TC

MINISTRY OF EDUCATION

SPECIAL EDUCATION INSTITUTIONS GENERAL DIRECTORATE

SPECIAL EDUCATION AND REHABILITATION CENTER

INDIVIDUAL HANDICAPPED INDIVIDUALS

SUPPORT TRAINING PROGRAM

ANKARA, 2008

TC
Ministry of Education
Board of Education and Discipline

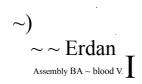**NUMBER:**
2gz

ıtarjh:
2 ~ ./. L · *200t {*

PREVIOUS DECISION   SUBJECT: i: ~ inne **Disabled Individuals Support Education Programs**

NUMBER:
132

ıtarih:
09.07.2007

Special Education Guidance and Diving Services General Manager's date 18.12.2008 and 5102 sayll1 on the proposals written in our Board ~ liJen i ~ push **Disabled Individuals Support Education Program'n1l1** According to the sample attached to tizere, to be applied as of 01.01.2009 ,

"Ozel, Ozel, which has been accepted and implemented by our Board with the decision of 09.07.2007 and numbered 132. Education Institutions ~ Impaired Individuals and Group Education Programs without **Implementation** at the end of 2009 kaldjrllmasl

The decision la ~ tJrlldl.

~)

~ ~ Erdan

Assembly BA ~ blood V. I

= QGazli ~ KUL

DYE

the omerozc

DYE

- ~

Abmet Ergun BEDUK

DYE

ibrahim buel

DYE

Dr. Muam r YILDIZ

DYE   ----...

D ~

DYE

~ ~ "

Dr. Hacl ~ ustafa A <; IKOZ

DYE

i •

Page 3

Hearing Impaired Support Education Program
PREPARATION SPECIAL EXPERTISE COMMISSION MEMBERS

NAME AND SURNAME	TITLE	AUTHORITY
Dr. Şebnem SEVİNÇ	Instructor	Hacettepe University Faculty of Medicine. Haste.
Zehra Pınar ÇELİKER	Hearing Impaired Class Teacher	Special Education Reha. And Dan. Speed. General Directorate
Orkan ÇALBIYIK	Hearing Impaired Class Teacher	Dosteller Hearing Impaired Primary School ISTANBUL
Engin GÜNEY	Hearing Impaired Class Teacher	Kütahya Hearing Impaired Primary School KÜTAHYA
Hakan ZORLU	Hearing Impaired Class Teacher	Aliağa Guidance Research Center İZMİR

Fatma OĞUZ	Hearing Impaired Class Teacher	Atatürk Primary School	KOCAELÝ
Ozgul AKTAS	Hearing Impaired Class Teacher	İbni Sina Hearing Eng. Elementary School Mustafakemalpaşa / BURSA	
Bahar ARTAM	Hearing Impaired Class Teacher	Lokman Hekim Hearing Eng. Elementary School AMASYA	
Serhan ÖZGUBAR	Expert Audiologist	Private, Private Educational Institutions Association Representative	
Meliha KOCAMANOĞLU	Hearing Impaired Class Teacher	Private, Private Educational Institutions Association Representative	

PROGRAM DEVELOPMENT

Mustafa Galip DUZCU	Program Development Specialist	Special Education Guidance and Counseling Services General Directorate
Hasan UTANÇ	Program Development Specialist	General Directorate of Private Education Institutions
Serap YALÇIN GÜLER	Program Development Specialist	Board of Education and Discipline

QUANTIFICATION AND CONSIDERATION

Veysel ÖZTÜRK	Measurement and Evaluation Uz.	Kızılcahamam Guidance and Research Center ANKARA
İman DEMİRCİ	Measurement and Evaluation Uz.	Süha Alemdaroğlu Education Application School and Business Training Center ANKARA
Zafer ÜNAL	Measurement and Evaluation Uz.	General Directorate of Educational Technologies
Şeker ÇELİKER	Measurement and Evaluation Uz.	General Directorate of Educational Technologies

LANGUAGE AND EXPRESSION

| View Melek's Full Profile | Turkish Language and Literature Ins. | Board of Education and Discipline |

CONTRIBUTORS

NAME AND SURNAME	TITLE	AUTHORITY
Asst. Assoc. Dr. M. Cem GİRGİN	Faculty Member	Anadolu University Eng. Entg. Load. Arrow.
Exp. Şenay ALTINYAY	Instructor	Gazi University Faculty of Medicine.
M. Uğur ÖZKAN	Hearing Impaired Class Teacher	Private, Private Educational Institutions Association Representative

one

Page 4

CONTENTS

2nd

Page 5

LOGIN

Hearing loss, which is congenital or started in the first years of life,
understanding speech, gaining mother tongue and negative development of cognitive skills
creates effects. Hearing impaired individuals, language acquisition, voice stimuli are normal
to be able to develop the skills of perceiving in the environment and responding to those stimuli
needs special education.

Today, the diagnosis of hearing loss is given to many individuals at a young age and even at birth.
hearing aids can be provided with hearing aids. Individual's special
education, family education and supportive education and perception of speaking and learning to speak, this
communication by the way, the degree of hearing loss and early education services provided
It is possible at various levels depending on its effectiveness.

Objectives accepted in the education of the hearing impaired individual, the hearing aid of the individual is awake
to improve their hearing skills by making them use it at all hours
it should be about teaching interpretation and engaging the family in this process. the individual
even if the hearing loss is mild or moderate, if the individual
If not, the results of hearing impairment will progress negatively.

Special education and rehabilitation operating under the Ministry of National Education
Hearing Impaired Support Training Program to be used in centers,
listening, speaking, language, communication, literacy and math skills
in order to win, to participate effectively in social life using these skills.
is a prepared program.

Organization and Ministry of National Education No. 3797 in the preparation of the program.
Annex 3 of the Law on Duties and Some Law No. 5793 of 24/07/2008

and Article 25 of the Law Amending the Decree Laws

constitutes the basis.

3

Page 6

DEFINITION AND FEATURES OF THE DISABLED GROUP

Description

Hearing sensitivity due to hearing loss, congenital or subsequent problems

is the reduction that occurs. Hearing impairment is the decrease in hearing sensitivity

is the situation of inadequacies.

Properties

The individual learns a lot of information using his hearing starting from birth. thus

With the sense of hearing, he constantly hears the speech of other individuals around him, this

It connects the sounds with the events occurring at the moment and gives meaning to these sounds.

A hearing-impaired individual, at the most appropriate ages to learn because of hearing loss, speech

and missing the opportunity to learn the language and problems with both comprehension and speaking skills

He lives. Cognitive, motor coordination, depending on speech and language problems,

They also have difficulties in emotional-social, education-training, professional and social areas.

Hearing: Hearing takes place, there is a voice, the sound reaches the ear, that voice

that the ear is within the limits that it can take, the outer, middle and

It depends on the fact that it reaches the center-brain by exceeding the inner ear sections and is perceived in the center.

Hearing impaired individuals do not have this path completely or partially. Hearing impaired individuals, hearing

Even if they use the device, their sounds are at the frequency and intensity allowed by the hearing aid.

Can receive. For this reason, he cannot hear some speech voices, others

they confuse. The distance between the speaker, the violence, timbre of the speaker's voice

understanding what is spoken depending on the characteristics, whether there is noise in the background

they have difficulty.

Speech and Language: Individuals with hearing disabilities, depending on the type, degree and shape of hearing loss

they make too many audio errors. This affects the intelligibility of their speech. Sound

in environments with stimuli, hearing impaired individuals and their environment

The audio inputs and feedbacks they provide are more limited than the individuals hearing. This situation

it affects their ability to organize their environment of sound stimuli. Deaf

4

Page 7

individuals are the same as individuals who hear the components of language meaning, phonetics, form unit, syntax

they acquire in order and within the rules but with delay. Your language in a social context

its purposeful function and proper use for communication are severely limited. Insufficient

in writing what is said due to his hearing and language skills; feelings and thoughts in writing

they have difficulty in expressing. Limited vocabulary, grammatical structures

delays in gaining and insufficient knowledge,

causes them to have difficulties in learning and reading comprehension. Also hearing impaired

individuals have difficulty in organizing their thoughts and expressing them in a proper order.

Cognitive: Language has an important place in cognitive development with birth. Audio

hearing-impaired individuals due to insufficient input, thinking and reasoning, classification and

They have difficulty in establishing relationships and explanation skills. In abstract thinking skills

deficiencies, love, hate, belief, power, speed, time concepts effectively

negatively affects their use. Late to intellectual maturity than peers

they can reach or not. Difficulty in using abstractions in verbal or written expressions

draw. They find it difficult to visualize what they hear. Hearing impaired individuals hearing

Depending on the type and degree of loss, they are unable to receive auditory stimuli in the same way. This

also causes difficulties with long term memory and functioning memory.

Hearing impaired individuals have difficulty in listening and following verbal instructions. Their attention quickly

Distributed. More effort is made to understand their surroundings and mentally quick

They are tired.

Motor-Coordination: Individuals with hearing impairments, such as sitting, standing up unaided, walking

they monitor the stages of development of individuals who are hearing in acquiring motor skills. But the engine

The biggest problem observed in development is ensuring general body coordination and balance

It is observed in movements that require. Apart from this, it requires visual motor coordination.

they may also have difficulty in some skills.

Emotional-Social: Hearing-impaired individuals' hearing and language skills are insufficient

prevents communication between people and learning attitudes and roles about social life

it creates some difficulties. Hearing impaired individuals hearing in skills related to learning

they need more support than their peers. In their experience of learning

The failure they suffer creates a lack of motivation in the individual, which is the social

5

Page 8

to learn relationships and to be successful in academic skills.

It affects.

Factors Affecting the Language and Speech Development of the Hearing Impaired Person

Factors related to hearing loss

Type of hearing loss

- The degree of hearing loss

- Shape (configuration) of hearing loss

- The cause of hearing loss

Factors related to audiology services offered for hearing

- Age at which hearing loss is diagnosed

- The age at which the hearing aid was used

- Adjustment and adjustment of the hearing aid to hearing loss

- Full use of the hearing aid all day long

- Effective use of the hearing aid

- Making acoustic arrangements in educational environments where hearing aids are used

- Audiological evaluation of hearing aid and hearing loss periodically

  and testing new technological devices

c. Factors related to general education and special education services provided

- Family education and counseling services starting with diagnosis and instrumentation

- Evaluation of the critical period with early education

- Providing game opportunities with their peers

- Improvement at the level and speed appropriate for the hearing loss and individual characteristics

  educational assessment of not provided

- Cognitive development, personality development, emotional development, social with individual language development

  targeting all areas of development such as development, physical development, academic development

  pre-school education, primary education, high school education services

- By experts and practitioners trained in the hearing-impaired education program

  Giving education

- Communication method used

- Use of appropriate and correct training approaches

6

Page 9

- The effectiveness of collaboration between experts and information sharing in this field

- Targeting the needs of the individual within the special education schools and normal schools system

  individualized training programs are being held

ç.Individual factors

- The age of the individual

- The sex of the individual

- Personality traits of the individual: motivation, self-esteem, etc.

- Individual's cognitive level

- Learning style (audio, visual, tactile, etc.)

- whether there are additional obstacles

d.Family related factors

- Family parenting attitudes

- Disability acceptance level of the family

- Family's communication style

- Family discipline style

- The socio-economic level of the family

- Educational and cultural level of the family
- To what extent the family can participate in individual education planning

- To what extent the family can apply individual education at home

- What are the qualified experiences that can help the family to know the environment and the world.

at the rate

- Parents' acceptance and attitudes of their immediate family's disability

- The individual's life and environmental factors enable him to reach the services required for him.

be providing

- Rights provided by law, availability of these rights.

7

LEVEL OF THE PROGRAM

The program uses hearing aids from all ages from birth, using the appropriate hearing aid.

It has been prepared taking into account the characteristics and needs of individuals with disabilities.

GENERAL OBJECTIVES OF THE PROGRAM

With this program, individuals;

1. Using the hearing residue at the highest level,

2. Language and speaking skills at the level of peers using auditory perception skills

enhancements,

3. Developing communication skills and using them in daily life,

4. Improve reading comprehension and literacy skills.

5. To acquire basic math skills

6. Develop their reasoning skills,

It is expected.

EXPLANATIONS ON THE PROGRAM

1. Achievements in modules, support education of individuals with hearing impairment

It has been determined to ensure that it achieves the general objectives included in the program.

2. Individuals, according to their needs simultaneously, can be

can benefit from more modules.

3. Hearing impaired individual's hearing, another or more disabilities

take place in other support training programs depending on the nature of the disability.

appropriate modules should also be used.

4. One-stage and prerequisite among the modules in the program

is not the case.

5. Learning and realization of the gains in the program modules

Necessary tools and equipment specified in the module during the teaching process

It must be provided.

8

6. Studies to be carried out in accordance with the individual's education plan and features of the individual

The relevant departments of the hospitals,

research centers, school staff where the individual attends (class teacher, guide

teachers, branch teachers, school administrators etc.) and other relevant institutions, organizations and

cooperation with experts should be done. Continuing at the end of the individual's support training process

In the development report prepared by the institution, the daily gains of the individual

suggestions that will ensure its transition and permanence, guidance and

besides the research center, the state protection of the individual's family with the law number 2828

the institution under the legal guardian status of the individual under which he / she continues

it should be communicated to the school's guidance and psychological counseling service.

7. Hearing impaired individuals' skills gained in their daily lives

social activities should be planned so that they can use them.

weight should be given.

8. A simple to difficult order in the teaching of achievements while the program is implemented

It should be monitored. Hearing impaired individuals during the education by making interim evaluations

its development and the success level of the program should be monitored and necessary measures should be taken.

9. The type of hearing loss for the hearing impaired individual to benefit from this program, and

It is necessary to use a device suitable for the degree. Hearing impaired who do not use the device

the individual cannot benefit from this program.

10. Education of the hearing impaired should be given in acoustically arranged classrooms. Class

Assistive devices should be used in the environment.

11. Family education is important at every stage of the hearing impaired education. Family individual

know what they can do about education, be able to communicate with the individual in a healthy way

and the family should be able to evoke a verbal communication request in the individual with a disability. When planning training

informative and practical studies for the family should also be included. the Family

they should be actively involved in the training process. While giving family education;

hearing impairment, developmental features, hearing aids, cochlear implant, device care

Information should be given on the use and related issues. Also families

9

psychological support, guidance and counseling services

It should be given.

PROGRAM STRUCTURE

Hearing Impaired Support Education Program

achievements for various modules and modules that will help them achieve their goals.

It is formed. Achievements, content, explanations expected in individuals in each module

and measurement and evaluation sections. Modules; hearing impaired individuals

Hearing Education, Language Education, Social Communication, Reading determined according to needs

It includes the Writing Comprehension and Mathematics Modules.

Modules and Times

Program "Hearing Education, Language Education, Communication, Literacy Comprehension and Mathematics"

It consists of five modules.

Name of the module	Time
Hearing Education,	240 Lesson hours
Language education	380 Lessons
Social Communication	160 class hours
Reading-Writing and Comprehension	280 Lessons
maths	160 class hours

10

Page 13

LEARNING AND TEACHING PROCESS

In the implementation of the program, firstly, according to the result of the individual's rough evaluation

determining the level to begin and the program's individual benefits

It must be determined. Individual's language and speech, communication, cognitive, social and emotional skills,

the type, degree, shape, cause, age of the individual and the level of learning of hearing loss

Individualized Education Program (IEP) content should be created. Deaf

in individual and group education of individuals, applications are taking into account all development areas

It should be planned.

In order for the program to be carried out in accordance with its purpose, the learning and teaching process
it should be used effectively. Therefore, the following points should be considered:

- While planning the learning and teaching process, the individual's level of performance, characteristics and
  learning styles should be taken into consideration.
- In order to reach the target set at the end of the period used for support education
  use of time should be planned in the most accurate way.
- Appropriate strategies, methods, tools and materials in the learning and teaching process
  should be selected.
- The activities in the program, gradually from concrete to abstract, from easy to difficult
  attention should be paid to its preparation and application.
- The age and characteristics of the language and activities used in the studies
  proper attention should be paid.
- Effective communication of individuals and communication strategies in daily life
  suitable environments should be prepared for them to use and activities should be diversified.

A. What is Individualized Education Program (BEP)?

Individualized Education Program (BEP), required by the applied program
specially created in writing to meet the educational needs of the individual in the fields
curriculum. This document is planned in cooperation with the family, practitioner and relevant experts.
and applied with the consent of the individual's family.

11th

Page 14

Elements of Individualized Education Program

1. Performance level, detailed assessment of what an individual can and cannot do
   is based on the results. Performance to see progress
   It is extremely important to describe the level. Because these descriptions are evaluated
   the results are clear and understandable as well as the specific needs of the individual.
   It allows defining and ordering priority.

