

Candidate's Name: Eleanor Bennett Course Prefix/Number/Section: SPE 739

Date: 10/16/19 Subject: Itinerant Grade Level: 3rd Duration: 20 mins

Lesson Topic: The Ear

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1. Big Idea(s) and Related Essential Question(s):

- How do we hear?
- What are the parts of the ear?
- Where does my hearing loss occur?
- What type of hearing loss do I have?

2. Instructional Objectives

- DS will be able to correctly identify (point and say) the parts of the ear.
- DS will be able to correctly identify his type of hearing loss.
- DS will be able to explain how we hear.

3. Related Academic Standards: Common Core and/or PA Standards

- IEP Goal: Given direct instruction and 10 self-advocacy based questions related to his hearing levels to include problem solving malfunctions with his hearing aids, DS will point to pictures or provide responses with 90% accuracy on 2 out of 3 consecutive monthly trials, measured over the 9 week marking periods.
- ECC: Aud1.Em3: Identifies the three parts of the ear (outer, middle, and inner)
- ECC: Aud1.Em4: Identifies types of hearing loss (sensorineural, conductive, mixed)

4. Vocabulary

- Pinna – the part of the ear we see
- Ear Canal – the tube / canal that goes from the pinna to the ear drum
- Ear Drum – a small drum that vibrates sounds
- “Three Bones” – three bones that get vibrations from the ear drum and send it to the cochlea (hammer, anvil, and stapes)
- Cochlea – a circular / snail looking part that has millions of hair cells inside
- Hair Cells – located in the cochlea, the hair cells feel the vibrations and send them to the auditory nerve
- Auditory Nerve – gets the signal and sends it to the brain
- Outer Ear – pinna and ear canal
- Middle Ear – ear drum and three bones
- Inner Ear – cochlea and auditory nerve
- Sensorineural Hearing Loss – hearing loss in the inner ear
- Conductive Hearing Loss – hearing loss in the outer and/or middle ear

5. Materials/Resources

- Laptop / iPad
- How Do We Hear Video (start at 00:50 – 2:57)
  - <https://www.youtube.com/watch?v=mptjEoHF2al>
- The Ear Worksheet (attached)
- Crayons / Colored Pencils
- Self-Advocacy Concept Pool (Appendix A)
- Self-Advocacy Data Chart (Appendix B)

6. Instructional Procedures

- Review (5 mins)
  - Good morning! Ask DS how his week was and quick update if he is having any difficulties in class / with teachers.
- Introduction to New Lesson
  - Tell DS the plans for the session: Going to watch a video about how we hear, fill in a worksheet about the ear, and then test your knowledge!
- Developmental Activities (20 mins)
  - Teacher will have DS listen and watch the YouTube video describing how we hear.
    - When watching, teacher will pause the video to and ask DS questions about what he just learned / saw.
    - After watching the entire video, teacher will have DS explain how we hear
    - How Do We Hear Video (start at 00:50 – 2:57)
      - <https://www.youtube.com/watch?v=mptjEoHF2al>
  - If DS has difficulty explaining how we hear, he will have the chance to watch the video once more straight through. Then he will work on filling in the ear worksheet.
    - Teacher will give DS a pencil, eraser, and crayons
      - DS will first label all the parts of the ear. (attachment)
      - DS will then color the different parts of the ear this time saying their names aloud.
      - Finally, DS will indicate where the three different sections of the ear begin and stop.
- Assessment, Closing, and Review (5 mins)
  - When finished, teacher will test DS on the 10 randomly selected self-advocacy concepts from a pool of 30. (Appendix A)

7. Addressing Learners' Diverse Needs

- Accommodations and adaptations (IEPs, 504 Plans, at-risk students)
  - DS is a hard of hearing student who prefers to use listening and spoken language.
  - DS will work one-on-one with a hearing support teacher in a quiet room.
  - DS and the hearing support teacher will sit close to one another, preferably sitting across from one another.
  - Teacher will wear DS's FM system during the instruction period.
  - Teacher will explain / teach explicitly / model whatever concepts DS doesn't understand
  - DS uses hearing aids in both ears.
  - DS has extreme difficulty paying attention / focusing. Teacher will implement a behavior chart / reward program to increase positive behaviors.
  
  - **\*\*In a classroom setting, these accommodations should be met:**
    - Sit close to the front of the room and teacher
    - Since DS's hearing is bilateral, there is not preference to which side of the room he should sit.
    - DS should not be seated near any noises including: AC units, hallways, doors, windows, etc.
    - Teacher should always wear and use DS's FM system – mute when necessary but remember to turn back on.
    - DS has difficulty hearing word endings; DS may request for things to be repeated. If this happens, rephrase as much as possible.
    - Do not use yes/no questions to check for comprehension.
  
