A 9 year old girl that you see has started to ‘forget’ her hearing aids. She is the only student in her school with hearing devices.

What do you think is going on with her in terms of psychosocial development?

What materials could you use to build self-concept and help her deal with her feelings of not fitting in?
Success in the Fast-Paced Classroom: Building Skills to Optimize Achievement for Students with Hearing Loss

Karen L. Anderson, PhD

Butte Publications, 2011
Chapter Four: Communication Repair – SCRIPT

- SCRIPT = Student Communication Repair Inventory & Practical Training
- Inventory to identify communication repair skills in comparison to developmental trends
- Materials to build student knowledge of each of the 13 communication repair skills
- Step-by-step guidance on developing CR skills and implementing use
Why focus on Communication Repair?

- Typical language tests used may not be sensitive enough to detect differences in pragmatic use of language specific to communication repair strategies.
- Children with hearing loss do not spontaneously learn how to cope with communication breakdowns at the same rate, or in the same way, as individuals with normal hearing.
- 242–244 Overview of CR research
- 310–320 More in depth review of CR research
Will it really help?

- A study set up 7 small groups of 9–12 year olds, each with 3 hearing children and 1 child with hearing loss
- 4 of the 7 children with hearing loss were trained in communication breakdown management
- RESULT: There were fewer communication breakdowns for those who were trained
- They added effective addition strategies to the frequently used strategy of repetition
Relatively unsophisticated language learners are sensitive to feedback that their messages are not understood.

They are able to adjust so they can accommodate to be understood during conversations.

Strategies used to provide clarification change with age.

There is research for typical development/repair responses to expressive communication breakdown but NOT for repair responses to receptive breakdowns.
How are CR strategies classified?

- 3 broad categories of verbal CR; also nonverbal CR
- Each broad category has several strategies for a total of 16 repair responses to expressive breakdowns

**REPETITION** – no information is added to the original utterance

**REVISION** – meaning of original utterance unchanged; form is altered

**ADDITION** – Simple – information is added to the original utterance – Clarifying – specific information added to define, clarify

**NONVERBAL** – student uses strategies other than verbal

**INAPPROPRIATE** – student did not comply with request for clarification
Revision strategies are used for expressive communication breakdowns only.
<table>
<thead>
<tr>
<th>Original Statement</th>
<th>Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom, can you say that more slowly please?</td>
<td>Repeat at a slower rate</td>
</tr>
<tr>
<td>Mom, can you say that again more clearly please?</td>
<td>Repeat spoken more clearly</td>
</tr>
<tr>
<td>Mom, did you say we were stopping for fast food?</td>
<td>Emphasize key word(s)</td>
</tr>
<tr>
<td>Mom, I didn’t hear you – could you say that again louder?</td>
<td>Repeat louder</td>
</tr>
<tr>
<td>Did I hear you say food? Where can we stop for food?</td>
<td>Break into two sentences</td>
</tr>
<tr>
<td>Can we go to a restaurant for lunch? Fast food?</td>
<td>Different words, same meaning</td>
</tr>
<tr>
<td>I would like to stop for fast food too.</td>
<td>Different form (word order)</td>
</tr>
<tr>
<td>Are we stopping for fast food now?</td>
<td>Add just a little information (Simple Addition)</td>
</tr>
<tr>
<td>It’s lunchtime and I am hungry.</td>
<td>Define terms (Clarifying Addition)</td>
</tr>
<tr>
<td>I’m hungry too. I like Burger King more than McDonald’s.</td>
<td>Add background context (Clarifying Addition)</td>
</tr>
</tbody>
</table>
### Student Communication Repair Inventory and Practical Training

The SCRIPT Program to Improve Communication Repair Skills

<table>
<thead>
<tr>
<th>A. Learning about the 13 skills I can use when someone does not understand what I say.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Applying communication repair skills when I do not understand someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Assessing student use of communication repair strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
SCRIPT Inventory

- Obtains a baseline of the strategies that the student already uses when communication breakdowns occur.
- The baseline is used to guide the teacher in what other strategies to familiarize the child.
- Developmental Trends provide guidance on specific skill building objectives.
You and the student will be looking at set of 12 pictures. (barrier game or computer)

The pictures included in the set are intentionally similar and somewhat unclear to make it more natural to have to ask for clarification.

You will ask the student to choose one of the 12 pictures and describe it to you so you can locate the same picture.

You will ask the student ‘Huh’, ‘What’, ‘I don’t understand’ when you are both looking at the set of pictures.

You need to obtain 3 communication repair responses for each set of pictures you obtain data
An Example of Picture Stimuli
Mix it up to keep it motivating
You will ask the student clarifying questions for some of these picture sets and **not** others in order to maintain motivation – the total number of picture sets used is up to you.
For **five** of the picture sets, you will ask the student three questions to clarify what the student said.
There will be a total of 15 responses that you will categorize into a communication repair strategy type.
The total SCRIPT Inventory score is based on 15 responses
“I will show you some groups of pictures. I want to know how clearly you can describe just one of the pictures.