2. The long-term goal; factors such as the individual's developmental characteristics and age
   are the behaviors expected to be taken at the end of a year. Long term
   in the choice of purpose; the individual's priority needs, existing performance level, individual
   The applicability of the achievements selected for should be considered. Long
   term goals should be clearly defined and measurable.

3. Short term goal; long-term goal with the individual's existing level of performance
   are the behaviors that are expected to take place in a shorter time.

4. Special education and support services that can be provided to the individual

5. When will the services to be offered to the individual begin, continue and end?

    a timeline indicating duration, evaluation times

6. Persons responsible for services to be provided to the individual

7. With which tools and how to evaluate the IEP based on objective criteria

    Specifying

8. The IEP to be prepared for the individual should be in a way to cover all the items.

BEP Team

A team is formed to evaluate the individual in different areas for the development of IEP.
In this team; institution director, special education teacher, educational audiologist / audiologist, psychologist or

12

Page 15

counselor, classroom teacher, child development and education specialist, language and
There are different specialists such as speech therapist, physiotherapist, medical and medical staff. BEP
the family of the individual or the legally liable person should also attend the meetings.
Depending on the situation, the individual may also attend these meetings.

How Does the Support Training Program Source BEP?

Individualized to be prepared by the BEP development unit for the hearing impaired individual
training programs based on Hearing Impaired Support Training Program
It will be created. When getting performance, it is essential that the individual gains stated in the program
which one can do. Achievements that the individual cannot achieve, the way to the education to be given
It will show. All data obtained for the individual should be taken into account. Located in the module
Rough, which is given as an example in "Measurement and Evaluation" section in line with gains.
It is used to determine the performance level in the Evaluation Form.

Performance Record Table given as an example in measurement and evaluation section
Using the individual's gains in the month will be clearly seen. This performance
The steps that form the basis of the individual's level of development are defined in the tables.
sub-targets of these steps can be created.

See the total progress at the end of the year and individual to the guidance and research center
Term given in the "Measurement and Evaluation" section to report the level of
End Individual Performance Evaluation Form will be used.

If the individual has another disability along with the hearing impairment,
other modules should also be used. Suitable for the individual's additional disability during the preparation of IEP
The acquisitions in the proposed modules should also be included.

B. Teaching Methods, Techniques and Approaches

• The natural auditory verbal method should be used in the program.

13

• Each development area in the individual and group applications of hearing impaired individuals

(listening, language and speech, cognitive, emotional, social, motor etc.) as a whole

It should be taken.

• Demonstration, demonstration, modeling in the implementation of the program,

drama, play, question-answer, extension, lecture, discussion, problem solving, trip-

observation, role-playing, computer aided instruction, etc. Also included in methods and techniques

It should be given.

C. Organizing Educational Environments

In order to realize the gains determined in the modules in the program

appropriate insulation regarding the training environment and necessary arrangements according to the characteristics of the individual

tools and materials to be used during the training are ready in the classroom

It should be taken.

Tools and materials to be used in the implementation of the program are as follows

It can be grouped:

Materials used in developing senses ; pluggable toys, blocks, various

beads, stamps, sticks, nails, etc. in sizes and colors.

Materials about guessing and problem solving ; children big-small, shape, color,

materials used for heavy, light estimates, interlocking and joining

materials, materials for promoting various volumes, pictures, matching cards, etc.

Educational materials supporting auditory and visual perception; word, verb, event describing different

cassettes, tapes, music containing pictures, photographs, different sounds and children's songs

instruments, sounding toys, computer aided education programs.

Materials that support speech and language development ; symbolic game (house games,

toys, real objects (household items, clothes, etc.)

food, etc.), pictures, sorting cards, story books with or without pictures.

14

Page 17

Materials used to gain concept ; real household items, cubes, picture cards,

dominoes, digit cards, number beads, scales, meters, coins, etc.

Materials used to develop manual skills ; paint, wax, clay, paste, ceramic, paper,

cardboard etc.

QUANTIFICATION AND CONSIDERATION

Measurement, whether individuals have certain characteristics, if they have

degree is determined by expressing the results with symbols and number symbols.

Assessment is about comparing the measurement results with a criterion about the measured quality.

is the decision-making process.

Measurement is a description process. Evaluation is a trial process and measurement

It is based on comparing the result with a criterion.

To interpret the measurement result according to our purpose; completely, partially, adequately, insufficiently

Reaching some of the provisions is an assessment. For example, in a minute

Determining how many words are read by holding the clock is the measurement process. Individual's age, mental

performance, taking into account the previous education

(based on the average number of words read by your peers in one minute) back, normal or forward

to conclude that it is evaluation.

Measurement and evaluation are two concepts. These two concepts are very closely related to the teaching process.

Is all about. Assessment is the final phase of the teaching process and is an essential

event is.

There are at least three stages of measuring:

• Having a quality to be measured

• Quality can be observed

• Displaying the numbers and symbols suitable for the purpose

15

Page 18

There must be measurement and evaluation in all areas of education. Otherwise education

as a result of whether sufficient knowledge and skills can be gained or how much

It is not possible to determine whether the training program implemented has been successful or not.

Measurement and Evaluation in Special Education

Measurement and evaluation for the individual who needs special education; before the program,

It is used continuously during and after teaching.

The objectives of assessment and evaluation in special education are:

• To determine the areas where the individual is sufficient and inadequate

• Preparing training programs and measuring their impact

• To evaluate the individual's development at every stage

• Give feedback on the development of the individual

• Identify learning difficulties.

• To determine the effectiveness of teaching and teaching materials

• Providing data to plan future learning processes

• To determine how prepared the individual is to learn a subject

• To follow the process at the stage of the individual's achievement in the program, and

    audit

• To determine the latest level reached by the individual as a result of teaching

The measurement and evaluation process in the Hearing Impaired Support Training Program; rude

evaluation, pre-teaching evaluation, evaluation of teaching process (course hours),

from the final evaluation and post-teaching (end of term) evaluation stages

It is formed. The physical needs of the individual before beginning the assessment at each stage

(food, toilet, etc.) must be eliminated.

Children with hearing impairment or difficulties during pre-teaching evaluation

It is also important to identify the needs of their families. "Family Requirement Form" for this

Be filled. In the Family Requirement Form, the families with the disability and education of their children

There should be issues regarding the requirements he voiced. Natural with the individual's family

their communication should be observed and an interview should be made with the family. To the family

16

Page 19

information about the evaluation results and the support training program to be implemented should be provided.

Individual's personal information, developmental characteristics and hearing impairment

information on the relevant history should be obtained. For this purpose, interview forms, evaluation

forms, checklists etc. tools should be used.

Rough Evaluation

• Rough assessment; Support education by the Special Education Evaluation Board

the education module selected for the individual who was decided on the need and related achievements, family

Individualized education in line with the priority needs of the individual in cooperation with

It is an evaluation to be prepared to prepare the program (IEP). Evaluation

the results are recorded on the Rough Evaluation Form.

• All notifications in the module in the Rough Evaluation Form are "Notifications"

It should be written in the column.

• While making a rough assessment, not to what degree the individual made the gain.

It should be checked if he did or did not know. Individual's questions or guidelines

the correct answer is "+" and the wrong or missing answer is "-" in the Rough Evaluation Form.

Yes / No column should be marked.

• If there is no response from the individual to the "Comments" column in the form

information from the family is used if a different directive was used during the evaluation.

Explanations about the directive should be written.

• The environment to be evaluated is suitable for the individual (sound, light, table etc.)

It should be organized.

• The practitioner's unresponsiveness to all the reactions of the individual during the evaluation.

must. However, the individual's compliance with the rules in the evaluation process, when it is said show

to show, to say when you say, to look at vehicles, to arrange and lift vehicles

positive help such as helping, sitting up to work and acting appropriately

their behavior should be reinforced.

• During the evaluation, question instructions should be given consistently, the sound used

tone should be different from the tone used when reinforcing.

17

Page 20

Pre-Teaching Evaluation

• Pre-teaching evaluation; as a result of the rough evaluation to the individual's BEP

before you start teaching the chosen outcomes

This is a detailed assessment to be made to determine.

• Pre-teaching evaluation with a concrete behavior that can be measured and observed

It should result.

• The skill to be acquired by the individual is divided into measurable steps and ranked. This

steps can be more or less depending on the individual's performance (concept and skill

analyses).

• Different materials should be prepared for each notification.

• Rules to be followed during the work should be specified.

• A form consisting of notifications, criteria and questions should be prepared.

• Each step of the skill or concept analyzed and any lower steps

It should form the "Notifications" section of the "Performance Record Table".

• Criteria should be determined after notifications are formed. Criterion, which minimum of notification

should state that it should be realized.

• To determine whether the notifications take place at the specified criterion level.

questions or guidelines should be prepared, with explanations where necessary

It should be given.

• The environment to be evaluated is suitable for the individual (sound, light, table etc.)

It should be organized.

• While evaluating, the practitioner should not interfere with the individual's reactions.

However, during the evaluation process, it is positive to follow the rules and guidelines.

behaviors should be reinforced.

• The practitioner must provide the instructions correctly during the evaluation.

Evaluation of Teaching Process (Course Hours / Month)

Evaluating the teaching process (lesson hour / month) ; individual's pre-education

the path to be followed after the evaluation, each class hour or monthly depending on the characteristics of the module

It is the detailed evaluation of the developments observed in the individual at the end of his education.

18

Page 21

Results of evaluating the teaching process, Performance at the end of each course hour or month

Implementing the "Evaluation of the Teaching Process" column in the Registration Table

marked by.

At the end of each lesson, verbal informing and suggestions are given to the family.

At the end of the monthly training period, the "Monthly Family Information Form" was studied in that month.

about the repetitions to be made at home in order to ensure the teaching and permanence of the acquisition

explanations are made.

Depending on the realization of the gains in the Performance Record Table,

more gains can also be shown. All of the achievements taught in a month, he

It will be shown on the Performance Record Table for the month.

A copy of the Performance Evaluation Grid at the end of the month,

It will be delivered. The original form will be stored in the file of the individual.

Individual Performance at the End of the Period with Performance Record Table for each month

One copy of the Evaluation Form is sent to the RAM by the parent for the next review.

will be delivered upon arrival.

Final Evaluation

In the Performance Registration Table for the acquisitions selected for concept teaching

the field of teaching process evaluation steps (as "+" or "B"

when marked) to evaluate whether or not it is done by heart with different questions and materials

In order to prepare a Final Evaluation Form.

Name and surname of the individual who was given support training at the top of the Final Evaluation Form.

the date of the evaluation is written.

The last lesson of the teaching process in the acquisitions selected for other skills teaching

The evaluation made on the watch also accomplishes the skill

19

it will be the last assessment to be made for not performing. Therefore separate

there is no need to prepare a form.

In the column under the heading "Notifications" in the Final Evaluation Form; Performance

If the same notifications received in the Registration Table are under the "Questions / Guidelines" column

Questions and materials different from the questions and materials in the Performance Registration Table

It will be written.

While making the final evaluation, it is not the degree of the individual's acquisition, but

It will be checked if it does or does not know.

While evaluating, the practitioner should not interfere with the individual's reactions.

When all sub-digits are marked as "+" or "B" as a result of the final evaluation

if the gain is realized, when "-" or "SI, MO or FY" is marked,

it was decided that it did not happen and that teaching should be repeated.

The Final Evaluation Form will be kept in the file of the individual.

End of Education (End of Term) Evaluation

End of education (end of term) evaluation, End of Term Individual Performance

It is done by Evaluation Form.

End of Term Individual Performance Evaluation Form; Special Education Evaluation

Which of the acquisitions intended to be earned within the period recommended by the Board

independently, which ones did not, despite the start of teaching

(education should continue) and which acquisitions are not started

It is the form in which it is shown and its reasons are written.

Support training to the top of the End of Term Individual Performance Evaluation Form

name, surname, age, educational diagnosis, start and end date of the education are written.

20

"Achievements" title in End of Period Individual Performance Evaluation Form

to the column below; Special Education Evaluation Board for the individual during the education

The acquisitions that are aimed to be gained (taken to the BEP) are processed as items.

In which month the teaching of the acquisition was started, the column related to that month; gain one month "+" if it occurred within the following months (if the gain did not occur) "-"

is marked as. A "+" is placed on the month of the acquisition.

Example 1 "Notice the sound." earnings began in the first month, and that month

In the first month, a "+" sign is placed in the relevant box.

Example 2 "It introduces itself." earnings started in the first month and earnings two months

if earned in the first time (worked in the first and second months and finished in the second month)

In the relevant box in the month, a "-" sign is placed in the relevant box in the second month.

Gaining in the teaching process determined by the Special Education Evaluation Board

acquisition (s) from targeted (acquired BEP) achievements that never started teaching

RAM in the End of Period Individual Performance Evaluation Form, if any.

It is written in detail in the **information** section.

1 . **Example** "The sentence repeats because of the shortage of time." gains to

It could not be started.

2. Example Prerequisite is the acquisition "It makes hand picking." phase

"It solves the problems related to the collection process since it does not happen." has not been acquired.

For the individual at the end of the period recommended by the Special Education Evaluation Board

Although the acquisitions intended to be realized have been started,

If not, explanations will be made on which lower step.

Example 1 "Uses a single syllable word." in teaching about acquisition,

From the steps, "It shows the said object out of the four options." and "The name of the object

repeats. " He **can always** do his steps , "When asked, he says the name of the object."

a step **sometimes** can be done. Continuing education about this acquisition

needs.

21

Page 24

"RAM Information" about the achievements made at the end of the education period

There is no need to explain to the section.

End of Semester Individual Performance Evaluation Form, the practitioner who teaches and

signed by the parent. Guidance for the purpose of individual examination at the end of the teaching period

Individual Performance at the end of the semester when re-applying to the research center

A copy of the Evaluation Form and the Performance Record Table is sent to the RAM by the parent.

is delivered.

The form samples prepared for measurement and evaluation are

It is arranged in two different types according to its characteristics and is presented in the annex. For modules

The form examples prepared and necessary explanations about the samples are included in the content of each module.

given in the area measurement and evaluation section.

22

Page 25

MEASUREMENT AND EVALUATION FORMS

ROUGH ASSESSMENT FORM

Yeah   **Descriptions**
No

Guardian	History	operator
Name and surname	/ Of	Name and surname
Signature		Signature

23

Page 26

PERFORMANCE REGISTRATION TABLE

Name of the Module   : Hearing Impaired Mathematics
Individual's Name Surname :
TC Identification number   :
Date of birth   :

QUESTIONS / INSTRUCTIONS   to

EVALUATION OF THE TEACHING PROCESS
INDIVIDUAL

NOTICES

CRITERIA   **Main Instruction**

Before Education HEAT Assessment	H Lesson 1	TR	H Lesson 2nd.	TR	H Lesson 3.	TR	H Lesson 4.	TR	H Lesson 5.	TR	H Lesson 6.	TR	H Lesson one.	TR
+ − B	SI B.C FYI B		SI B.C FYI B		SI B.C FYI B		SI B.C FYI B		SI B.C FYI B		SI B.C FYI B		SI B.C FYI	

ABBREVIATIONS: B = INDEPENDENT SI = ORAL TIP MO = BEING MODEL FY = PHYSICAL ASSISTANCE
OBSERVATIONS   :

DESCRIPTIONS
1- The form will be filled by the practitioner who teaches.
2- A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
3- At the end of the form, the family; informations about the work done will be written
4- After each session, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

Guardian	History	operator
Name and surname	/ Of	Name and surname
Signature		Signature

24

Page 27

PERFORMANCE REGISTRATION TABLE

Name of the Module   : Hearing Impaired Language Education
Individual's Name Surname :
TC Identification number   :
Date of birth   :

I TO

EVALUATION OF THE TEACHING PROCESS

GAINS	INSTRUCTION CRITERIA	NCES ND IM Ö	IRM 1 MONTH MONTH YEAR	2 MONTHS MONTH YEAR	3 MONTHS MONTH YEAR	4 MONTHS MONTH YEAR	5 MONTHS MONTH YEA

ERLA / / / / /
DESIAL
Ğ
HEALSO

0-4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4

Abbreviations: 0: Never   1: Rarely   2: Sometimes   3: Usually 4: Always
OBSERVATIONS

DESCRIPTIONS
1- The form will be filled by the practitioner who teaches.
2- A copy of the form will be delivered to the parent in return for signature. The original form will be stored in the individual's file.
3- After each lesson, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

History   operator
/ Of   Name and surname
                                            Signature

25

Page 28

PERFORMANCE REGISTRATION TABLE

Name of the Module   : Hearing Impaired Language Education
Individual's Name Surname :
TC Identification number   :
Date of birth   :

GAINS	INSTRUCTION CRITERIA	I CES Irma IM FRONT ASSESSMENT DESIAL Ğ HEALSO	7 MONTHS MONTH YEAR /	8.AY MONTH YEAR	9 MONTHS MONTH YEAR /	10 MONTHS MONTH YEAR /	11.AY MONTH YEAR /

EVALUATION OF THE TEACHING PROCESS

0-4   0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4

Abbreviations: 0: Never 1: Rarely   2: Sometimes   3: Usually 4: Always
OBSERVATIONS:

DESCRIPTIONS
1- The form will be filled by the practitioner who teaches.
2- A copy of the form will be delivered to the parent in return for signature. The original form will be stored in the individual's file.
4- After each lesson, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

History   operator
/ Of   Name and surname
                                            Signature

26

Page 29

INDIVIDUAL PERFORMANCE EVALUATION AT THE END OF THE PERIOD
FORM

Individual Name Surname: **Training Start Date:**
       / Of

Student's Age: **Training End Date:**
       / Of

.