- Language adjustments made for specific ELP levels (include ELP level and PA ELP Standard/s)
  - N/A
  
- Challenges for advanced learners
  - N/A

8. Informal / Formal Assessment

- Informal Assessment: Make note of which words / concepts DS is having difficulty remembering / saying.
- Formal Assessment: Given 10 randomly selected self-advocacy concepts from a pool of 30, DS will be able to identify them with 80% accuracy.
- Data Analysis: Teacher will use pre-assessment and post assessment data to determine the effectiveness of the lesson. (Assessing DS's knowledge of the ear and then assessing after the lesson.) Additionally, DS's answers for both formal assessments will be recorded for her baseline for monthly assessments.

9. Reflection on Planning/Instruction; Data Analysis and Plan for Re-teaching (as applicable)

- Reflect

- According to the notes from DS' previous hearing support teacher, he started learning the parts of the ear late last school year. Unfortunately, he seemed to forget everything he previously learned.
- I showed DS the video on "how we hear". After each explanation of the part, I paused the video and had DS explain what he heard. (Mainly focusing on the names of the parts of the ear.) While he loved the video and paid close attention to it, he had a lot of trouble explaining or even naming the parts of the ear – even after just hearing their name.
- When the video was over, we watched it once more, this time straight through. I then had DS explain front start to finish how we hear. DS struggled with this immensely.
- Finally, I ended the session with DS filling in the blanks of the parts of the ear chart.
- DS needed a lot of guidance when filling out the worksheet. When I noticed how much he was struggling with the parts of the ear after watching the video, I provided a word bank for him to fill in the blanks. DS still needed help even / guidance even after the addition of a word bank.

- Data Analysis

- DS was able to correctly answer 10 self-advocacy questions with 30% accuracy.

- Re-Teaching Ideas

- DS struggled with this lesson more than I anticipated. Since he will need more instruction in this area, I would continue to show the video. I think he did understand a lot from the visual component.
- Instead of having DS write the answers in, I might instead use cutouts where he would need to place them in the correct box. A lot of time was wasted waiting for him to write it correctly. I would use the writing of the names after he is more used to them.
- If I were to teach this again, I might teach it section by section. Have the students learn all the names of the outer ear first and the section name. Then move onto the middle, following the same practice. Ending with the inner ear. I might then teach the students how they all work together. Reason being is I am not sure if DS had difficulty due to there being 6 new terms he needed to know (for his age, I only require students to know the ossicles as the three bones) or because he needed to know how they worked together as well. I've never had a student struggle so much with this activity before.