Out of the 12 pictures, you will choose whichever picture you want to. I am interested in how well you can describe that one picture to me. Do your best to describe it clearly enough for me to identify which picture it is.

You are not allowed to identify the picture by where it is (no pointing). You must use words to describe what you see in the picture you chose.”
SCRIPT INVENTORY - Instructions for Students (2)

“This is also a test about what you do when people can’t understand what you say. Think about different times that someone has asked you “What?” It happens to everybody.

For some of the pictures, I will be pretending that I do not understand you. It is important for you to answer like you would if anyone who didn’t understand you asked a question like “What?” There are different ways that people can answer. I want to find out the ways that you know.

I will be writing down some of what you say.”
To elicit communication repair, you will respond to the student as if the description was not clearly understood. For each test picture set (group of 12 pictures), you will ask the student to repeat what he said three times by saying:

◦ “Huh?” Write down the response to your “Huh?” in the space provided on the response sheet.
◦ After the student has further described the picture, say “What?” and write down that response.
◦ After the student has shared more, say “I don’t understand” and write down that response.

You can adjust the wording so that the student stays motivated (e.g., “Pardon me?” “Excuse me?” “Hmmm?” “I still can’t get it.” “I still don’t understand.”). However, three responses per test picture are needed.
Administering the SCRIPT Inventory

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Slow repetition</td>
<td>Repeats at a slower rate</td>
<td>9. Defines forms</td>
<td>Describes with more detail than forms used in the original utterance</td>
</tr>
<tr>
<td>2. Clear repetition</td>
<td>Repeats with clearer pronunciation</td>
<td>10. Adds background context</td>
<td>Describes additional features of the picture that were not mentioned originally</td>
</tr>
<tr>
<td>3. Emphasizes key word(s)</td>
<td>Repeats while emphasizing a key word or words</td>
<td>11. Fails to respond</td>
<td>Fails to respond, or attempts to discontinue (gives up)</td>
</tr>
<tr>
<td>4. Louder repetition</td>
<td>Repeats a little louder</td>
<td>12. Off topic utterances</td>
<td>Provides unrelated utterances or repeats situations</td>
</tr>
<tr>
<td>5. Uses two sentences</td>
<td>Depends sentences into 2 sentences</td>
<td>13. Discontinues</td>
<td>Attempts to give up</td>
</tr>
<tr>
<td>6. Uses alternate words</td>
<td>Uses fewer or more commonplace (simple) words or both</td>
<td>14. Shows/Expresses</td>
<td>Acts out, points, shows, uses face expressions</td>
</tr>
<tr>
<td>7. Alters form grammatically</td>
<td>Injects meaning but alters grammatical form</td>
<td>15. Signs/Spots</td>
<td>Signs or spots to add clarification</td>
</tr>
<tr>
<td>8. Simple Addition</td>
<td>Adds a little information</td>
<td>16. Writes/Draws</td>
<td>Draws picture or writes to clarify</td>
</tr>
</tbody>
</table>

**Picture 1:**
- Huh?
- What?
- I don't understand.

<table>
<thead>
<tr>
<th>Circle Repair Skills Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18</td>
</tr>
</tbody>
</table>

**Picture 2:**
- Huh?
- What?
- I don't understand.

<table>
<thead>
<tr>
<th>Circle Repair Skills Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18</td>
</tr>
</tbody>
</table>

**Picture 3:**
- Huh?
- What?
- I don't understand.

<table>
<thead>
<tr>
<th>Circle Repair Skills Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18</td>
</tr>
</tbody>
</table>

**Picture 4:**
- Huh?
- What?
- I don't understand.

<table>
<thead>
<tr>
<th>Circle Repair Skills Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18</td>
</tr>
</tbody>
</table>

**Picture 5:**
- Huh?
- What?
- I don't understand.

<table>
<thead>
<tr>
<th>Circle Repair Skills Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 18</td>
</tr>
</tbody>
</table>
1: Collecting Student Responses on the SCRIPT Inventory Response Sheet

While administering the SCRIPT Inventory you can choose to do one of the following:

- Make an audio recording of how the student responds to each of your questions (“Huh?” “What?” “I don’t understand”).
- Write the student’s response down verbatim in the spaces provided on the sheet.
- Listen carefully and then select the category of repair strategy the student’s response best fits into.
2: Completing the SCRIPT Inventory Response Sheet

After eliciting responses to the question, circle the communication repair strategy number that best represents the student’s response.

For example, if the student responses to your “Huh?” by simply repeating the same words at a slower rate, you would circle response category “1.”