MONTHS

GAINS

1 MONTH ... MONTHS

The achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board are in the form of items.
In which month the earning started, the column related to that month; if the gain ended in one month (gain
if) "+" as; If it continues in the following months (if no gain has been achieved), it will be marked as "-". The acquisition took place
"+" is placed on the month.

RAM INFORMATION

History
/ Of
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

27

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Name of the Module   **: Hearing Impaired Language Education**
Individual's Name Surname   **:**
TC Identification number   **:**   **Date of birth**   **: / /**
Training Start Date: / /   **Training End Date**   **: / /**

MONTHS

GAINS

1 MONTH ... MONTHS

The achievements that are aimed to be acquired within the period suggested by the Special Education Evaluation Board are in the form of items.
In which month the earning started, the column related to that month; if the gain ended in one month (gain
if) "+" as; If it continues in the following months (if no gain has been achieved), it will be marked as "-". The acquisition took place
"+" is placed on the month.

RAM INFORMATION

1. Performance Before Using Individual Support Education Program
level
(It should be stated what the individual can do before training, his characteristics, etc.)

2. Individual's Support Post-Training Performance Level
(It should be stated that the individual can do after training, his characteristics, etc.)

3. Suggestions
(Information and suggestions to be given to the family should be specified.)

	History / Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

28

Page 31

LAST EVALUATION FORM

Individual's Name-Surname :   / Of

QUESTIONS / INSTRUCTIONS
MAIN DIRECTIVE

Irma

NOTICES   **CRITERIA**

ASSESSMENT
G

LAST

operator
Signature

DESCRIPTIONS

1. This form will be filled in by the practitioner who teaches.
2. The original form of this form will be stored in the individual's file.

History
/ Of

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

29

Page 32

MONTHLY FAMILY INFORMATION FORM

Individual's Name Surname :   **Month / Year to which it belongs**
Date of birth :
Modules Received :   /

Individual's Level

Family Suggestions

History
/ Of

Guardian	operator
Name and surname	Name and surname
Signature	Signature

30

Page 33

FAMILY REQUIREMENT FORM

Individual Name Surname:
History   **: / /**
Questionnaire Person:
Proximity to the Individual :

Dear Veli,

      Families of individuals with hearing impairments or difficulties need information and support. Below
You will find some of the requirements frequently voiced by families. Please ask for more information or a
Please tick the items you want to discuss with our specialist. Other issues not listed at the end
There is a section you can add. If you decide to complete this survey, all the information you provide will be confidential.
It will remain. If you don't want to fill in now, this form may remain with you to create a resource.

TOPICS	Information I want.	Debate I want.	Information I do not want.
GENERAL INFORMATION			
1. How do children grow and develop?			
2. How should I play and talk with my child?			
3. How should I teach my child?			
4. How should I deal with my child's behavior?			
HEARING AND HEARING LOSS			
1.How does the normal ear hear, what are its functions?			
2. How does my child hear?			
3. What should I know about the hearing aid?			
4. What will be the benefit of the device?			
5. What should I know about assistive hearing aids?			
6. How do I get my child to wear the device all the time?			
CONTACT			
1. How can I teach my child to listen?			
2. How will my child's hearing loss affect their speaking skills?			
3. How will my child's hearing loss affect language development?			
4. How will my child communicate?			
5. How should I contact my child?			
SERVICES AND TRAINING OPPORTUNITIES			
1. About special services that can be given to my child			
2. About the special services that my child will need in the future			
3. More time to talk to my child's practitioner or therapist about the subject of finding			
4. About other situations my child may encounter			
5. Printed materials, films, local or about national institutions and organizations			
6. About my legal rights			
FAMILY AND SOCIAL SUPPORT:			
1. Talk to a family member or friend about problems about			
2. About meeting other families in the same situation			
3. About meeting adults with hearing loss or difficulties			
4. About family support groups			
5.About more time for myself			
6.About getting help to acknowledge our family's hearing loss			
About meeting with a counselor specializing in hearing loss			
8.About how to explain my child's hearing problem to others			

If there are any other issues you would like to be informed about or discuss, please
Please specify:
Is there someone in our institution that you would like to discuss especially these issues?

31

PLANNING OF FAMILY EDUCATION AND COOPERATION WITH FAMILY

In order to achieve the goals set in the success of the practices, the family
Active participation in education is very important. First of all, by making a meeting with the family,
it must be determined that it needs information and support in the field. Family's feelings and thoughts
should be able to express easily, clear and understandable answers to questions
should be given

At the stage of preparing the family for education, first of all,
to provide the family with other families with a hearing impaired individual
they should be allowed to come. When necessary, the family can receive psychological support.
It should be directed. The family should be careful about the use of the hearing aid and
Information about hearing impairment issues should be provided.

Cooperation with the family while preparing an individualized education program
It is important. While preparing an individualized education plan in the support education process,
needs and features should be considered. Individualized education
Care should be taken to ensure that the plan is understandable and feasible for the family.

During the support education process, the family should be informed regularly and
recommendations should be made. By giving examples to the family in the studies carried out during the educational process
Information should be given about the work to be done at home.

32

HEARING EDUCATION MODULE

AIM OF THE MODULE
To improve hearing ability

GAINS
1. Notice the sound.

2. Distinguishes the similarities and differences of sound.

3. Distinguishes the thinness and thickness of the sound.

4. Distinguishes the length and shortness of the sound.

5. Recognizes environmental sounds.

6. Recognizes speech sounds.

7. Recognizes the spoken words.

8. Complies with the spoken instructions.

9. Reacts correctly to questions about the story he / she listens to.

10. Follows the speech in silent and noisy environments.

DURATION OF THE MODULE

The duration of this module is 240 lessons. Individual training hours

It is organized in format. If there is a need for support training for hearing education, this

the situation was re-certified with the Disability Health Board Report and related Guidance and Research

It is re-evaluated by the Special Education Evaluation Board in its center.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Each hearing-impaired individual has a hearing residue. Individuals with hearing education

It should be ensured that he uses his hearing with the hearing aid in the best way possible.

2. The ability to recognize sound, react to the presence and absence of sound. Notice the sound

the individual whose skills are supported also improves auditory attention. Notice the sound

In his studies, first of all, against various voices so that the individual can react to the sound spontaneously.

33

Page 36

must be conditioned. Behavioral conditioning of the individual, behavioral when hearing the voice from the individual

be asked to react and / or repeat it (when they hear the sound,

like throwing it in the basket). Individual reacts spontaneously to sound after conditioning to sound

begins to give.

3. Distinguishing sound, similarities and differences between two or more sound stimuli

is the perception skill. After listening to the individual's phone voice, the second voice is the same or

differentiating that it is different can be given as an example to this skill.

4. Voice recognition; behavioral reaction, displaying from a picture, writing, or hearing the sound

is the skill observed by repetition. In the voice recognition studies, at the first stage; home sounds

(music, doorbell, phone sound, scissors sound, etc.), out-of-home sounds (horn, siren, bird sound, etc.) and

environmental sounds, such as human voices (laughter, cough, etc.) should be used. Next

At the stage, studies should be made to recognize speech sounds. In these studies; thin -thick

sounds (drum-steel triangle sound etc.), long-short sounds (low-drop, me-meeee etc.), low-

loud sounds (violent-less violent drum sound, etc.), single and repeated sounds (parent)

sounds, etc.), human voices (male-female-child voices, etc.) speech sounds of different frequencies

Voices such as (a, u, i, m, ş, s) should be used.

5. Word recognition studies begin with applications to recognize meaningful syllable sounds. This

In studies, the train choo should be introduced with the voices of the dog and the fluff. Different syllable numbers

In the study of recognizing words, there are one, two and three syllable words (ball, baby,

such as a car) choosing the object with the correct number of syllables from the object or object pictures

It should be requested. In the study of recognizing the words in the same syllable number, two or one from the individual

select the spoken object from the object or object pictures containing syllable words

It should be requested. In this application, two syllable words 3, 6, 9, 12 objects / pictures in the first stage.

(table, door, glasses etc.) should be asked to select the object / picture said. Second

At the stage, the same application should be done with single syllable objects (such as ball, eye, house).

6. Comprehension; following instructions, answering questions or talking

it is the skill observed with sustainability. In natural life to develop understanding skills

Various activities should be done from simple to difficult. According to the individual's auditory perception level and age

The studies carried out without understanding the simple instructions such as "take, come, give", "Take the ball,

34

Page 37

Put it on the table, sit on the chair. " towards understanding more complex instructions such as

it must follow the sequence.

7. In order to understand the instruction that contains the concept, the individual should firstly

You should know. For example, the individual said, "Put the big red ball in the basket." to understand the directive

He needs to know the concepts of "big", "red", "into".

8. In story studies, the content and length of the story are in accordance with the characteristics of the individual.

It must be set. In responding to questions about the story, from simple to difficult

stages should be followed. In the first stage, the story should be told to the individual as a hint (about the story

picture or objects), the behavior expected from the individual is also on the picture according to the individual's level

There should be responses such as showing and verbal expression. In the later stages, the story is without hint

and the individual should be asked to understand the story and answer questions verbally.

9. Follow-up exercises are in natural as well as quiet environments (background

home environment with noises and similar environments). So the individual's daily

It will be easier to follow the conversations in his life. Individual's following the speech

skill develops in parallel with language development. So this skill is with language development module

It should be supported.

10. Toys that make noise in recognition, distinguishing and recognizing sound (rattle, squeezed

toys, like toys that sound when pressed, real musical instruments (drums, steel

triangle, rhythm sticks, def, castanet, xylophone, maracas, flute, organ), environmental sound recordings

recordings with children's songs, computer-based music and sound programs, interlaced

toys, sound-light toys, moving toys that react to sound, object and action

cards, concept cards (such as color, shape, number, opposite concepts) should be used.

11. Object and action cards, event sequencing cards, and story

progressive picture cards, concept cards (missing completion cards, relationship cards, object

function cards)).

12. In hearing education studies, considering the age and individual characteristics of the individual,

real materials should be used.

35

Page 38

13. Today, every hearing impaired individual's first years of life, especially in the acquisition of language

Since the age of 0-2 is the most critical period, the individual's education with the family

its importance and necessity is accepted all over the world. All stages of the family's hearing education

Ensuring active participation is an important factor in increasing the success of education. This

Therefore, simultaneously with the family's process of realizing the gains in this module.

participation should be ensured.

14. At the stage of preparing the family for education, the family's acceptance of the disability

is required. For this, the family can meet with other families who have a hearing impaired individual.

they should be allowed to come. When necessary, the family can receive psychological support.

It should be directed.

15. The type and degree of hearing loss are very important factors for the individual to acquire the language. This

For this reason, the family should be informed about the features of hearing loss.

16. Family, hearing aid use, cleaning and maintenance, battery control, proper ear mold

should be informed about issues such as use. With the support of the family, the hearing aid

correct use accelerates the compliance of the individual to the device.

17. Incorrect attitudes of the family to prevent the individual from using his time efficiently at home

causing it to not reinforce what it has learned. The family is conscious, consistent and individual towards the individual

their educational attitudes eliminate this negative situation. Overprotective, discriminatory, individual

tension and similar false attitudes caused by not communicating

and it should be supported to cope with this situation.

18. The family uses the areas that it uses in the natural life of the family for educational purposes,

support the individual's listening, language and social skills (taken after the kitchen exchange

talking about materials, the individual about the properties and functions of these materials

like giving information).

19. Reward used to realize the acquisitions in the "Hearing Education" module,

effective in communication such as expanding, asking questions, modeling, giving hints, changing role

methods should also be taught to the family and these methods should be used to communicate with the individual.

36

CONTENT OF THE MODULE

A. SOUND DIFFERENCE WORKS

1. Conditioning to Sound

2. Response to Sound

B. WORKS TO DETERMINE THE SOUND

1. Similarities of Sound

2. Differences of Sound

C. VOICE RECOGNITION WORKS

1. Environmental Voices

2. Speech Sounds

a. Thin-thick sounds

b. Long-short sounds

c. Low-loud sounds

d. Single-repeating sounds

D. Human voices

to. Speech sounds of different frequencies

f. Significant syllable sounds

g. Words in different syllable numbers

ğ. Words in the same syllable number

CHINA. UNDERSTANDING WORKS

1. Instruction Studies

2. Story Comprehension Studies

3. Studies to Follow the Speech

MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in the "Hearing Education" module; rough evaluation, pre-teaching evaluation, evaluation of teaching process (course hour), final evaluation and post-teaching (end of term) evaluation stages. With these stages Explanations regarding the sample forms prepared are given below.

37

A. Rough Evaluation

While evaluating Hearing Education Skills, Independent in the Rough Evaluation Form Skills performed as (+) should be marked as skills (-) which cannot be performed independently. In the "Explanation" section, observations during the evaluation should be written.

Intervention in the individual's reactions while registering on the Rough Evaluation Form

should not be given or helped.

As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B. Pre-Teaching Evaluation

Pre-teaching evaluation results can be found in the Performance Registration Table.

should be marked in the pre-teaching evaluation column.

As a result of the rough evaluation, " *Voice difference* "

would. " an example assuming that his acquisition was inadequate and he could not independently

It was prepared.

Analysis of *the* skill of *recognizing the sound* , which *is* primarily addressed in pre-teaching evaluation

It is divided into sub-steps: *1. It reacts to sound. 2. Combines sound and motion.*

Marking about the ability to recognize the voice in the column "Pre-Teaching Evaluation"

giving instructions to the individual for each sub-step or by explaining the application

it is checked if it can do it or not. Individual acquisition for each sub-step

4 (always), 3 (usually), 2 (sometimes), 1 (rarely), 0 (never) depending on the situation

will be evaluated with points.

C. Evaluation of the Teaching Process

The results of the evaluation of the teaching process can be found in the Performance Registration Table.

It is marked in the "Evaluation of the Teaching Process" column.

38

Page 41

As a result of the pre-teaching evaluation, the individual *"Notices the voice."* bottom of the gain

Teaching will be done on what they cannot do regardless of their steps.

Related *to the* skill *"Voice noticed" in the "* Pre-Teaching Evaluation" column

While marking, the individual is given instructions for each sub-digit and whether or not he / she can

TDS. According to the ability to achieve individual acquisition for each sub-step, 4 (each

time), 3 (usually), 2 (sometimes), 1 (rarely), 0 (never)

It will be evaluated.

On the "Monthly Family Information Form", "The voice notices." both teaching of the acquisition

in the explanations about repetitions to be made at home in order to ensure its permanence

and a copy of the signature is delivered to the family at the end of each month.

The form will be filled in by the practitioner who teaches. One copy of the forms

will be stored in the individual's file.

As an "explanation", in which environment, situation and how does individual acquisition briefly express

It will be. For example, the individual may produce sound at home but not in the educational environment. This

Therefore, in this section, by getting information from the family, by recording the sound

whether he / she could make this gain in the explanation part by making observations in the environments

It will be.

Interim evaluation will be made at the end of the first 6 months. Evaluation report

will be stored in the file of the individual. The same form will be filled in again for the second 6 months.

Forms will be stored in the individual's file.

After the lesson, the family or the individual, the work done and things to do

verbal or written information should be provided about, suggestions should be made.

D. Post-Teaching (End of Term) Assessment

Individual development in accordance with the results of the teaching process evaluation every month

At the end of the semester, individual performance evaluation form was processed.

39

Page 42

While filling out the form, in which month the acquisition started, in the column related to that month,

If it is terminated within one month (if the gain has taken place) it will be marked as "+". Earnings

If it continues in the months after the start of the month (if the gain has not been achieved) as "-"

It marked. A "+" is placed on the month of the acquisition.

