^{1,2}, Brianna Rider^{1,2}, Katie Vellody, M.A., CCC-A^{1,2,3}, Nicole Corbin Ph.D⁵., CCC-A, Erin Campion, M.Ed.⁴

¹Department of Communication Science and Disorders, School of Health and Rehabilitation Sciences, University of Pittsburgh; ²University of Pittsburgh-UPMC Children's Hospital of Pittsburgh Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Center; ³UPMC Children's Hospital of Pittsburgh; ⁴Pennsylvania Training and Technical Assistance Network (PaTTAN); ⁵Boys Town National Research Hospital

What are the PA ECCs?

The **Pennsylvania Expanded Core Competencies** (PA-ECCs) are a comprehensive resource describing the supports required for Deaf or Hard of Hearing (D/HH) children to achieve academic success and ensure a Free and Appropriate Public Education (FAPE) (1,2). Across eight functional domains, the ECCs outline age-appropriate supplemental learning objectives and functional skill targets that support a D/HH student's success within and beyond educational environments.

Eight domains of ECCs:



Students and Individualized Education Program (IEP) team members can apply the ECC domains to determine age-appropriate and functional ECC goals across a student's lifespan (2). Learners will be able to see the application of ECCs in a case study below highlighting specific domains of 1) Audiology and 2) Self Determination & Advocacy.

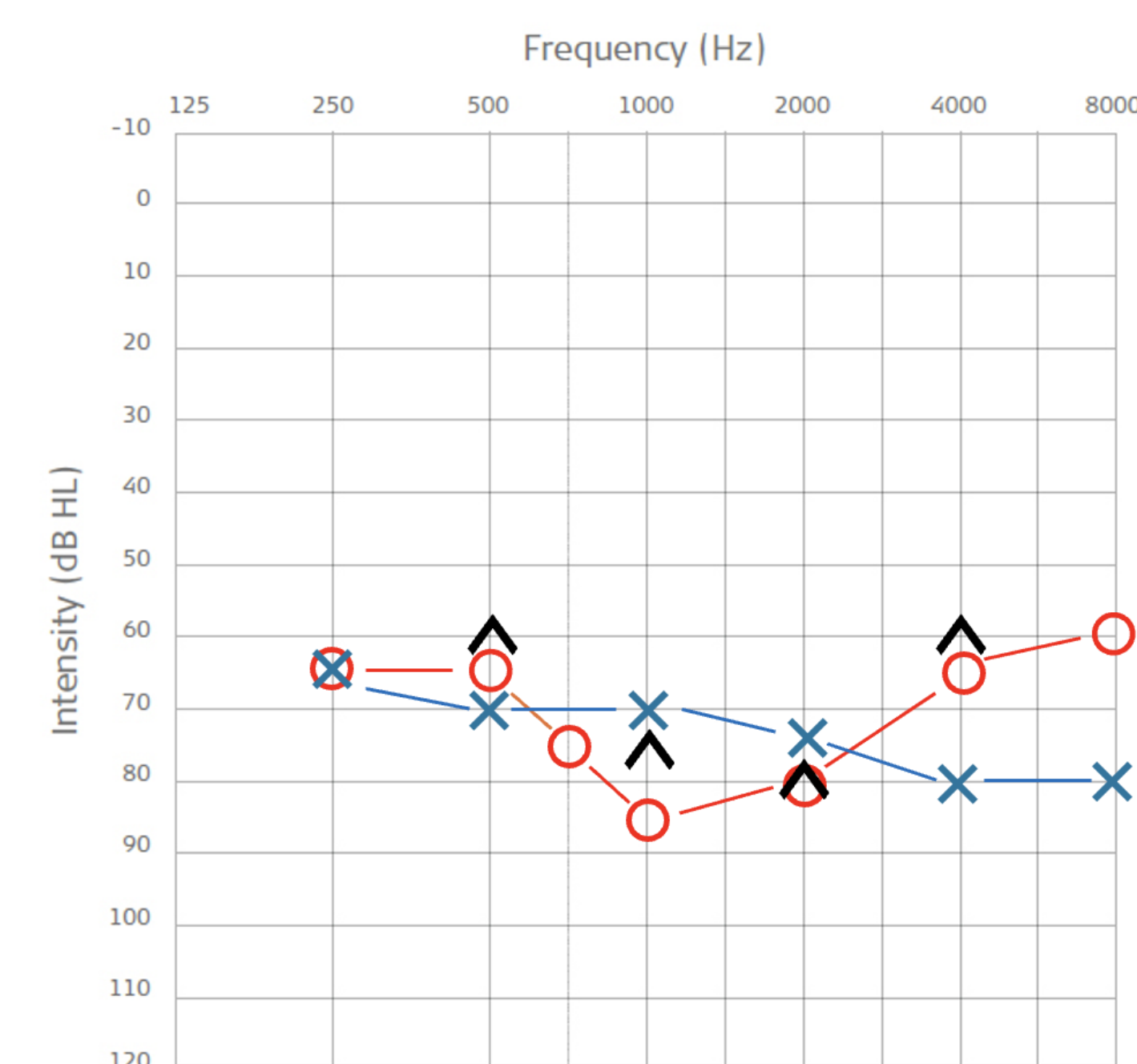
D/HH Educational Team Members

This team may include but is not limited to:

- The student
- Teachers of the deaf/hard of hearing (ToD/HH)
- General education teachers
- Speech-language pathologists (SLPs)
- Occupational therapists (OTs)
- Clinical/Educational audiologists (AuDs)
- Parents/Caregivers

Example Case History

The case study demonstrates application of ECC goals across various academic timepoints. The student self-identifies as Deaf or Hard of Hearing (D/HH) and has consistently worn bilateral amplification since five months of age.



2013, Age : 5 years

Moderately severe to severe sensorineural hearing loss bilaterally

Bilateral BTE user

Audiology

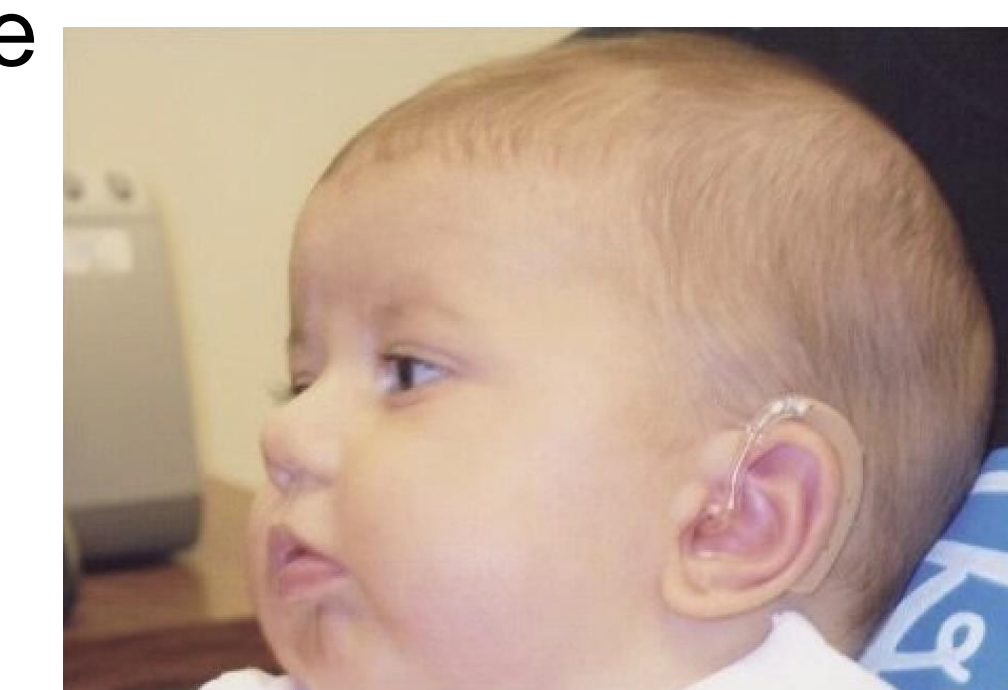
The content rubric for ECCs Audiology: Hearing and Listening encourages children to understand their hearing loss and how to optimize listening and communication using personal listening technology and advocating for environments that facilitate communication.

The skills necessary for Audiology: Hearing and Listening include:

- Understanding how the auditory system works
- Explaining one's own hearing loss and its effects
- Understanding HAT options and being able to monitor and maintain them independently
- Recognizing the effect of different listening environments on one's hearing abilities
- Implementing productive strategies for communication, including repairing breakdowns and advocating for effective listening environments

Young students beginning to use these skills are able to recognize their hearing loss, wear their devices consistently, and request assistance with devices when something is wrong.

Advanced students are able to understand different types of hearing loss and hearing technologies and how to obtain appropriate accommodations for their loss.



