

# Guide to Self-Advocacy Skill Development

## Suggestions for Sequence of Skill Attainment

This sequence provides suggestions for ages of acquisition. Early skill development relies on consistent use of hearing devices, including FM and personal responsibility expected. Children in early childhood programs who are given the responsibility of charging the FM and handing it to the adult are more likely to become reliant self-advocates as compared to students not held responsible until grade 2 or later.

Suggested age/grade	The student will....
Preschool	Be responsible to put own hearing devices on and report when problems occur
Preschool	Be encouraged to ask for repetition when it is evident that s/he did not hear message
Grade Kdgn	Recognize effect of distance re: easier ability to listen to close speech versus far speech ( <i>Early Listening Function item demonstrations, discussion via My World Tool</i> )
Grade Kdgn	Self-select or move to an appropriate seat in proximity to the teacher or desired class peers ( <i>discussion via My World Tool</i> )
Grade Kdgn	Appropriately ask for repetition of messages missed (i.e., more slowly, clearly, louder)
Grade 1	Recognize effect of interfering noise that occurs in learning environment ; demonstrate by closing classroom door, moving away from noise or requesting reduction in noise
Grade 1	Use pre-determined signal with teacher to indicate challenges listening/understanding
Grade 1	Request that FM microphone be passed, remind teacher to turn on FM microphone
Grade 1	Report simple names and purposes of hearing device parts and what can go wrong (no sound, intermittent, distorted ( <i>Hearing Aid Tic-Tac-Toe Bingo, FM Bingo</i> ))
Grade 2	Describe purpose and use of FM in simple terms to classroom teacher, with assistance
Grade 2	Increase awareness of recognizing when s/he has missed information (“When do you know that you didn’t hear or hear everything?” (Relate to <i>Before LIFE, Student LIFE items</i> ))
Grade 2	Be able to report “When is it hard to listen/hear/understand?” (discuss situations from <i>Children’s Home Inventory of Listening Difficulties (CHILD)</i> ; illustrate via <i>My World Tool</i> )
Grade 2	Recognize when a question/direction is nonsensical ( <i>Responding to Oral Directions</i> )
Grade 2	Appropriately use simple addition communication repair strategies (Take the part that you heard and turn it into a clarification question; <i>SCRIPT</i> )
Grade 2	Improve in listening-in-noise skills ( <i>LASH; various auditory skill development materials</i> )
Grade 2	Demonstrate ability to perform basic troubleshooting when hearing device malfunctions
Grade 3	Describe purpose and appropriate use of FM with classroom teacher, with oversight
Grade 3	Identify challenging listening situations in school ( <i>Listening Inventory For Education – Revised LIFE-R</i> ) and self-advocacy strategies in current use ( <i>After LIFE questions</i> )
Grade 3	Identify if the source of the listening difficulty was due to speaker, listener or environment issues ( <i>What’s the Problem? Game &amp; Monkey Talk Game</i> )
Grade 3	Describe self-advocacy strategies to address challenging listening situations (as identified in the <i>Student LIFE-R</i> ). Prioritize and implement use of strategies in some situations
Grade 3	Improve ability to describe appropriate use of self-advocacy activities (discuss <i>After LIFE strategies</i> , practice via <i>Rule the School and Monkey Talk Self-Advocacy Games</i> )
Grade 4	Discussion with classroom teacher to describe purpose and appropriate use of FM, set up signal system and request preferred accommodations, with assistance
Grade 4	Identify challenging listening situations and improvements in self-advocacy strategies used ( <i>via Student LIFE-R</i> )
Grade 4	Appropriately use advanced addition communication repair strategies (add background or clarification) when requesting clarification in school or social situations ( <i>SCRIPT</i> )
Grade 4	Match appropriate self-advocacy strategies to identified listening challenges in school and social settings; meet expectations for use when priority listening challenges occur

\*CHILD – Children’s Home Inventory of Listening Difficulties

\*LIFE- Listening Inventory For Education-Revised

*My World Tool (Ida Institute)*

\*SCRIPT – Student Communication Repair Inventory & Practical Training

*Responding to Oral Directions (RA Mancuso – ProEd)*

\*=Available through *Supporting Success for Children with Hearing Loss*

\**What’s the Problem? Self-Advocacy Game*

\**Monkey Talk Self-Advocacy Game*

\**Rule the School Self-Advocacy Game*

\*LASH - Listen Ability for SHapes

\**Hearing Aid or FM Tic-Tac-Toe Bingo*

<http://successforkidswithhearingloss.com>