For the individual at the end of the period recommended by the Special Education Evaluation Board

cannot be achieved or taught from the acquisitions intended to be realized

the rationale for the achievements, in detail (the rationale for the 1 st training never started

2.If the acquisition did not take place even though he started teaching, in which lower step

RAM Information).

40

Page 43

MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM

Name of the Module   **: Hearing Impaired Hearing Education Skills**
Individual's Name Surname   **:**
TC Identification number   **:**
Date of birth   **:**   Date of evaluation: / /

		Yes (+) No (-)	Descriptions
A.	**ACTING TO DIFFERENCE THE SOUND**		
one.	He notices the sound.	(-)	
B.	**STUDIES TO DETERMINE THE SOUND**		
one.	Distinguishes the similarities and differences of sound.	(-)	
2nd.	Distinguishes the thinness and thickness of the sound.	(-)	
3.	Distinguishes the length and shortness of the sound.	(-)	
C.	**VOICE RECOGNITION WORKS**		
one.	Recognizes environmental sounds.	(-)	
2nd.	Recognize speech sounds.	(-)	
CHINA.	**UNDERSTANDING WORKS**		
one.	Recognizes the spoken words.	(-)	
2nd.	It follows the instructions.	(-)	
3.	He reacts correctly to questions about the story he listens.	(-)	
4.	It follows the conversation in quiet and noisy environments.	(-)	

If the individual can realize the acquisition (+); If it fails, it will be evaluated as (-).

Descriptions
The individual does not react to speech sounds. Therefore, from the first acquisition, "It notices the sound",
it would be appropriate to start.

History
/ Of
operator
Name and surname
Signature

Page 44

PERFORMANCE REGISTRATION TABLE

Name of the Module　　　　: Hearing Impaired Hearing Education Skills
Individual's Name Surname :
TC Identification number　　:
Date of birth　　　　　　　:

		I TO NCES ND IM Ö ERLA G HEA ISO IRM DENIAL SSO		EVALUATION OF THE TEACHING PROCESS				
GAINS	**INSTRUCTION CRITERIA**			**1 MONTH** MONTH YEAR /	**2 MONTHS** MONTH YEAR /	**3 MONTHS** MONTH YEAR /	**4 MONTHS** MONTH YEAR /	**5 MONTHS** MONTH YEA /
		0-4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

1.The sound notices.

| a) Reacts to sound. | 5 | The target sound is given. Individual's voice reaction is observed. | 0 X | X | X | X | X |
| b) Combines sound and movement. | 5 | "When you hear the sound Throw the cube in the basket. " | 0 X | X | X | X | X |

Abbreviations: 0: Never　　　　1: Rarely　　2: Sometimes　　3: Usually 4: Always

Observations: No improvement was observed in the gains evaluated at 1 and 2 months. It was observed that it responded to the target sounds in the 3-6 In the 5th and 6th month, the individual can seldom combine voice and movement.

1. This form will be filled in by the practitioner who teaches.
2. A copy of this form will be delivered to the parent in return for signature. The original form will be stored in the individual's file.
3. After each lesson, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

History / Of

operator Name and surname Signature

42

Page 45

PERFORMANCE REGISTRATION TABLE

Name of the Module　　　　: Hearing Impaired Hearing Education Skills
Individual's Name Surname :
TC Identification number　　:
Date of birth　　　　　　　:

		I CES rma IM FRONT ASSESSMENT DENIAL G HEA SSO ISO		EVALUATION OF THE TEACHING PROCESS				
GAINS	**INSTRUCTION CRITERIA**			**7 MONTHS** MONTH YEAR /	**8.AY** MONTH YEAR /	**9 MONTHS** MONTH YEAR /	**10 MONTHS** MONTH YEAR /	**11.AY** MONTH YEAR /
		0-4	0 1 2 3 4 0 1 2		3　4 0 1	2nd 3　4 0 1	2nd 3　4 0 1 2 3 4	0 1 2 3 4

1.The sound notices.

| a) Reacts to sound. | 5 | The target sound is given. Individual's reaction to sound Observed. | 0 | X | X | | |
| b) Movement with sound Combine. | 5 | "When you hear the sound Throw the cube in the basket. " | 0 | X | X | X | X |

Abbreviations: 0: Never　　　　1: Rarely　　2: Sometimes　　3: Usually 4: Always

observations

The individual gained the ability to react to sound in the 8th month. It is observed that he gained the skill of combining sound and movement in the 10th mo

History / Of

operator Name and surname Signature

43

Page 46

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Name of the Module   **: Hearing Impaired Hearing Training**
Individual Name Surname:
TC Identification number   :   **Date of birth : / /**
Training Start Date: / /   **Training End Date: / /**

MONTHS

GAINS

1 MONTH 2 MONTHS 3 MONTHS 4 MONTHS 5 MONTHS 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS 11 MONTHS

1) Notice the sound.   +

2) Distinguish the similarities and differences of sound.   +
3) Distinguishes the thinness and thickness of the sound.   -
4) Distinguishes the length and shortness of the sound.
5) Recognizes environmental sounds.

....

Achievements aimed to be acquired within the period recommended by the Special Education Evaluation Board
In the form of the items are processed in the form in which month the earning started. acquisition in one month
if it is terminated (if the gain has taken place) continues as "+" in the following months (if the gain has not been achieved)
It is marked as "-". A "+" is placed on the month of the acquisition.

RAM INFORMATION

1. Performance Level Before Using Individual Support Education Program
(It should be stated what the individual can do before training, his characteristics, etc.)
The individual notices the voice in the " Hearing Education" module. can not realize its acquisition.

2. Individual's Support Post-Training Performance Level
(It should be stated that the individual can do after training, his characteristics, etc.)
 The individual notices the voice in the "Hearing Education" module. and "The sound's similarities and differences
distinguishes. " realizes its acquisitions independently. "The thinness and thickness of the sound
However, he can perform the discrimination with verbal clue.

. "Distinguishing the length and shortness of the sound." and "Recognizes environmental sounds." while gaining time
inability to start.

3. Suggestions
During the training process, reports were provided to the family with monthly information and suggestions.

	History / Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

44

MONTHLY FAMILY INFORMATION FORM

Individual's Name Surname	: *AA*	**Month / Year to which it belongs**
Date of birth	: *12/01/2006*	
Modules Received	:	**July / 2007**
	Hearing Education Module	
	Language Education Module	
	Math Module	

Individual's Level
(What will be done in the month, the gains that the child gains and is inadequate will be stated.)

In this month, studies to gain the ability to "notice the voice" with your child
It is made.

Family Suggestions
(In order to support what is done, recommendations to the family about the gains, activity
samples will be included.)

While doing it with your child again, it is the first step in "noticing the sound" skill.
" When evaluating whether the earning is earned or not, all the factors are taken into consideration.
Keep. For example, when choosing materials, it is similar to the materials used in the classroom,
attention should be given that the sounds given are natural sounds and the environment in which the works are made is quiet
It should be.

History
/ Of

Guardian	Trainer
Name and surname	Name and surname
Signature	Signature

45

LANGUAGE EDUCATION MODULE

AIM OF THE MODULE

To be able to acquire language skills

GAINS

1. It sounds like speech sounds.

2. It reacts to its name.

3. It repeats rhythmic syllable.

4. Notice the different tones in speeches.

5. Uses a single syllable word.

6. Repeats the word.

7. Uses two or more syllable words.

8. Repeats the sentence.

9. Constructs two-word sentences.

10. Establish sentences consisting of three or more words.

11. Recognizes words with similar sound features.

12. Answers to questions.

13. Ask questions.

14. Establishes cause and effect relationship between events.

15. Describes what he listens to, sees, lives and watches in order of occurrence.

16. Describes the text he read in order of occurrence.

17. Expresses his feelings.

18. Uses the attachments on the spot.

19. Uses word types on the spot.

20. Uses sentence types on the spot.

DURATION OF THE MODULE

The duration of this module is 380 hours. These class hours are individual and

It is organized in the form of group education. The need for support education for language education

In case this situation is re-certified with Disabled Health Board Report, the related Guidance

and again by the Special Education Evaluation Board in the Research Center.

Evaluated.

46

Page 49

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. All hearing-impaired individuals have their language with the rules system seen in normal language acquisition.

It is developing. Therefore, their language can best be described as 'delayed'. This

Therefore, the steps of normal language development for the hearing impaired person to acquire the language

It should be monitored. These steps are; preverbal period, single word period, successive words

the period in which it was ranked, a two-word period, a period of three or more words

It is sorted. Carrying out studies with a hearing impaired individual in this hierarchy

is required. For example, if the individual is in a single word period,

studies should be planned. To the family, the two-word statements in their communication with the individual

warnings should be given to give more space.

2. Cognitive capacity, psychological features, social environment and immediate environment of the individual

interactions with people, type, degree of hearing loss, hearing aid used, using device

age, the age of starting education affects language development. Therefore, preliminary evaluation

the individual's gains and duration after taking these factors into consideration

determination will be appropriate.

3. Spelling and spelling sounds similar to speech sounds before the individual produces a word

makes voice expressions by doing. Studies to make sounds similar to speech sounds

the individual realizes the sounds made by the individual through the sound games and the practitioner

It should be ensured that the sounds made by the individual are reinforced (baby food

making sound games such as mmm, mam-mam, etc. while feeding.) The practitioner is different

A variety of sounds for the purpose of giving voice and speech characteristics such as rhythm, intonation and emphasis to the individual

should improve the games. In this way, the voice extraction of the individual receiving auditory stimuli will increase and

will diversify, the feedback it receives will improve the quality of the sound it makes and will be more understandable in the future.

will help him gain speech.

4. To understand the syllable, word and sentence of the individual in the study of syllable, word and sentence again

it should be ensured that it repeats only what has been said. Words to be used in studies

two-syllable, three-syllable or multi-syllable in accordance with the development of the child; sentences also two

words, three words or more words.

47

Page 50

5. In one syllable and two syllable meaningful words; free or symbolic

Rhythmic repetitions such as hop-hop, medicine-medicine, pat-pat-, slap-slap should be done during the game activities,

monosyllabic (ball, run, hold, take, etc.) using visual materials suitable for the individual's level, two

be asked to recognize and name syllable words (such as door, grandfather, sit), simple

rhythm of the individual by using nursery rhymes and children's songs, using syllable words

skills should be supported. Words to be used in the study, people who are important to the individual,

food, body parts, animal names, clothes, toys, objects in the immediate vicinity

and be chosen from actions.

6. Before moving on to the use of two-word sentences, an individual's sufficient word

It must have a repertoire. Because every new word learned learns the length of expressions

Increases. When forming vocabulary, the meaning of words should also be supported.

The use of words is related to the context in which it is used. For example, the child's picture of his father

this is a naming for the "father" lesson. If the child is showing his father's shoes

If he says "father", it means "father's shoes". Boy reach out with his fingers

If you say "food" by turning it on and off, it means "give food." can. Therefore, the individual

pay attention to the context, intonation and highlighting of this word when using the word

It should be guessed what the individual wants to say and should give feedback. Back

notifications should be made according to the situation. For example; the individual said, "daddy car." In this case

While it means "my father's car", in another case, "My father is driving." it means

It can move. "Yes, the father's car." or "Yes, your father

driving car." It may be. Thus, the individual systematically leads to the next step.

It will proceed.

7. In the three-word sentence usage studies, the two-word originally used by the individual

By adding a new word to the sentences, the sentence is expanded and sent back to the individual. Individual again

is asked to. After repeating, it is supported to use the sentence with question and answer technique.

8. Individual's voice units in recognition of words with similar voice features

It should be ensured that they distinguish between the differences. For example; `` Horseshoe-pomegranate, coach-run, tulip-mint ... ''

It is provided to show the spoken word among the pictures. Studies to distinguish different sounds

While making the word, the middle of the word, the sounds at the end of the word are distinguished by the individual.

to be provided.

48

Page 51

9. Closed-ended or open-ended questions are used to answer the question. Closed

replying "yes / no" to initial questions, then gradually

When asked to use a word other than yes / no, the last step is to answer in the form of a sentence.

asked to give. For example, "Do you want milk?" The answer to the question is "yes / no I don't want / yes milk

I want." It should be. "What, who, where, why, how" in open-ended questions

Question sentences made with the words should be used.

10. Sequential event cards, single cards reporting action, story in language usage studies

such as books, three-dimensional objects, cartoons, educational films, documentaries, newspapers, magazines

materials by working with the individual, asking simple questions, answering questions,

establishing cause and effect relation and gaining logic skills.

To be able to explain what they listen to, what they see, what they watch and watch (such as movies, theater, tv).

opportunities should be created.

11. Sequential event cards that are studied with the individual in the use of language, later

should be given to the individual in a mixed way, arranging them according to the order of occurrence of the individual and the order of the event

should be asked according to the description.

12. Based on their experiences in using the words expressing their emotions on the spot

picture cards expressing emotions, video shows, events in their lives

similar illustrated stories, after examining the texts with the individual, the individual expresses these feelings

should be provided.

13. In the efforts to use the annexes correctly; time suffixes, plural suffixes, negativity

activities including suffixes, name suffixes, personal suffixes, possessive suffixes

It should be diversified. For example, working on illustrated event cards and for these cards

expressing written sentences firstly verbally and then in written and afterwards

The missing attachments should be filled in correctly by the individual. Pre-school

In the period, the feedback (during the efforts to use the language,

emphasis, awareness raising).

14. Types of words (noun, adjective, pronoun, adverb, preposition, verbs, conjunction, exclamation) and sentence types

(verb sentence, noun sentence, canonical sentence, inverted sentence, positive-negative sentence, question

sentence, command sentence, exclamation sentence, condition sentence, request sentence, simple sentence, compound sentence,

ordered sentences, connected sentences) dramatization, question-answer,

Methods such as modeling should be used.

49

Page 52

15. Encouraging the individual to speak in order to improve their vocabulary.

(museum, park, shopping mall, greengrocer, zoo, etc.) should be arranged, the practitioner

Chat environments prepared by, visual materials, real materials

(real items, real fruits), educational CDs, etc. tools should be used.

the words; diversity such as words reporting action, words reporting properties of assets

care should be taken. In order to remember and reinforce the learned words

a notebook where the words are recorded and pictured can be attached. However,

In reinforcement studies, the family can be given daily word lists, these words

It is recommended to create opportunities that it can use.

16. Nursery rhyme and song in the studies to improve the intelligibility of the individual's speech

saying, adjusting the speed of speech, making the rhythm and emphasis in their speech felt and

text reading activities should be done to ensure that the individual uses the language clearly.

17. The comprehensibility of the individual's speech in all studies on language acquisition

importance should be attached to the support. Speech such as speech speed, pronunciation, rhythm and emphasis

activities that support its features should be diversified.

18. Hearing loss, gaining speech language, pronunciation only (articulation) and phonetics

Individuals with (phonological) disorder may be

faydalandırıl should.

CONTENT OF THE MODULE

A. SPEECH STUDIES

    1. Sound Production

    Response to Name 2

    3.Repeat Studies

    4. Rhythm Studies

B. LANGUAGE USE

    Understanding Studies

    2. Narration Studies

50

Page 53

C. LINGUISTIC RULES

    1. Annexes

    2. Types of Words

      I a.is

      b. Pronoun

c.sıfat
ç.fiil

Types of sentences

Simple sentence

b. Positive-negative sentence

c.Emir sentence

d. Request sentence

D. Compound sentence

QUANTIFICATION AND CONSIDERATION

While evaluating the language development of the hearing impaired individual,
Opportunity to prepare a suitable BEP for the individual to be compared with the data
both the individual's progress and the effectiveness of the training program implemented.
It will increase.

In order to reveal the real language performance of the individual,
It is more appropriate to make it in the language system that is accustomed to the individual and in the language system suitable for the individual.

The potential of the individual to learn to speak, starting from the first stages of education, and
The features of developing the spoken language should be constantly evaluated. Thus, the language of the individual
Overlooking of many factors that are effective in winning can be prevented.

Before starting the assessment;

Diseases experienced by interviewing the individual or family (In the last year, the individual
ear problems), speech and language development, child's behavior, family
(problems experienced, relationships with siblings) and the environment (if he goes to school, his teacher and
information about their relationships with their friends and their neighbor children).

51

Page 54

Before the evaluation, the new audiogram of the individual with and without hearing aids
must be requested. It should be learned if he has problems with hearing aids.

The family needs to be determined at the end of the rough assessment.
For this, Family Needs Determination Survey can be given.

Measurement and evaluation process in the "Language Education Skills" module; rough evaluation,
pre-teaching evaluation, evaluation of teaching process, final evaluation and teaching
post (end of period) evaluation stages. About these stages
Explanations for the sample forms prepared are given below.