Appendix

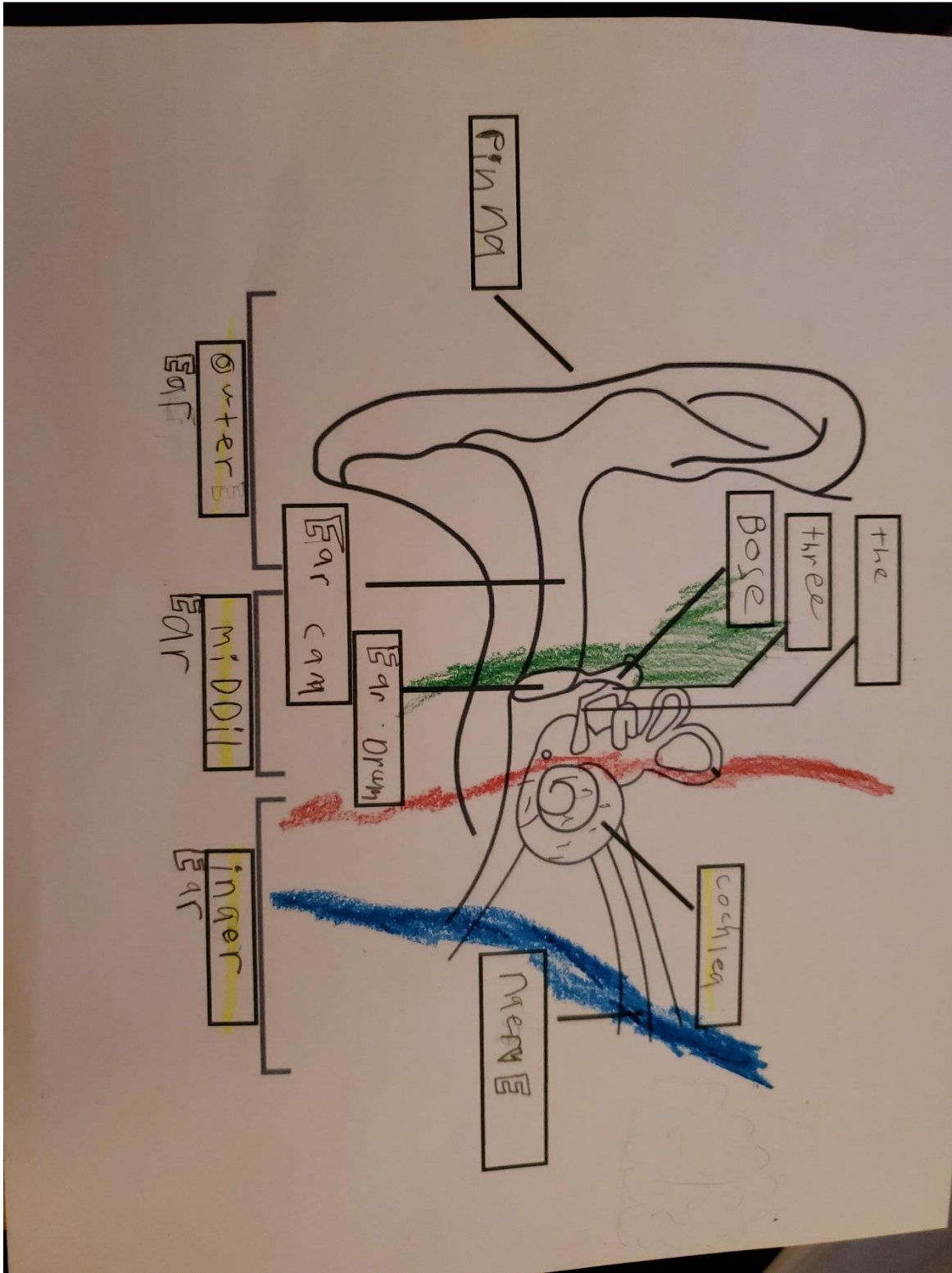
Appendix A – Self-Advocacy Pool

1. What are three things you can check if your hearing is not working? Battery, wax, ripped tube or earmold	14. What can you check if your FM/DM system is not working? (HA battery, check if it has battery life, check the charger to make sure it works and the outlet works, check receivers if it is synced,...)
2. How do your hearing aids help you?	15. How should you check to make sure your FM is working every morning? Put one receiver on at a time and rub the transmitter's microphone to see if you can hear it.
3. How does your FM help you?	16. What should you do with the transmitter be placed when you are working in a small group?
4. What degree of hearing loss do you have? Mild to normal in the low frequency sloping at the middle frequencies to profound in the high frequencies	17. What should you do with the transmitter when you are working in a pair?
5. What type of hearing loss do you have? sensorineural	18. What should you do with the transmitter when a student is doing a

6. In what part of the ear is a sensorineural hearing loss?	presentation?
7. Name the three types of hearing loss: conductive, sensorineural, and mixed	19. What should you do with the transmitter when you need to listen to your iPad?
8. What does a bilateral hearing loss mean?	20. Demonstrate how to take your receiver off your hearing aid.
9. What does a unilateral hearing loss mean?	21. Is your hearing loss temporary or permanent? What does that mean?
10. Name two causes of a sensorineural hearing loss.	22. What should you do if your HA is not loud enough? Replace battery, clean earmold, tell teacher of the Deaf or Mom (decrease hearing)
11. Name two causes of a conductive hearing loss.	23. What should you do if your hearing aid is working on and off? Replace battery
12. How can you prevent losing more of your hearing when listening to music with headphones or earbuds?	24. What should you do if your HA is whistling or has feedback?-check fit, remove and reinsert, go to doctor or audiologist to remove wax in ear, check for cracked or ripped tubing or earmold
13. How can you prevent losing hearing when riding an ATV?	25. What should you do if you hear periodic beeping when wearing your HA?-replace battery



Appendix C – The Ear Worksheet (Completed)





Appendix D – Data Sheet

about his own hearing / audiogram, Dylan will accuracy 3 consecutive monthly probes.

Date:	10/16	+/-
#:		
1.	HA not working	-
4	degree of loss	-
5	type of loss	-
12	prevent	+
15	4-wheeling	+
19	iPad - cord	-
21	permanent / temporary	-
21+	define permanent	-
22	HA not loud.	-
25	booping	+
	<b>Score:</b>	30%