Self-Advocacy and Determination

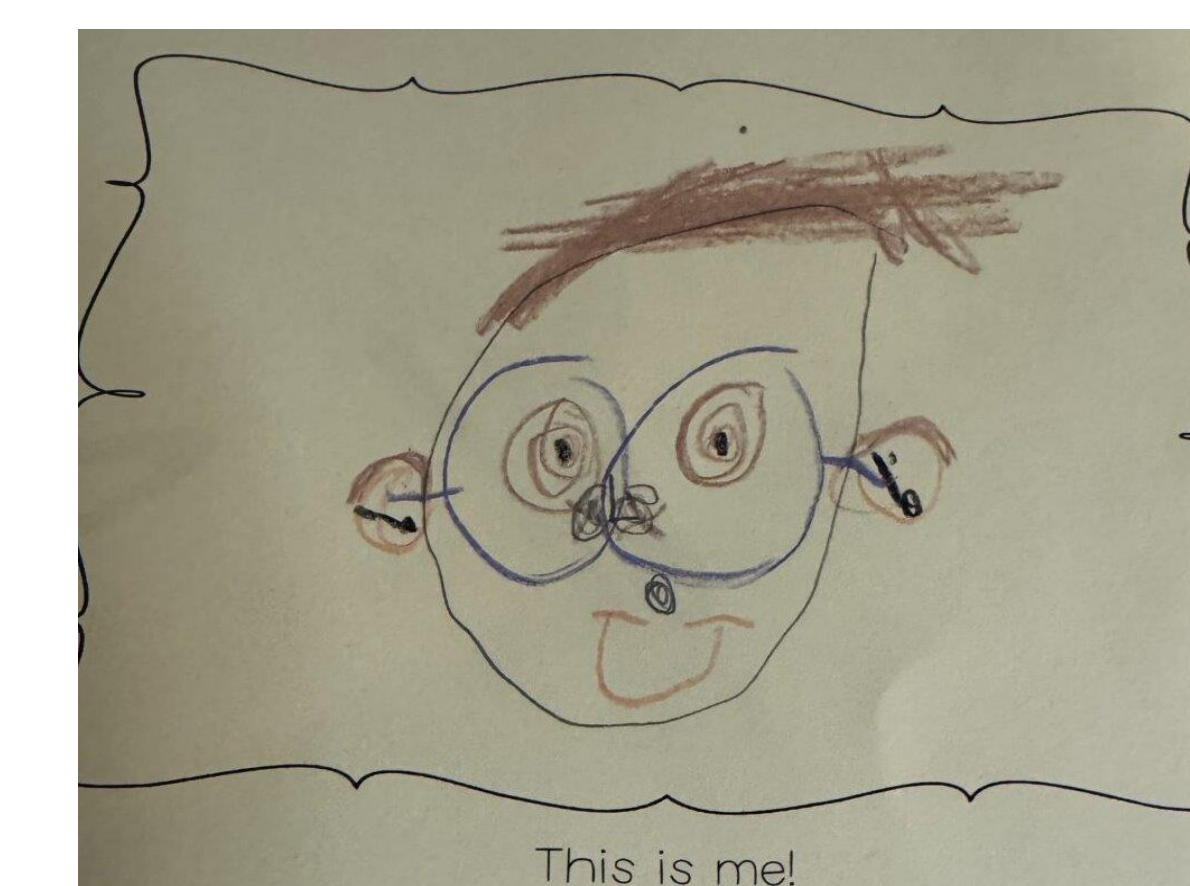
The content rubric for ECCs Self-Determination and Advocacy encourages a child's ability to communicate their needs for effective communication.

The skills necessary for Self-Determination and Advocacy include:

- Identifying school routines and helpers
- Defining how Hearing Assistive Technology (HAT) can improve access
- Requesting assistance in difficult situations
- Understanding hearing technology and hearing loss
- Advocating for accommodations to meet one's learning needs
- Assuming responsibility of their hearing device(s)

Emerging self-advocates make their own decisions regarding personal preferences and understand and explain their hearing loss. Advanced self-advocates explain to others how hearing loss affects access and communication, apply strategies to advocate for

effective use of accommodations outside of school and participate in developing their Individualized Education Plan (IEP) meetings.



Student Application of ECCs

Age range: Pre-K to 2nd grade
Goal levels: Emerging

Audiology: Hearing and Listening goal:
Asks adults for help with devices

Self-Determination and Advocacy goal:
Expresses likes and dislikes; develops a concept of self



Age range: Grades 3-5
Goal levels: Early

Audiology: Hearing and Listening goal:
Indicates when auditory stimulus is not loud enough

Self-Determination and Advocacy goal:
Introduces self at IEP meeting and expresses personal goals.
"When I grow up, I want to..."



Age range: Grades 6-8
Goal levels: Intermediate

Audiology: Hearing and Listening goal:
Monitors and maintains own devices on a daily basis

Self-Determination and Advocacy goal:
Knows and uses feedback to interpreters and communication partners



Age range: Grades 9-12
Goal levels: Advanced

Audiology: Hearing and Listening goal:
Understands how clinical services and funding change after the age of 21

Self-Determination and Advocacy goal:
Understands they are a contributing member of their IEP team and participates in development of IEP goals



Summary and Future Work

Integrating these competencies into the lives of D/HH students, will equip them with the skills to navigate their hearing needs and advocate for themselves. Ongoing collaboration among all team members supporting D/HH students is essential to ensure their success in both academic and social environments.

To learn more about ECCs and resources, visit:
<https://www.paeccdhh.org/>



References

- 1) PaTTAN - Families. (2024). Pattan.net. <https://www.pattan.net/Evidence-Based-Practices/DeafHard-of-hearing/Families>
- (2) The. (2023). Screenings, Assessments, and Educational Evaluations for Learners who are Deaf/Hard of Hearing | The Outreach Center for Deafness and Blindness. Deafandblindoutreach.org. <https://deafandblindoutreach.org/dhh-screenings-assessments-and-edu-evaluations/dhh-expanded-core-curriculum>