A. Rough Evaluation

While evaluating the "Language Education Skills" module,

independently performed skills (+), skills that cannot be done independently (-)

It should be marked. In the explanation section, observations during the evaluation should be written.

Intervention in the individual's reactions while registering on the Rough Evaluation Form

should not be given and the individual should not be helped.

As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B. Pre-Teaching Evaluation

Pre-teaching evaluation results can be found in the Performance Registration Table.

The "Pre-Teaching Evaluation" column should be marked.

As a result of the rough evaluation, " *One syllable word*

use. " An example has been prepared, assuming that the acquisition is inadequate and unable.

52

Page 55

"Using a single syllable word" which is primarily addressed in pre-teaching evaluation

The skill was analyzed and subdivided into: *a. Named out of four options*

indicates the object. b. Repeats the name of the object. c. Says the name of the object when asked.

With the skill of *"using one syllable word" in the* "Pre-Teaching Evaluation" column

While making the relevant marking, an instruction is given to the individual for each sub-digit and

it is checked that it cannot. Individual acquisition status for each sub-level

by 4 (always), 3 (usually), 2 (sometimes), 1 (rarely), 0 (never)

It will be evaluated.

C. Evaluation of the Teaching Process

The results of the evaluation of the teaching process can be found in the Performance Registration Table.

It is marked in the "Teaching Process Evaluation" columns.

As a result of the pre-teaching evaluation, the individual said, "It *uses a single syllable word* . "

teaching on what they could not do independently of the lower steps of their acquisition

It will be made.

At the end of the instruction, the individual can gain for each sub-step.

4 (always), 3 (usually), 2 (sometimes), 1 (rarely), depending on the situation 0

(never) will be evaluated as points.

Monthly Family Information Form to the family or individual at the end of each month against signature

It will be given. In the Monthly Family Information Form; the work done in that month, the individual

gains and insufficient gains to the family in order to support the work done

suggestions and examples of activities should be included.

The form will be filled in by the practitioner who teaches. One copy of the forms
will be stored in the individual's file.

As an "explanation", in which environment, situation and how does individual acquisition briefly express
It will be. For example, the individual may produce sound at home but not in the educational environment. This

53

Page 56

Therefore, in this section, by getting information from the family, by recording the sound
whether he / she could make this gain in the explanation part by making observations in the environments
It will be.

Interim evaluation will be made at the end of the first 6 months. Evaluation report
will be stored in the file of the individual. The same form will be filled in again for the second 6 months.
Forms will be stored in the individual's file.

After the lesson, the family or the individual, the work done and things to do
verbal or written information should be provided about, suggestions should be made.

D. Post-Teaching (End of Term) Assessment

Individual development in accordance with the results of the teaching process evaluation every month
At the end of the semester, individual performance evaluation form was processed.

While filling out the form, in which month the acquisition started, in the column related to that month,
If it occurred within one month, it will be marked as "+". In the months after the earning started
if it continues (no gain), it will be marked as "-". The acquisition took place
"+" is placed on the month.

For the individual at the end of the period recommended by the Special Education Evaluation Board
cannot be achieved or taught from the acquisitions intended to be realized
the rationale for the achievements, in detail (the rationale for the 1 st training never started
2.If the acquisition did not take place even though he started teaching, in which lower step
RAM Information).

16.06.2020   TR MINISTRY OF EDUCATION SPECIAL EDUCATION AND REHABILITATION CENTER HEARING DISABLED INDIVIDUAL SU...

54

Page 57

MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM

Name of the Module   : Hearing Impaired Language Education
Individual's Name Surname :
TC Identification number   :
Date of birth   :   Assessment Date: / /

	Yeah No	Descriptions*
A. SPEECH STUDIES		
1 Makes sounds similar to speech sounds.	+	
2 Reacts to the name.	+	
3 Repeats the rhythmic syllable.	+	It was evaluated by recording.
4 Notices the different tones in speech.	+	
Uses 5 single syllable words.	-	Select the named object from two options. It can vary.
6 Repeats the word.	-	Could not perform.
B LANGUAGE USE		
1 Uses two or more syllable words.	-	
2 Uses simple expressions in his speeches.	-	
Repeats 3 sentences.	-	
4 Constructs two-word sentences.	-	
5 Constructs sentences consisting of three or more words.	-	
6 Ask a question.	-	
7 Establishes cause and effect relationship between events.	-	
8 Recognizes words with similar sound features.	-	
9 Answers to the questions asked.	-	
10 The order in which he listens, sees, lives and watches tells according to.	-	
11 Describes the text read in the order of its formation.	-	
Expresses your feelings.	-	
C LANGUAGE INFORMATION RULES		
1 Uses attachments on site.	-	
2 Uses word types on the spot.	-	
3 Uses sentence types on the spot.	-	

If the individual can realize the gain (+), if he / she cannot, it will be evaluated as (-).

Descriptions
The individual can make sounds similar to speech sounds, reacts when the name is said, rhythmic syllable repetitions
able to recognize, recognize different tones of speech in speech. The first (-) one syllable that the individual received in education
uses the word. '' It will be appropriate to start from the acquisition.

operator
Name and surname
signature

55

Page 58

PERFORMANCE REGISTRATION TABLE

Name of the Module   : Hearing Impaired Language Education
Individual's Name Surname :
TC Identification number   :
Date of birth   :

I   TO   EVALUATION OF THE TEACHING PROCESS

GAINS	INSTRUCTION CRITERIA	NCHSM ND IMÖ ERLA DEXIAL G HEASSO	1 MONTH MONTH YEAR .... /	2 MONTHS MONTH YEAR .... /	3 MONTHS MONTH YEAR .... /	4 MONTHS MONTH YEAR .... /	5 MONTHS MONTH YEAR .... / ....
		0-4 0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
1. Single syllable word Uses.							
a) Name from four options indicates the spoken object.	5… .. show!	0 X	X	X	X	X
b) Repeating the name of the object would.	5 Repeat / say!	0 X	X	X	X	X
c) When asked, the object says your name.	5 What is the name of this?	0 X	X	X	X	X
2. Repeats the word.							

Abbreviations: 0: Never   1: Rarely   2: Sometimes   3: Usually 4: Always

observations

 No improvement was observed in the gains evaluated in the 1st and 2nd months. 3- In the 6th month, the individual rarely chooses the said object from It can vary. At the 5th and 6th month, the individual can rarely imitate the said object.

History
/ Of

operator
Name and surname
Signature

56

Page 59

PERFORMANCE REGISTRATION TABLE

Name of the Module   : **Hearing Impaired Language Education**
Individual's Name Surname :
TC Identification number   :
Date of birth   :

GAINS	INSTRUCTION CRITERIA	I CES Irma IM FRONT ASSESSMENT DEXIAL G HEASSO	EVALUATION OF THE TEACHING PROCESS				
			7 MONTHS MONTH YEAR /	8.AY MONTH YEAR /	9 MONTHS MONTH YEAR /	10 MONTHS MONTH YEAR /	11.AY MONTH Y /
		0-4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4
1. Single syllable word Uses.							
a) out of four options the named object Shows.	5	……. show.	0	X	X		
b) The name of the object repeats.	5	Repeat / say it.	0	X	X	X	X
c) When asked tells the name of the object.	5	What's the name of it?	0	X	X	X	X	X
2. Word repetition It makes.							

Abbreviations: 0: Never   1: Rarely   2: Sometimes   3: Usually 4: Always

observations

The individual can show the said object in the 8th month. It is observed that he gained the ability to imitate the object name in the 10th month. Individu sometimes he can say the name of the object in the 12th month. Studies on this skill should continue.

History
/ Of

operator
Name and surname
Signature

57

16.06.2020   TR MINISTRY OF EDUCATION SPECIAL EDUCATION AND REHABILITATION CENTER HEARING DISABLED INDIVIDUAL SU...

Page 60

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Name of the Module   : **Hearing Impaired Language Education**
Individual's Name Surname   :
TC Identification number   :   Date of birth   : //
Training Start Date: //   **Training End Date**   : //

MONTHS

GAINS

	1 MONTH	2 MONTHS	3 MONTHS	4 MONTHS	5 MONTHS	6 MONTHS	7 MONTHS	8 MONTHS	9 MONTHS	10 MONTHS	11 MONTHS	12 MONTHS

Uses a single syllable word.   - - - - - - - - - - - - -

Word repeats.

It uses two or more syllable words.

RAM INFORMATION

1. Performance Level Before Using Individual Support Education Program
(It should be stated what the individual can do before training, his characteristics, etc.)
The individual can make sounds similar to speech sounds, reacts when the name is said, rhythmic syllable
make repetitions, realize different tone of voice in speech.

2. Individual's Support Post-Training Performance Level
(It should be stated that the individual can do after training, his characteristics, etc.)
In the acquisition of the individual "one-syllable word", the subject of the "four-choice object"
It shows. " and "Repeats the name of the object." It can perform its stages. "When asked,
says the name of the object. ” sometimes it can be done. Of this stage
time was insufficient in realization.

3. Suggestions
Reports with monthly information and recommendations to the family during the education process
"When asked, says the name of the object." the individual can perform the "sometimes" stage.
This situation is not enough to move to the next acquisition in the education of the individual. Next semester
it will be appropriate to continue from this stage and move on to other acquisitions.

	History / Of	
Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

58

MONTHLY FAMILY INFORMATION FORM

Individual's Name Surname   : *AA*   **Month / Year to which it belongs**
Date of birth   : *12/01/2006*
Modules Received   :   **July / 2007**
   Hearing Education Module
   Language Education Module
   Math Module

Individual's Level

(What will be done in the month, the gains that the child gains and is inadequate will be stated.)

1. Words that need priority regarding "recognizing words" (mother, father, sister, grandfather, ball, milk, dog, come, give). It recognizes these words.

2. The words used in "word recognition" studies include the words "top", "milk", "come", "ver". use it when needed.

3. Rhythmic such as hop-hop, medicine-medicine, pat-pat, slap-slap during free or symbolic play activities repeats.

Family Suggestions

(In order to support what is done, recommendations to the family about the gains, activity samples will be included.)

1. You can choose 5 clothes, 5 food, 5 toys, 5 animals that the child needs. Improve your word recognition skills with the method and technique we show.

2. Play supportive games for your eyes, head, hand, water, look words in your daily life.

3. Support AA to perform rhythmic repetitions with games too.

Example Activities

   • When your child concentrates on any object or toy, that object or
        Talking about it, taking the toy in your hand.
   • Play animal imitation games with your child.

History
/ Of

Guardian   Trainer
Name and surname   Name and surname
Signature   Signature

59

Page 62

SOCIAL COMMUNICATION SKILLS MODULE

AIM OF THE MODULE

To be able to develop social communication skills.

GAINS

1. Uses simple greetings and farewell words.

2. It shows the speaker with listening and gestures.

3. Starts, continues and completes mutual talks.

4. It introduces itself.

5. Introduces others.

6. Ask questions for information.

7. Answers to the questions asked.

8. Uses appropriate phrases when required by daily life.

9. Seeks help from others if necessary.

10. Gives directive.

11. Complies with the instructions.

12. Presents information and thoughts with simple evidence.

13. Willing to join a group.

14. He fulfills his responsibility in group works.

15. Assists others if necessary.

16. Expresses his feelings and thoughts.

17. Reacts appropriately to the feelings of others.

18. Brings you a solution proposal to the problem he encountered in daily life.

19. Uses time efficiently.

20. Realizes the dangers in daily life.

DURATION OF THE MODULE

The duration of this module is determined as 160 class hours. These class hours are individual and

It is organized in the form of group education. Support training for communication skills is needed

if it is heard, this situation is re-certified with Disabled Health Board Report and related

60

Page 63

Revised by the Special Education Evaluation Board in the Guidance and Research Center

Evaluated.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. Greeting, speaking and listening to the individual in social communication studies

starting, continuing to speak, introducing yourself and others, asking questions, thanking,

skills such as apologizing, asking for help, giving instructions, persuasion, asking for permission

if possible, it should be created in real environments, creating opportunities. Impossible

In these cases, these skills are case study methods, drama studies, question and answer methods.

sequential event cards, single cards, associated story books, case studies in newspapers, movies

to the individual through.

2. Reinforcement methods in studies to gain the ability to run a business with the group

to comprehend these skills in natural communication process in group works

It must be provided.

3. Practitioner, guide teacher / psychologist, family in acquiring social communication skills

must cooperate.

4. Expressing feelings of the individual without hesitation, feelings of himself and others

understanding, avoiding dangers, dealing with negative situations and protecting yourself

modeling, self-confidence, empathy and case study to gain their behavior

method etc. methods should be used.

5. Individual to keep time scale to develop the ability to use time effectively

The activities and hours that the individual will do during the day in the time table should be provided.

It should be recorded by. How to use the time in the given sample cases and one day

It should be ensured that the individual will plan the activities in which he / she will carry out.

6. Great for not only the practitioner but also the family in supporting social communication skills

duty falls. The family is different for the individual who spends most of his time with his family.

It should provide opportunity education by creating social communication environments.

61

CONTENT OF THE MODULE

A. Mutual communication

    1. Greeting

    2. Listening

    3. Starting, Continuing, Completing the Speech

    4. Meet

    5. Asking a Question

    6. Asking for Help

    7. Giving and Receiving Instruction

    8. Persuasion

    9. Requesting Permission

B. GROUP WORKS

    1. Join the Group

    2. Responsibility

    3. Help

    4. Expressing Your Emotions, Thoughts

C. PLANNED LIVING

    1. Probing Solution Proposal

    2. Using Time

MEASUREMENT AND EVALUATION IN THE MODULE

      Measurement and evaluation process in communication skills module; rough evaluation,

pre-teaching evaluation, evaluation of teaching process, final evaluation and teaching

post (end of period) evaluation stages. About these stages

Explanations for the sample forms prepared are given below.

A. Rough Evaluation

      While evaluating the communication skills independently in the Rough Evaluation Form

Skills performed (+) should be marked as skills (-) that cannot be performed independently.

In the explanation section, observations during the evaluation should be written.

62

Intervention in the individual's reactions while registering on the Rough Evaluation Form
should not be given or helped.

As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B. Pre-Teaching Evaluation

Pre-teaching evaluation results can be found in the Performance Registration Table.
should be marked in the pre-teaching evaluation column.

As a result of the rough evaluation, he *introduces himself* as one of the communication skills .
An example was prepared, assuming that its acquisition was inadequate.

" *It introduces itself."* of skills
It is divided into sub-steps *after* analysis: *1. Says its name. 2. Says your surname. 3. Age of*
He says.

Related to the "self-introduction" skill in the "Pre-Teaching Evaluation" column
Whether it can be done by giving instructions to the individual for each sub-step while marking.
TDS. According to the ability to achieve individual acquisition for each sub-step, 4 (each
time), 3 (usually), 2 (sometimes), 1 (rarely), 0 (never)
It will be evaluated.

C. Evaluation of the Teaching Process

The results of the evaluation of the teaching process can be found in the Performance Registration Table.
It is marked in the "Evaluation of the Teaching Process" column.

As a result of the pre-teaching evaluation, the individual *"introduces himself."* bottom of the gain
Teaching will be done on what they cannot do regardless of their steps.

63

At the end of teaching, the individual can gain for each sub-step
4 (always), 3 (usually), 2 (sometimes), 1 (rarely), depending on the situation 0
(never) will be evaluated as points.

Monthly Family Information Form to the family or individual at the end of each month against signature
It will be given. In the Monthly Family Information Form; the work done in that month, the individual

gains and insufficient gains to the family in order to support the work done

suggestions and examples of activities should be included.

The form will be filled in by the practitioner who teaches. One copy of the forms

will be stored in the individual's file.

As an "explanation", in which environment, situation and how does individual acquisition briefly express

It will be. For example, when the individual asks people he knows, he says his name and surname, but the stranger

media may not answer these questions. Explanation with information from the family in this section

It will be stated whether he / she can make this acquisition.

Interim evaluation will be made at the end of the first 6 months. Evaluation report

will be stored in the file of the individual. The same form will be filled in again for the second 6 months.

Forms will be stored in the individual's file.

After the lesson, the family or the individual, the work done and things to do

verbal or written information should be provided about, suggestions should be made.

D. Post-Teaching (End of Term) Assessment

Individual development in accordance with the results of the teaching process evaluation every month

At the end of the semester, individual performance evaluation form was processed.

While filling out the form, in which month the acquisition started, in the column related to that month,

If it occurred within one month, it will be marked as "+". In the months after the earning started

if it continues (no gain), it will be marked as "-". The acquisition took place

"+" is placed on the month.

