

## Using the Ida My World Counseling Tool with Children

### *Suggestions for Use at Different Stages of Development*

Age	Stage of Psychosocial Development	Goal	Activity	Use with Additional Resources/Supports
2-3 years	“Can I do things myself?” or “Must I rely on others?” The young child will develop a sense of being able to handle many problems on their own – autonomy.	To learn that s/he can respond to challenging listening situations (taking control, handling communication problems).	Develop awareness of challenging hearing situations and simple ways to address them. Can use the CHILD as a basis of listening situations to discuss via My World.	Family calls child’s attention to challenging listening situations, uses self-talk to describe actions. Reinforce via discussions using My World environments.
4-6 years	“Am I good?” or “Am I bad?” A sense of judgment is developed with feelings about ability to complete tasks well. As school-age peers notice hearing aids and inquire, child may begin to associate using devices as something other children judge as being bad.	<ol style="list-style-type: none"> <li>To reinforce that hearing aids help the child learn and interact, allowing him to do well (I am good).</li> <li>To strengthen self concept of being a whole “good” person and develop resiliency to the comments or inquiries of others; reinforce self-advocacy.</li> </ol>	Using My World, role-play situations in which the child uses hearing devices and doesn’t use hearing devices. Role-play conversations with others, exploring feelings and practicing ways to respond.	Discover the listening bubble; use activities from the ELF for child to participate in determining bubble size. Use CHILD and LIFE-R school situations, After LIFE as basis for – what could you say/do?
7-11 years	“Am I successful or worthless?” Feelings about ability to meet adult expectations for completing increasingly complex skills – competence, perseverance. May become more self-conscious of hearing devices and ‘difference’ as child approaches being a ‘tween’ (9+)	<ol style="list-style-type: none"> <li>To determine level of listening challenge in daily situations.</li> <li>Begin to explore feelings.</li> <li>To link competence and success in school work with use of the FM and self-advocacy strategies</li> <li>To develop skill and pride as being their own “Technology Specialist.”</li> </ol>	Have child rate level of listening challenge in school and home using My World to act out situations as needed. Use concept of listening bubble size & FM. Instill age-appropriate responsibility in monitoring hearing devices.	Child rates level of listening on the CHILD and LIFE-R. Demonstrate improved competence with FM. Do the Peer Relationship Scale. Role play self-advocacy strategies. Use SEAM to guide tasks toward device independence.
12-19 years	“Who am I and where am I going?” Trying to reconcile “the person I am” and “the person society wants me to become.” Seeking balance between “What have I got?” and “What am I going to do with it.”	<ol style="list-style-type: none"> <li>To develop an understanding of hearing loss (who I am)</li> <li>To explore feelings associated with having listening challenges</li> <li>To strengthen self-concept as a communicator with hearing loss.</li> </ol>	Relate listening bubble to My World environments and relate to hearing loss. Involve in discussions with peers and other students with hearing loss. Expect self advocacy.	Use SAC-A and SOAC-A for peer discussions. Use My World and LIFE-R situations as basis for group discussions between peers with hearing loss. Problem solve advocacy.

Information on stages of psychosocial development is based on the work of Erikson as described in Schlesinger, H.S. (1978). The effects of deafness on childhood development: An Eriksonian perspective. In L. S. Liber (Ed.) Deaf Children: Developmental perspectives (pp. 157 - 169). New York, NY: Academic Press. Atypical or delayed psychosocial development is likely to affect social interaction and ultimately can impact school success. Therefore, a child’s self-concept and psychosocial development should be considered in the educational planning process.

ELF = Early Listening Function test

CHILD = Children’s Home Inventory of Listening Difficulties

LIFE-R = Listening Inventory For Education, Revised (Before LIFE obtains views of school listening setting; After LIFE obtains baseline of self advocacy skills)

Peer Relationship Scale (grade 1 through Elementary)

SEAM = Student Expectations for Advocacy & Monitoring Listening and Hearing Technology

SAC-A = Self Assessment of Communication – Adolescent

SOAC-A = Significant Other Assessment of Communication – Adolescent

All test instruments are available at <http://successforkidswithhearingloss.com/tests>

Download the Ida My World Counseling Tool at <http://idainstitute.com/index.php?id=1321>