64

Page 67

For the individual at the end of the period recommended by the Special Education Evaluation Board

cannot be achieved or taught from the acquisitions intended to be realized

the rationale for the achievements, in detail (the rationale for the 1 st training never started

2.If the acquisition did not take place even though he started teaching, in which lower step

RAM Information).

65

Page 68

MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM

Name of the Module　　: Hearing Impaired Social Communication Skills
Individual Name Surname:
TC Identification number :
Date of birth　　　　:

		Yeah No	Evaluation date:　　　/ Of
			Descriptions
A.	**Mutual Communication**		
one.	Uses simple greetings and farewell words.	+	
2nd.	Gestures the speaker with gestures and gestures.	+	
3.	Starts, maintains and completes mutual talks.	+	
4.	It introduces itself.	-	
5.	Introduces others.		
6.	He asks questions to get information.		
7.	It answers the questions asked.		
8.	Thanks and apologies for the situations required by daily life Uses.		
9.	Seeks help from others when necessary.		
10.	It gives instructions.		
11th.	It follows the instructions.		
12.	It presents its information and thoughts with simple evidence.		
13.	When necessary, it requests permission from others.		
B.	**GROUP WORKS**		
one.	Willing to join a group.		
2nd.	He fulfills his responsibility in group works.		
3.	He shares his feelings and thoughts with others.		
4.	It helps others when necessary.		
5.	Expresses his feelings and thoughts.		
6.	He expresses that he understands the feelings and opinions of others.		

C. Dealing With Problems

one.   Realizes the dangers in daily life.

CHINA. PLANNED LIVING

one.   It brings solutions to the problem it encounters in daily life.

2nd.   Uses time efficiently.

If the individual can realize the gain (+), if he / she cannot, it will be evaluated as (-).

Descriptions:

operator
Name and surname
signature

66

Page 69

PERFORMANCE REGISTRATION TABLE

Name of the Module   : Hearing Impaired Social Communication Skills
Individual's Name Surname :
TC Identification number   :
Date of birth   :

		I TO NCES ND IM Ö ERLA DENIAL G HEARSSO	EVALUATION OF THE TEACHING PROCESS				
GAINS	**INSTRUCTION/ EXPLANATION CRITERIA**		**1 MONTH MONTH YEAR /**	**2 MONTHS MONTH YEAR /**	**3 MONTHS MONTH YEAR /**	**4 MONTHS MONTH YEAR /**	**5 MONTHS MONTH YEA /**
		0-4 0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4	0 1 2 3 4

1. It introduces itself.

Says your name.	5 What's your name?	0 X	X	X	X	X
He tells his last name.	5 What is your surname?	0 X	X	X	X	X
c.Tells your age.	5 Escape You're old?	0 X	X	X	X	X

Abbreviations: 0: Never   1: Rarely   2: Sometimes   3: Usually 4: Always

observations

No improvement was observed in the gains evaluated in the 1st and 2nd months. By saying the name and surname of the individual correctly at the end can introduce himself. However, when the 6th month is reached, the individual can usually answer correctly when asked about his age.

DESCRIPTIONS
1. The form will be filled by the practitioner who teaches.
2. A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.
3. At the end of the form, information about the work done to the family will be written.
4. After each session, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

History
/ Of

operator
Name and surname
Signature

67

Page 70

PERFORMANCE REGISTRATION TABLE

Name of the Module   : Hearing Impaired Social Communication Skills
Individual's Name Surname :
TC Identification number   :
Date of birth   :

		I CES Irma IM FRONT DENIAL G	EVALUATION OF THE TEACHING PROCESS				
GAINS	**INSTRUCTION CRITERIA**		**7 MONTHS MONTH YEAR ASSESSMENT /**	**8.AY MONTH YEAR /**	**9 MONTHS MONTH YEAR /**	**10 MONTHS MONTH YEAR /**	**11.AY MONTH YEAR /**

HEA SO

0-4   0 1 2 3 4 0 1 2   3   4   0 1   2nd 3   4 0 1   2nd 3   4 0 1 2 3 4 0 1 2 3 4

1. Self
Advertises.

Says your name.   5 What's your name?   0

He tells his last name. 5 What is your surname?   0

c.Tells your age.   5 How old are you?   0   x

Abbreviations: 0: Never   1: Rarely   2: Sometimes   3: Usually 4: Always

observations

The individual can get out of his age correctly in the 7th month. Therefore, "It introduces others." has been started.

DESCRIPTIONS

1. The form will be filled by the practitioner who teaches.

2. A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.

3. After each month, verbal or written information should be given to the family about the activities and activities that can be done at home (again).

History   operator
/ Of   Name and surname
                            Signature

68

Page 71

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:** / /
Individual's Age   :   **Training End Date:** / /
Educational Diagnosis:

MONTHS

GAINS

1 MONTH 2 MONTH 3 MONTH 4 MONTH 5 MONTH 6 MONTHS 7 MONTHS 8 MONTHS 9 MONTHS 10 MONTHS

COMMUNICATION SKILLS MODULE

It introduces itself.   -   -   -   +

Introduces others.   -   -   -   +

DESCRIPTIONS

 Achievements and items intended to be earned within the period proposed by the Special Education Evaluation Board in the form is processed. In which month the earning started, the column related to that month; acquisition in one month if it is terminated (if the gain has taken place) as "+", if it continues in the following months (the gain has not occurred If)) is marked as "-". A "+" is placed on the month of the acquisition.

RAM INFORMATION

1. Performance Before Using Individual Support Education Program level

(It should be stated what the individual can do before training, his characteristics, etc.)

The individual cannot introduce himself when asked for his surname.

2. Individual's Support Post-Training Performance Level

(It should be stated that the individual can do after training, his characteristics, etc.)

As a result of the training provided, the individual's name and surname

can say, can express his age. Given verbal cues

You can tell.

3. Suggestions

Reports with monthly information and recommendations to the family during the education process

It is given. Knowing others and knowledge, as the situation of the individual progresses

Training on acquisition acquisition continued. This is the next semester

It will be appropriate to continue from the stage and move on to the other acquisition.

History
/ Of

69

Page 72

MONTHLY FAMILY INFORMATION FORM

Individual's Name Surname	: *AA*	**Month / Year to which it belongs**
Date of birth	: *12/01/2006*	
Modules Received	:	**July / 2007**

Hearing Education Module
Language Education Module
Math Module

Individual's Level

(What will be done in the month, the gains that the child gains and is inadequate will be stated)

Your child can say this month (6th month) correctly when asked for his name and surname.
however, when she is asked about her age, she cannot rarely express it.

Family Suggestions

(In order to support what is done, recommendations to the family about the gains, activity
samples will be included)
* Studies on gaining "self-introduction" skills with your child during this month
It is made. In order for the "self-introduction" skill to be permanent, the above-mentioned at home
Repetitions should be made in accordance with the instructions. * Talking to your child
"My name is Ayşe, what is your name?" "I'm 30 years old, how old are you?" (Fingers
be careful to create natural chat environments at home and repeat
Please.

History
/ Of

Guardian
Name and surname
Signature

Trainer
Name and surname
Signature

70

READING, WRITING AND UNDERSTANDING SKILLS

AIM OF THE MODULE

To be able to acquire basic skills related to literacy and comprehension

GAINS

1. Finds the errors in the picture.

2. Finds the shortcomings in the picture.

3. Find differences between similar object pictures.

4. Matches object pictures by name.

5. Recognizes the writing tools.

6. Provides hand eye coordination.

7. Draws basic lines.

8. Recognizes the sounds.

9. Writes sounds.

10. Creates new syllables from sounds.

11. Reads syllables.

12. Creates new words from syllables.

13. Reads the words.

14. Creates new sentences from words.

15. Reads the sentences.

16. Reads by creating text from sentences.

17. Reads the text.

18. Answers to the questions about the text.

19. Reads fluently.

20. When he reads, he establishes cause-effect relationship.

21. Summarizes what he read.

22. Says the main idea of what he read.

23. Freelance writer.

24. Writes according to the spelling rules.

25. Expresses his thoughts in writing.

26. Uses punctuation marks on the spot.

71

DURATION OF THE MODULE

The duration of the module is determined as 280 lesson hours. These course hours are individual and group

It is organized in the form of education. Support education for reading, writing, understanding

If it is heard, this situation is re-certified with Disabled Health Board Report,

by the Special Education Evaluation Board in the relevant Guidance and Research Center

re-evaluated.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE

1. A vocabulary that is limited and slowly developing compared to the peers of an individual with a hearing impairment

having it causes various difficulties in literacy studies.

The biggest and most important of these troubles are; reading, writing and comprehension studies

It is experienced in making sense of reading and writing. A built without knowing the meaning

work activity cannot go beyond memorization and meaningless learning. A hearing impaired

an individual's ability to acquire literacy literally; hearing and listening

develop their skills, learn the concepts before preparing to read and write

and it can express itself. Reading and writing of hearing impaired individuals

know the meaning of the words to be created during their studies (the word 'at')

What is 'horse' before, what it looks like, what it looks like, what it does, how it works

pronounced, etc. knowing) conceptual texts in future texts

allows them to maintain integrity.

2. Hearing impaired individuals also use the methods of play, drama, etc. in their literacy studies.

its use will enable individuals to learn by living. During the studies

language repetitions of the educator to individuals (word and sentence said by the practitioner

asking the student to repeat) a pronunciation and interpretation in accordance with the grammar rules

is important in terms of. All these activities (play, drama, language repetitions, etc.) are more effective for individuals.

and will provide a permanent learning opportunity. However, supported by visual materials

activities both in language and speaking skills and in the development of comprehension skills

it will be effective.

72

Page 75

3. In preparation for reading and writing; find the differences in the picture shown

(find the missing picture, find the wrong picture), the same object

find differences between three images (missing detail between three images of the same object

find, find different details between three images of the same object, find three images of the same object

find the one in different position), picture mapping (among the given picture cards

Matching picture cards of the same color and starting with the same letter, created from shapes

matching bingo card with picture cards created from the same shapes), text-to-text matching

(matching the same flashcards from the written flashcards)

work should be done with activities.

4. Big and small muscle in studies to improve hand-finger and hand-eye coordination

turning the arms that enable its development, turning the head, painting, tearing, cutting, winding,

kneading and similar activities can be done.

5. Saying the name of the equipment shown to fulfill basic writing skills,

keeping the pen in accordance with the rules and using the writing tools clean and tidy, etc.

activities should be provided. For example; various writing in the air, on the table, on paper

works (left-right, top-down, right-left, round), suitable for his muscles

Free coloring, drawing and line work can be done with colored pencils in thickness.

6. Initial drawing studies to develop basic drawing skills, image completion, oblique

line, curved big-small wavy line, perpendicular pointed-reverse pointed line related activities

studies can be provided.

7. While doing italic writing, attention should be paid to the direction and spelling of the spelling. In the air,

Sample writing can be done on the board and on the desk. To write related voice

It is continued by working on paper. The voice is read and spoken by the individual

he is asked to write in his notebook.

8. Various activities should be done to make the voice given to recognize the sounds felt.

("-e, ee, eee" sound made by the mother who sleeps her baby while singing the lullaby). Voice related to the individual

visuals can be displayed or encouraged to accompany by playing a song about the sound.

The educator takes advantage of visual clues to the words in which the voice to be taught is various.

give examples and then find the voice taught from individuals in words,

73

Page 76

they want them to show and sing independently. The voice of individuals at the beginning of the word,

in the middle of it, they should be seen by seeing that it has passed, the person in which the voice passes,

the sound to be taught while saying the names of animals, plants and things are highlighted and pictures related to them

It should be built.

9. After the first two voices are given, reading and writing exercises should be done with syllables. Each given

new syllables should be created by associating the sound with the previous sounds. This way the previous sounds

It should be reinforced. Definitely a meaning of the words or sentences obtained

must be. The meanings of the words and sentences should be emphasized and visual.

should be supported with materials. Words and sentences to be obtained with the environment in which the individual lives

should be related. Special names should be given to the child while the sentences are being printed.

It should be noted that the names should start with a capital letter. With the first sentence to be created

write the first letter of the sentence in uppercase and put a period at the end of the sentence.

It should be given. Finding new sentences about the sounds given to individuals and the meaning of writing and reading

grip opportunities should be given.

10. Voice groups speech and language performance of hearing impaired individuals and priority

can be diversified by taking the requirements. However, in the arrangement of sound groups

the ease of writing the letters and the operability of producing meaningful syllables (words) are taken into account.

11. While conducting literacy activities; having given a few voices that will make a meaningful whole

then sounds, syllables, words and sentences should be reached. First literacy teaching,

It should be arranged in a way to reach sentences in a short time. Individual with literacy study

awareness of the sounds he hears and makes, so that language development (correct transparency,

fluency, discrimination, etc.) contributing to the similarities between writing and speaking

seeing, by combining the letters; your speech is by combining sounds

It should be ensured that it is done. Also, individuals express themselves in writing.

and they should be provided to read and share what is written. The sound-syllable-words they learned

listening by hint (picture lip reading) or without hint (don't say from behind the individual, just

listening) should be written by heart.

12. The individual should not be allowed to sit incorrectly and work leaning. How is the book

how it should hold and open the pages. The most convenient between the eye and the book

distance should be provided. Recognizing and understanding the visuals of the individual before reading,

74

interpretation and expression skills should be developed. For this purpose; getting to know a picture,

distinguish from others, find pictures suitable for the said sentence, a question asked

visualization using visuals, in a story created using visuals

Studies such as talking about hero, event, place, time can be done.

13. There should be simple texts consisting of words that the individual knows in transition to free reading.

With the beginning of free reading, with texts with long and unfamiliar words.

encounters can cause frustration and fear. The educator was previously involved in this process.

Transition texts in which syllables and words they work on should be prepared (Hand in hand

Ela, hand in hand. Hand in hand tulip, hand in hand. Ela, Lale hand in hand, etc.). The number of syllables and words they know increasingly

the words that the individual knows in daily life should be included. Transition to free reading

materials to be used; selected from simple poetry, rhyme, story and reading sources

texts and they should be read with the correct pronunciation, practicing the meaning of the texts read

It should be shared with the question and answer technique by the individual.

14. In the literacy studies, in order, the important events in a text with simple lines

summarizing, responding to the oral questions about the text, written questions about the text

answering, finding a suitable title for the text he read, illustrating the sentence given, he knows

writing sentences using words, creating sentences from mixed words,

creating text from mixed sentences, completing an unfinished text

their thoughts about an event that they see, hear and experience (letter writing, composition)

writing stages should be applied.

15. Grammar is about the structure, rules and functioning of a language. So a unit separate from language

It should not be considered as. Instead of transferring language-related rules, the individual should listen, speak,

They should be able to develop reading, writing, visual reading and presentation skills. This

based on thought, grammar should not be considered as a separate learning area, other fields

the way of distributing and sensing should be adopted.

16. Texts should be processed like a reading text, asking questions to the individual and not knowing the meaning

they should be provided with learning words. Grammar topics are also included in the text review.

should start to be given. Types of words in the text (person, place and time), sentence types

(positive, negative, question exclamation), suffixes (suffix, suffix); page layout while writing

(writing by paragraph, writing by following page borders, etc.), spelling rules (large

75

grammar, spelling abbreviations, with, -mi, -de, -ki's spelling)

The correct use of the issues and applications should be comprehended.

17. Grammar rules, individual exercises with an emphasis on examples

It should be given. In addition, what the individual wrote must be checked and necessary corrections.

It should be done.

18. Explicit explanation, demonstration, learning by living through literacy,

question-answer, modeling, play, drama, dramatization, discussion, case studies

available.

19. Display boards, graphics, projection geometric during literacy studies

shapes, ball, word cube, bead, bean-stick, picture cards, puzzles, puzzle, writing

board (toy), plastic letter molds, concept books, story cards, play dough, colored

pens, rhythm sticks, colored background cardboards, cassette-CD, sandbox, computer, word

Tools such as discovery game, taboo game can be used.

CONTENT OF THE MODULE

A. READING AND WRITING STUDIES
    1. Preparation for Writing
    2. Preparation for Reading

B. FIRST READING AND WRITING
    1.Ses
    2.He by
    3.Sözcük
    4th 'with

C. READING AND WRITING
    1. Text Reading
    2. Fluent Reading
    3. Paying Attention to Reading

Ç.ANL Game
    1. Reading Comprehension
    2. Question-Answer Studies

76

    3. Summary Summary

D.YAZ Up
    1. Text Writing
    2. Free Writing
    3. Spelling Rules

MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in Reading, Writing, Comprehension Skills module; rude

evaluation, pre-teaching evaluation, evaluation of teaching process (course hours),

from the final evaluation and post-teaching (end of term) evaluation stages

It is formed. Explanations for the sample forms prepared about these stages are given below.

It is given.

A. Rough Evaluation

Rough Evaluation While Evaluating "Reading, Writing and Understanding Skills"

Skills done independently in the form (+), skills that cannot be done independently (-)

should be marked as. In the "Description" section, observations during the evaluation

articles must.

Intervention in the individual's reactions while registering on the Rough Evaluation Form

should not be given and the individual should not be helped.

As a result of the rough assessment, IEP should be prepared in cooperation with the family.

B. Pre-Teaching Evaluation

"Pre-Teaching Evaluation" results are given in the Performance Registration Table.

The "Pre-Teaching Evaluation" column should be marked.

As a result of the rough evaluation, one of the first literacy skills

" *Creates new sentences from words."* gain is insufficient and independently

Assuming that he could not, an example was prepared.

77

Page 80

" *New sentences* from the *words,* which were addressed primarily in pre-teaching evaluation

Creating " skill is analyzed and subdivided: 1. Reads word 2.

Writes the word 3. Pictures the word. 4. Creates a canonical sentence from mixed words.

With the ability to create new sentences from the words in the "Pre-Teaching Evaluation" column

While making the relevant marking, by giving instructions to the individual for each sub-step,

it is checked that it cannot. For each sub-step; **B** performs independently , verbally

if it performs with clue, **SI** , if it performs with modeling, **MO** , with physical help

If it does, **FY is** written.

C. Evaluation of the Teaching Process

Evaluation results of the teaching process, Performance Record at the end of each session
It is marked in the "Evaluation of the Teaching Process" column in the Table.

As a result of the pre-teaching evaluation, the individual "Creates a sentence from words."
teaching on what they could not do independently of the lower steps of their acquisition
It will be made.

At the end of each session, the individual is independently for each sub-step.
while performing a **B** , while performing with the verbal cue **Si** , performing with being a model
If **MO** performs with physical aid, column (x) is put in the **FY** column.

At the end of the form, in the section "Family Information", "Sentence from words
creates." at home to ensure both teaching and permanence of his acquisition
explanations about repetitions to be made were made.

CHINA. Final Evaluation

The exemplary achievement is the ability to "create a new sentence from words"
In the Performance Registration Table, teaching process evaluation steps take place ("+"
or marked as "B"), with different questions and materials,
A Final Evaluation Form has been prepared in order to evaluate whether it has been done.

As a result of the last evaluation, all the lower digits are called "+" or "B".
If the gain occurs when checked, if "-" or "SI, MO or FY" is checked
it is decided that the acquisition has not materialized and that teaching should be repeated.

<div align="center">78</div>

Page 81

D. Post-Teaching (End of Term) Assessment

Individual development in accordance with the results of the teaching process evaluation every month
At the end of the semester, individual performance evaluation form was processed.

While filling in the form, in which month the acquisition started, in the column related to that month, one month
If there is a gain in it, it is marked as "+". Earnings after the month in which it was started
If it continues in months (if no gain), it will be marked as "-". the gain
"+" is placed on the month of occurrence.

For the individual at the end of the period recommended by the Special Education Evaluation Board
cannot be achieved or taught from the acquisitions intended to be realized
the rationale for the achievements, in detail (the rationale for the 1 st training never started
2.If the acquisition did not take place even though he started teaching, in which lower step
RAM Information).

79

Page 82

MEASUREMENT AND EVALUATION FORM EXAMPLES
ROUGH ASSESSMENT FORM

Name of the Module	**: Hearing Impaired Reading, Writing, Understanding Skills**
Individual's Name Surname	**:**
TC Identification number	**:**
Date of birth	**:** **Date of evaluation: / /**

	Yeah No	**Descriptions**
A. READING AND WRITING STUDIES		
1. Finds the errors in the picture.	+	
2. Finds the shortcomings in the picture.	+	
3. Differences between similar object pictures Finds.	+	
4. Matches object pictures by name.	+	
5. Recognizes the writing tools.	+	
6. Provides hand eye coordination.	+	
7. Draws basic lines.	+	
B. FIRST READING AND WRITING		
1. Recognizes the sounds.	+	
2. Writes sounds.	-	
3. Creates new syllables from sounds. Reads syllables.	-	
4. Creates new words from syllables. Reads words.	-	
5. Creates new sentences from words. Reads the sentences.	-	
6. Reads by creating text from sentences. Reads text.	-	
C. READING-WRITING-UNDERSTANDING		
1. Answers to the questions about the text.	-	
2. Reads fluently.	-	
3. When they read, establishes a cause-effect relationship.		
4. Summarizes what you read.		
5. Says the main idea of what you read		
6. Writes text.	-	
7. Freelance writer.	-	
CHINA. WRITING-punctuation		
1. Follows the spelling rules.	-	
2. Uses punctuation marks on the spot.	-	

History
/ Of
operator
Name and surname
Signature

80

Page 83

PERFORMANCE REGISTRATION TABLE

Name of the Module : Hearing Impaired Reading, Writing, Understanding
Individual's Name Surname :
TC Identification number :
Date of birth :

NOTICES		QUESTIONS / INSTRUCTIONS MAIN DIRECTIVE	I Irma BEFORE IM ASSESSMENT DENIAL Ğ HE ALSO	EVALUATION OF THE TEACHING PROCESS INDIVIDUAL							GROUP	
	CRITERIA			RS H AT TR 1	RS H 2 DI TR	RS H 3 TR	RS H At 4 BE	RS H At 5 BE	RS H 6 TR	RS H AT i TR	RS H 2 TR	
1. New from words creates sentences.		Create a sentence.	B / Si / B.C	B S B.C FYI	B I S B.C FYI	B I S B.C FYI	B I S B.C FYI	B I S B.C FYI	B I S B.C FYI	B I S B.C FYI	B I S B.C FYI	B
a. Reads the word.	4/4	Read the word.	B.C	X	X	X	X	X	X			
b. the word author.	4/4	Write the word.	FYI	X	X	X	X	X	X			
c. word maps the object.	4/4	Object equivalent Write the word.	B.C	X	X	X	X	X	X			
d. word official spouses.	/4 4	Picture of the word equivalent show.	B.C	X	X	X	X	X	X			
D. Mixed given the word canonical sentence creates.	/4 4	Write a regular sentence.	B.C	X	X	X	X	X	X			

FAMILY INFORMATION

  * In this month , studies have been carried out with your child to gain the ability to " make sentences from words " . In order for the ability to "make sentences from words" to be permanent, Repetitions should be made in accordance with the instructions.

  * In repetition, in the skill of "creating new sentences from the words", the words that the individual knows should be read with the correct pronunciation and printed according to the spelling rules. A new meaningful sentence must be made from the words ("Ali gel.", "Baba take an apple." etc.).

DESCRIPTIONS

  1. The form will be filled by the practitioner who teaches.

  2. A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's file.

  3. At the end of the form, information about the work done to the family will be written.

  4. After each session, the family should be given verbal or written information about the activities and activities that can be done at home (again).

81

Page 84

LAST EVALUATION FORM

Individual Name Surname: Date : / /
Individual's Age :

NOTICES		QUESTIONS / INSTRUCTIONS MAIN DIRECTIVE Irma	END ASSESSMENT Ğ ALSO
	CRITERIA		
1. Creates new sentences from words.		Create a sentence.	
reads the word.	4/4	Read the word.	-
b. Writes the word.	4/4	Write the word.	-
c. The word matches the object.	4/4	Write the word for the object.	-
ç. The word matches the picture.	4/4	Show the picture for the word.	-
d. Regular sentence from mixed words creates.	4/4	Write a regular sentence.	-

DESCRIPTIONS
1. The form will be filled by the practitioner who teaches.
2. The original form will be stored in the individual's file.

<div align="center">

History
/ Of

</div>

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

<div align="center">

82

</div>

Page 85

<div align="center">

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

</div>

Individual Name Surname: **Training Start Date:**   / Of
Individual's Age: **Training End Date:**   / Of
Educational Diagnosis: Hearing Impaired

MONTHS

GAINS

1 MONTH ... 10 MONTHS

READING AND WRITING SKILLS

GAINS	Marks
Writes sounds.	+
Creates new syllables from sounds.	- - +
Creates new words from syllables.	- - - - +
Creates new sentences from words.	- - - - - - - -
Creates text from sentences.	

Achievements aimed at earning in the period proposed by the Special Education Evaluation Board
The items are processed in form. In which month the earning started, the column related to that month; acquisition in one month
If it is realized, it is marked as "+" and if it continues in the following months (if the gain has not been achieved), it is marked as "-"
A "+" is placed on the month of the acquisition.

<div align="center">

RAM INFORMATION

</div>

1. The individual mentioned above "Creates new sentences from words." of gains

From the steps, he reads the word, makes a picture of the word, and

creates a canonical sentence. " "Writes the word with the help of verbal clue." the step

It can do with being a model. Individual's "Creates new sentences from words." the gains

it is useful for him to continue these studies.

2. From the acquisitions in the Reading, Writing, and Comprehension Skills module, "Text from sentences

creates." its gain could not be started from lack of time.

<div align="center">

History
/ Of

</div>

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

<div align="center">

83

</div>

Page 86

<div align="center">

MATHEMATICS MODULE

</div>

AIM OF THE MODULE

To be able to develop skills related to mathematics

GAINS

1. Matches similar objects.

2. Distinguish different objects.

3. Matches objects according to their color.

4. Matches objects according to their shape.

5. Uses appropriate terms to express spatial relationships.

6. Distinguishes geometric shapes.

7. Specifies the properties of the square.

8. Indicates the properties of the triangle.

9. Indicates the properties of the circle.

10. Specifies the properties of the rectangle.

11. Each one counts rhythmically.

12. Fix counts rhythmically.

13. Beşer counts rhythmically.

14. Each counts rhythmic.

15. Three counts rhythmically.

16. Four counts rhythmically.

17. Altışar and counts more rhythmic.

18. Comprehends the natural numbers 1, 2, 3, 4, 5, 6, 7, 8 and 9.

Comprehends the number 19 line.

20. Comprehends two-digit natural numbers.

21. Comprehends natural numbers with three or more digits.

22. Makes collecting without hands.

23. Performs manual collection.

24. Solves problems related to the collection process.

25. It performs subtraction process that does not require decay.

26. Performs subtraction that requires decay.

27. Solves problems related to extraction.

28. Performs multiplication with one digit numbers.

<div align="center">

84

</div>

29. Multiplies the two-digit numbers.

30. Multiplies by three or more digit numbers.

31. Solves problems related to the multiplication process.

32. Makes unfinished dividing.

33. Makes the remaining division.

34. Solves problems with division.

35. Solves problems requiring more than one operation.

36. Reads the clock.

37. Recognizes the money.

DURATION OF THE MODULE

       The duration of this module is determined as 160 class hours. Individual training hours

It is organized in format. If there is a need for support education for Mathematics,

this situation was re-documented with Disability Health Board Report and related Guidance and

Re-established by the Special Education Evaluation Board in the Research Center

Evaluated.

EXPLANATIONS ON THE IMPLEMENTATION OF THE MODULE:

1. Matching and distinguishing objects according to their colors, shapes and similarities

while doing, first with real objects, then object cards, mapping cards, interactive mapping

CDs describing should be used by the practitioner in education. To be made with these materials

The concept to be taught in the studies should be introduced to the individual by the practitioner, then the individual

put together similar objects and then map them out from similar objects.

it should be provided to distinguish the different. Matching and distinguishing studies, being a model to the individual,

It should be done using methods such as question-answer, demonstration.

2. Large-small, thin-thick, long-short, wide-narrow, which expresses dimension from spatial relations

concepts, expressing quantity, more or less, heavy-light, empty-full, whole-half-quarter concepts;

time-expressing before-after, day-night, morning-noon-evening, yesterday-today-tomorrow, year

concepts; distant-close, in front-behind, above-below, in-

outside, beside-behind concepts; in-out, up-down, front-back, forward- expressing direction

back, right-left concepts; images, concept cards, CDs, worksheets, real objects,

85

It should be introduced to the individual using materials such as toys. When introducing these concepts, the question-

Methods such as response, modeling, demonstration and demonstration should be used.

3. While working on geometric shapes, square, triangle, circle, rectangle shapes are given to the individual.

It should be introduced. The similarities and differences of the figures should be emphasized. Compasses, like rulers

with the materials, the individual draws these shapes independently in the given dimensions and it should be provided to use when it needs it in life

4. In rhythmic counting exercises, forward, backward or any number within 100

1, 10's, 5's, 2's, 3's, 4's, 6's, 7's, up to the desired number.

8 and 9 rhythmic counting studies should be done. In these studies, number bars, beans,

Tools such as number cards, beads, abacus and educational CDs should be used. Rhythmic

counting studies to be a prerequisite for addition, subtraction, multiplication and division.

should be emphasized due to its importance. In rhythmic counting studies; don't tell by heart -

methods and techniques such as writing, modeling, repetition, question-answer, game activities

It should be used.

5. The concept of numbers while teaching natural numbers, writing the numbers appropriately, numbers

representation in number line, natural numbers with two, three, four and more digits

such as analyzing, writing their readings, size and size relationship between numbers

studies should be done. What comes first and later to reinforce the work done

activities such as activities, number patterns, and worksheets should be given to the individual. Natural numbers

recovery; open expression, demonstration, question-answer, modeling, discussion, play, drama, induction,

deductive, abstraction-generalization, cascaded teaching and problem solving

Teaching method should be determined by determining the appropriate training method. Natural numbers

effectiveness as the acquisition is a prerequisite for the individual to acquire four processing skills

Care should be taken to replicate the samples as much as possible.

6. Problem solving, decay distortion by making the acquisition with natural numbers.

extraction process that does not require decay, such as decimal, hundred, thousand, ten thousand

problem solving by doing, no problem - problem solving by doing multiplication by hand, no residue -

problem solving by doing the remaining division, natural numbers; Short way to 10, 100 and 1000

Studies on dividing, getting to know and using the calculator should be done. Collection,

solving problems that require using subtraction, multiplication and division

86

Page 89

studies; verbal clue, visual clue, clear expression, demonstration, question-answer, modeling,

discussion, play, drama, induction, deductive, abstraction-generalization, cascaded

methods such as teaching should be used.

7. Teaching the reading hours, first, then half and quarter hours.

It should be done. In these studies, real hours should be used as much as possible. the individual

recognition of the hour and minute hands on the real clock

to show on the clock, to show the given time by drawing on the worksheet,

Activities such as reading should be included.

8. In the efforts to use money, first of all, money is a value to buy.

should be talked about. In the following events; introducing whole and coin to the individual,

money should be calculated. Four operations in currency calculation and

use of problem solving skills should be ensured. To consolidate these works

Games should be played with shopping corners made of real materials, market, market

Organizing trips to places such as the individual to recognize money and use it in daily life
It must be provided.

9. Display boards, graphics, projection, geometric during mathematics studies

shapes, beads, abacus, puzzles, number puzzles, blackboard (toy), plastic number

patterns, concept books, monopoly-stock market game, colored pencils, cassette-CD, geometry tool

tools (compasses, rulers, protractors, etc.), tools such as computers can be used.

CONTENT OF THE MODULE

A. MAPPING WORKS

B. SPACE RELATIONS

1. Dimension Reported Relations

     a. Big small

     b. Thin - thick

     c. Long short

     d. Wide narrow

2. Relationships That Declare Quantity

     a. More or less

87

Page 90

     b. Heavy-light

     c. Empty full

     d. All-half-quarter

3. Time Informing Relationships

     a. Before after

     b. Night and day

     c. Morning noon evening

     d. Yesterday Today Tomorrow

     d.yıl

4. Relationships That Tell Space

     a. Far-close

     b. Front-back

     c. Above-below

     d. Inside-outside

     D. Next to-back

5. Directional Relations

     a. The drawing-out

     b. More or less

     c. Anteroposterior

     d. Back and forth

     D. Right left

C. GEOMETRIC SHAPES

Square 1

Triangle

3. Flat

4. Rectangle

Ç.RITHMIC COUNTS

1. Rhythmic Counting

2. Fix Rhythmic Counting

3. Five Rhythmic Counting

4. Two Rhythmic Counting

5. Three Rhythmic Counting

6. Four Rhythmic Counting

7. Six and More Rhythmic Counting

88

Page 91

D. NATURAL NUMBERS

1. Single Digit Natural Numbers

2. Two Digit Natural Numbers

3. Three or More Digits Natural Numbers

E.İŞLEM on

1. Collection

2. Subtraction

3. Multiplication

4th Division

5. Problem Solving

F.ÖLÇÜ on

1. Time Measures

2. Value Measures

MEASUREMENT AND EVALUATION IN THE MODULE

Measurement and evaluation process in mathematics module; rough assessment, teaching

pre-assessment, evaluation of the teaching process (class hours), final assessment and

consists of post-teaching (end of term) evaluation stages. With these stages

Explanations regarding the sample forms prepared are given below.

A. Rough Evaluation

Independent in the Rough Assessment Form while evaluating "Math" skills

Skills performed as (+) should be marked as skills (-) which cannot be performed independently.

In the "Explanation" section, observations during the evaluation should be written.

Intervention in the individual's reactions while registering on the Rough Evaluation Form

should not be given or helped.

As a result of the rough assessment, IEP should be prepared in cooperation with the family.

Page 92

B. Pre-Teaching Evaluation

Pre-teaching evaluation results can be found in the Performance Registration Table. The "Pre-Teaching Evaluation" column should be marked.

As a result of the rough evaluation, the gain of "reading the watch" is inadequate An example was prepared, assuming that it could not be done independently.

" *Reads the clock."* skill analysis It is divided into sub-steps: 1. When the clock is shown, it says that it is the clock. 2 hours When the minute hand is shown on it, it says that it is the "minute hand". Scorpio on the 3rd hour When it is shown, it says it is a "scorpion". 4. The short arm of the hour hand says that it shows the clocks. 5. The long arm says that the minute hand shows the minutes. 6. On one digit of the hour hand, If the minute hand is over 12, it says that it is called full hour. 7.Displayed full tells what time it is. 8. The hour hand is over a number and the minute hand is over 6 he says it is called "half an hour". 9. On the hour hand of the hour hand, If it is above 3 or 9, it says that it is called a "quarter hour".

Marking the "reading time" skill in the "Pre-Teaching Evaluation" column While doing, it is checked whether the individual can do it by giving instructions to each sub-step. Each if it performs independently for a lower step, **B** performs with verbal clue **MO** is written if **SI** performs with modeling and **FY is** written if it is realized with physical aid .

C. Evaluation of the Teaching Process

Evaluation results of the teaching process, Performance Record at the end of each session It is marked in the "Evaluation of the Teaching Process" column in the Table (Form 2).

As a result of the pre-teaching evaluation, the individual reads the time. bottom of the gain Teaching will be done on what they cannot do regardless of their steps.

At the end of each session instruction, the individual can be independently while performing a **B** , while performing with the verbal cue **Si** , performing with being a model If **MO** performs with physical aid, column (x) is put in the **FY** column.

90

Page 93

In the section "Family Information" at the end of the form, "It reads the time." of gains both how it is taught and it will be done at home to ensure its permanence explanations about repetitions were made.

CHINA. Final Evaluation

Performance Recording, as the exemplary gain is the ability to "read the clock"

In the Table, the steps of evaluating the teaching process take place (as "+" or "B").

when marked) to evaluate whether or not it is done by heart with different questions and materials

A Final Evaluation Form (Form 4) was prepared for the purpose of.

As a result of the last evaluation, all the lower digits are called "+" or "B".

If the gain occurs when checked, if "-" or "SI, MO or FY" is checked

it is decided that the acquisition has not materialized and that teaching should be repeated.

D. Post-Teaching (End of Term) Assessment

Individual development in accordance with the results of the teaching process evaluation every month

At the end of the semester, individual performance evaluation form was processed.

While filling out the form, in which month the acquisition started, in the column related to that month,

If it occurred within one month, it will be marked as "+". Earnings after the month in which it was started

If it continues in months (if no gain), it will be marked as "-". the gain

"+" is placed on the month of occurrence.

For the individual at the end of the period recommended by the Special Education Evaluation Board

cannot be achieved or taught from the acquisitions intended to be realized

the rationale for the achievements, in detail (the rationale for the 1 st training never started

2.If the acquisition did not take place even though he started teaching, in which lower step

RAM Information).

91

Page 94

MEASUREMENT AND EVALUATION FORM EXAMPLES

ROUGH ASSESSMENT FORM

Name of the Module   **: Hearing Impaired Mathematics Skills**
Individual's Name Surname   **:**
TC Identification number   **:**
Date of birth   **:**

Date of evaluation: / /

A. MATCHING STUDIES	Yeah No	Descriptions
1. Matches similar objects.	+	
2. Distinguish different objects.	+	
3. Matches objects according to their color.	+	
4. Matches objects according to their shape.	+	
B . SPACE RELATIONS		
1. Suitable for expressing spatial relationships	+	

uses terms.

C. GEOMETRIC SHAPES

1. Distinguishes geometric shapes. +

2. Specifies the properties of the square. +

3. Indicates the properties of the triangle +

4. Indicates the properties of the circle. +

5. Specifies the properties of the rectangle. +

CHINA. RHYTHMIC COUNTS

1. Each one counts rhythmically. +

2. Fix counts rhythmically. +

3. Beşer counts rhythmically. +

4. Each counts rhythmic. +

5. Each counts rhythmic. +

6   Four counts rhythmically. +

7.   It counts six and more rhythmic. +

D. NATURAL NUMBERS

1. Understands 1,2,3,4,5,6,7,8 and 9 natural numbers. +

2. Understands the number line. +

92

Page 95

	Yeah No	Descriptions
3. Comprehend two digit natural numbers.	+	
4. Natural numbers with three or more digits Understand.	+	
E. TRANSACTIONS		
1. It makes collecting without hands.	+	
2. Performs manual collection.	+	
3. Problems with collection Solves.	+	
4. Subtraction process that does not require decimal decay It makes.	+	
5. Subtraction that requires decay It makes.	+	
6. Solves problems related to extraction.	+	
7. It performs multiplication with one digit numbers.	+	
8. It multiplies with two-digit numbers.	+	
9. Multiply three or more digit numbers makes the process.	+	
10. Solves problems related to the multiplication process.	+	
11. Makes unfinished dividing process.	+	
12. Makes the remainder.	+	
13. Solves problems related to division.	+	
14. Problems requiring multiple procedures Solves.	+	
G. DIMENSIONS		
1. Reads the time.	_	
2. Recognizes the money.	_	

History
/ Of
operator
Name and surname
Signature

93

PERFORMANCE REGISTRATION TABLE

Name of the Module   : Hearing Impaired Mathematics
Individual's Name Surname :
TC Identification number   :
Date of birth   :

EVALUATION OF THE TEACHING PROCESS

QUESTIONS / INSTRUCTIONS — INDIVIDUAL

NOTICES	CRITERIA	Main Instruction	evaluation production HE securities	oneSESSION	2ndSESSION	3. SESSION	4. SESSION	5. SESSION	6. SESSION	oneSESSION	2ndS
1. Reads the hour.		What time is it?	B SI B.C FYI	B SI B.C FYI	B SI B.C FYI	B SI B.C FYI	B SI B.C FYI	B SI B.C FYI	B SI B.C FYI	B SI
a.When the time is shown, the clock is He says.	0 10%	What is this, tell me?	B.C	XXXXXX							
b. minute hand when it is shown it is a "minute hand" tell	%one hundred	What is this, tell me?	B.C	XXXXXX							
c. When scorpion is shown on the clock He says he is a "scorpion".	% one hundred	What is this, tell me?	B.C	XXXXXX							
d. Scorpion watches with short arm tells you it shows.	%one hundred	What does Scorpio show?	B.C	XXXXXX							
d. minutes of the long arm minute hand tells you it shows.	%one hundred	What does the minute hand show?	B.C	XXXXXX							
e. The scorpion is on a number, the minute hand is over 12 tells you that it's called full time.	%one hundred	What is the exact hour?	B.C	XXXXXX							
f.Fully shown tells what time it is.	%one hundred	What time is it?	B.C	XXXXXX							

a)   2 o'clock

b)   it is 7 o'clock

94

FAMILY INFORMATION

* Within this month, studies have been carried out with your child to gain the ability to "read the clock". In order for the "reading the clock" skill to be pe
Repetitions must be made at home in accordance with the above mentioned guidelines.
* "Reads the clock" while doing it again with the individual. The extraction; "Do not say it is a clock when the clock is shown", "When the minute hand i
Do not say that it is' minute hand ',' Do not say that it is' scorpion 'when the hour hand is shown on the clock' '
don't tell ","" see if the long-handed minute hand shows the minutes "skills, consider all factors
keep in front of you. For example, when choosing materials, it is similar to the materials used in the classroom, the sounds given are natural sounds,

Care should be taken to keep the environment where the works are done quiet.

DESCRIPTIONS
1. The form will be filled by the practitioner who teaches.
2. A copy of the form will be delivered to the parent at the end of the month in exchange for signature. The original form will be stored in the individual's
At the end of the 3rd form, informations about the work done to the family will be written.
4. After each session, the family should be given verbal or written information about the activities and activities that can be done at home (again).

<div align="center">
History
/ Of
</div>

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

<div align="center">95</div>

Page 98

<div align="center">

LAST EVALUATION FORM

</div>

Individual Name Surname: History / /

NOTICES	CRITERIA	QUESTIONS / INSTRUCTIONS MAIN DIRECTIVE	TO IRM ND END ERLA G ALSO
1. Reads the hour.		What time is it?	
a.When the clock is shown, the clock tells you it is.		What is this, tell me?	+
b. minute hand "minute hand" when shown tells you it is.		What is this, tell me?	+
c. Scorpion on the clock "scorpion" is when shown He says.		What is this, tell me?	+
d. Scorpion watches with short arm tells you it shows.		What does Scorpio show?	-
d. the long arm of the minute hand tells you it shows minutes.		What does the minute hand show?	-
e.Scorpion is a number above, the minute hand is 12 "full hours ".		What is the exact hour?	+
f.What is the exact time shown tells you it is.			+
		a) What time is it, tell me? 01:00	
		b) What time is it, tell me?	

06:00

c)   What time is it, tell me?
03:00

DESCRIPTIONS
1. The form will be filled by the practitioner who teaches.

2. The original form will be stored in the individual's file .

96

Page 99

INDIVIDUAL PERFORMANCE EVALUATION FORM AT THE END OF THE PERIOD

Individual Name Surname: **Training Start Date:**
                                                / Of

Individual's Age: **Training End Date:**
                                                / Of

Educational Recognition: Hearing Impaired

MONTHS

GAINS

1 MONTHS … MONTHS

Reads the clock.   - - - -
Recognizes the money.

EXPLANATIONS: Intended to be gained within the time suggested by the Special Education Evaluation Board
the gains are processed in the form of items. In which month the earning started, the column related to that month; earnings
If it is terminated within one month (gain has been achieved) as "+", if it continues in the following months (gain
If not)) is marked as "-". A "+" is placed on the month of the acquisition.

RAM INFORMATION

1. The individual reads the "Clock" of the "Mathematics" module. the hour of the hour-hand hour hand

verbal skills such as "don't say that it shows", "don't say that long-handed minute hands show minutes"

You can tell with hint. It is useful for the individual to continue these studies to read the clock.

"It recognizes the money." its gain could not be started from lack of time.

History
/ Of

Guardian	operator	operator
Name and surname	Name and surname	Name and surname
Signature	Signature	Signature

97

REFERENCES:

1. Akçamete, G., Handbook for Parents, Aydoğdu Ofset, Ankara, 1999.

2. Alpiner, JG, McCarthy, PA, Rehabilitative Audiology: Children and Adults. Baltimore: Williams and Wilkins. 1987.

3. Anadolu University Hearing Impaired Children Preschool Education and Research Center Is Widespread For Mothers And Fathers For Preschool Education Of Hearing Children Training Courses.

4. Anadolu University Hearing Impaired Children Preschool Education and Research Center, Hearing Game! Methods for Education of Hearing Impaired Children.

5. Bench, RJ, Communication Skills in Hearing-Impaired Children, London: Whurr Publishers, 1993.

6. Berg, FS, Blair, JC, Viehweg, SH, Vlotman, AW, Educational Audiology for the Hard of Hearing Child. Orlando: Grune and Stratton, Ltd. 1986.

7. Çelenk, Yrd.Doç.Dr.Süleyman, First Literacy Teaching, Anı Publishing,

8. Fışıloğlu, A.ve Fışıloğlu, H., Hearing Impaired Individual and Families in Change Process Problems Encountered, Karancı, AN (ed). Living with Difference, Ankara, Turkish Psychologists Association Publications, 1997.

9. Füsun Akkök, Development of Social Skills in Primary Education, Özgür Publications, Istanbul, 1999.

10. Hovind, H., Parving, ADetection of hearing impairment in early childhood, Scand, Audiol, 16,187-193., 1987.

11. Hull, RH, Aural Rehabilitation, San Diego, CA: Singular, Publishing Group, 1997.

12. Johnson, CC, Benson, PV, Seaton, JB, Educational Audiology Handbook, San Diego, CA: Singular Publishing Group, 1997.

13. Kağıtçıbaşı, Ç. Berkman, S. Sunar, .D. UNICEF, Boğaziçi University, Istanbul, 1991.

98

14. Kardzhali-Iftar, G., (Adapted to Turkish), Pieterse, M. Trebar, R. Cairns, S., Small Steps Early Education Program for Children with Developmental Retardation, Book 8 Development Skills Inventory, Support for Mentally Handicapped Association, Istanbul, 1996.

15. Kraus, N., Speech Sound perception, neurophysiology and plasticity. International Journal of Pediatric Otorhinolaryngology, 47,123 / 29. 6.MYKLEBUST.hr (1964).

Deafness and Pyschological processes, The Psychology of Deafness, 57-221. New
York, Grina & Stratton, 1998.

16. Kuder, S. Jay, Teaching Students with Language and Communication Disabilities,
Viacom Company, USA, 1997.

17. Lavett, B., Mc Garr, C., Speech and language development in Hearing Impaired
Children, "Hearing in Children" (Ed. FHBess) York Press, New York, 375-388.
1988.

18. Lewis, V., How do deaf children develop, Development and Handicap, 60-77.Cowley
Road, Oxford, Basil Elocwell Ltd., 1987.

19. Marschark, M., Clark, MD Psychological Perspectives on Deafness. Lawrence
Erlbaum Associates, Inc. 153-170, USA, 1998.

20. MEB Primary School Children with Moderate Learning Disabilities Education
Program, National Education Press, Ankara, 2001

21. MEB Elementary Turkish Course Curriculum (1-5 class), National Education Press,
Ankara, 2005

22. MEB Elementary Turkish Course Curriculum (6-8 classes), National Education Press,
Ankara, 2006

23. MEB Primary Mathematics Education Program (1-5 grades), National Education
Printing House, Ankara, 2005

24. MEB Primary Mathematics Education Program (6-8 classes), National Education
Printing House, Ankara, 2006

25. MEB Sağırlar Primary School Curriculum, National Education Press, Ankara, 1991.

99

Page 102

26. MEB Turkish Course Pre-Teaching Evaluation Guide, MEB Special Education
General Directorate of Guidance and Counseling Services, Ankara, 2004.

27. Moores, Donald F, Educating The Deaf (I / II), Psychology, Principles and Practices,
Fourth Edition, Gallaudet University, USA, 1976.

28. Özcebe E., Sevinç Ş., Belgin E. "The Ages of Suspicion, Identification, Amplification
and Intervention in Children with Hearing Loss "Int J Pediatr Otorhinolarygol,
69: 1081 to 1087.2005.

29. Özgubar, S., Every Hearing Impaired Child Should Verbal Communication. Iced
Journal, Issue 2. 2001.

30. Özgubar, S., Auditory Rehabilitation I. İÇED Journal, Issue 3, 2001.

31. Özsoy, Assoc. Prof. Yahya, Education of the Hearing Impaired, National Education Press, Ankara,
1985.

32. Patrica, B., Kricos, PB, The Psychology aspects of hearing loss in children adults.

Alpiner, JG, MG Carthy, PA (Eds.). Rehabilitatize Audiology, Children and Adults.

269-302, Baltimore, Williams & Wilkins. 1987.

33. Sevinç Ş. **,** Ataş A., Özkan S., Assessment of Auditory Perceptional Development of

Severe to Profound Sensory Neural Hearing Impaired Children with Cochlear Implant

and Hearing Aids .'7 th Europen Symposium on Paediatric Cochlear Implantation,

Geneva / Switzerland, May 2 nd -5 th , 2004.

34. Sevinç, Ş., Very Advanced Bilateral Sensorineural Hearing Loss of Children

Of Developmental Profile in Rehabilitation, Hacettepe University

Health Sciences Institute, Ph.D. Thesis, Ankara, 2002.

35. Topbaş, S. (Editor), Language and Concept Development in Children, Anadolu University Publication No

1318, Open Education Faculty Publication No 717, Eskişehir, 2003.

36. Tüfekçioğlu, Ü., Children with Hearing, Speech and Vision Problems

Education, Anadolu University Publication No 803, Eskişehir, 2006.

37. www.el.yazim.com

one hundred