You can mark multiple response types for each question, but you select only one type of repair strategy for scoring each of the 15 questions you ask the student.
Practicing scoring (1)

Student: A duck on a skateboard and a green ball.
You: Huh?
Student: There’s a duck on a skateboard. A green ball too.
You: What?
Student: I see a duck on a skateboard with a green baseball.
You: I don’t understand.
Student: There’s a red skateboard with a duck on it. There’s also a green baseball and an orange football. Another ball with a map-thing on it too.
Practice scoring

Student: A duck on a skateboard and a green ball.
You: Huh?
Student: There’s a duck on a skateboard. A green ball too. #2 – **clear repetition** and #5 – **two sentences**
You: What?
Student: I see a **duck** on a skateboard with a green baseball.
You: I don’t understand. #3 – **emphasize key word**
Student: There’s a red skateboard with a duck on it. (#7 **alters form**) There’s also a green baseball and an orange football. Another ball with a map–thing on it too. #10 – **adds background, more features**
Picture 1: C 1.5

Huh? There’s a duck on a skateboard. A green ball too.

What? I see a duck on a skateboard with a green baseball.

I don’t understand. There’s a red skateboard with a duck on it. There’s also a green baseball, orange football…ball with map thing on it too.

Circle Repair Skills Used

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
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<th>14</th>
<th>15</th>
<th>16</th>
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<td></td>
</tr>
</tbody>
</table>

Recording responses
Scoring the SCRIPT Inventory

Put hash marks (/) in the correct columns on the Response Summary
STEP 4: Scoring Results as Percentage of Total Responses

Use the Percentage Calculation Table at the bottom of the SCRIPT Inventory Response Summary to identify the percentage of each communication repair skill type.

<table>
<thead>
<tr>
<th>Categories of Communication Repair Strategies</th>
<th>Total for section</th>
<th>Percentage of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPETITION – no information is added to the original utterance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVISION – meaning of original utterance unchanged; form is altered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADDITION – Simple - information is added to the original utterance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADDITION - Clarifying – specific information added to define, clarify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INAPPROPRIATE – student did not comply with request for clarification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NONVERBAL - student uses strategies other than verbal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Percentage Use of Strategy Types by Age when CHILD is not understood

<table>
<thead>
<tr>
<th>Age</th>
<th>Repetition</th>
<th>Revision</th>
<th>Simple Addition</th>
<th>Clarifying Addition</th>
<th>Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>35</td>
<td>0</td>
<td>19</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>19</td>
<td>13</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>13</td>
<td>4</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
<td>12</td>
<td>34</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>8 to 11</td>
<td>28</td>
<td>18</td>
<td>43</td>
<td>34</td>
<td>20</td>
</tr>
</tbody>
</table>

Developmental Trends
SCRIPT INVENTORY – Scoring

- **STEP 5: Using the SCRIPT Inventory Scoring Interpretation**
- Record the total for each of the 5 categories of communication repair strategies, along with their corresponding percentages.
- Using the Percentage Use of Strategy Type by Age graph, compare the student’s percentage of responses to the percentages represented by the age level closest to the student’s age in order to approximate strength and weakness in strategies used.
  - If an age 9 student scored 20% in Simple Addition, it would be less than the expected 34%. If the student was age 5, then 20% would appear to be developmentally appropriate.
- The developmental trends should be used as a general guideline of developmental advancement of skills as the data that supports this chart are too few for precise demarcations of normal/delayed development.
### Scoring & Comparison to Developmental Trends

(Example for Abe, age 9)

<table>
<thead>
<tr>
<th>Categories of Communication Repair Strategies</th>
<th>Total for section</th>
<th>Percentage of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPETITION – no information is added to the original utterance</td>
<td>2</td>
<td>44%</td>
</tr>
<tr>
<td>REVISION – meaning of original utterance unchanged; form is altered</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>ADDITION – Simple - information is added to the original utterance</td>
<td>4</td>
<td>19%</td>
</tr>
<tr>
<td>ADDITION - Clarifying – specific information added to define, clarify</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>INAPPROPRIATE – student did not comply with request for clarification</td>
<td>1</td>
<td>12%</td>
</tr>
<tr>
<td>NONVERBAL - student uses strategies other than verbal</td>
<td>0</td>
<td>6%</td>
</tr>
</tbody>
</table>

---

**Charts representing the data**

- The chart shows the distribution of communication repair strategies used for Abe, age 9.
- The bars represent the total number of responses for each category, with the percentage of responses indicated above each category.
1. How do you currently gather information on student’s communication repair strategies?

2. What skills do you think it would be appropriate for Abe to develop?
SCRIPT Program

SCRIPT Inventory is Step 1
Familiarization with strategies is Step 2

### Student Communication Repair Inventory and Practical Training

**The SCRIPT Program to Improve Communication Repair Skills**

**A. Learning about the 13 skills I can use when someone does not understand what I say.**

1. The SCRIPT Inventory will be administered to obtain a baseline of the communication repair skills a student uses when asked to clarify what he said.

2. The student will be exposed to the 13 communication repair skills until familiar with each skill. This is an introductory part of the program to build confidence and increase “tools in the tool kit.” Skill areas should be targeted and this familiarization phase should be brief.

3. The teacher/therapist will expose the student to repair strategies by modeling how to ask for clarification of what the student has said.

4. The student will practice specific strategies when communication breakdowns are experienced from not understanding the teacher/therapist. Practice should be targeted to student skill needs.

5. The student will choose from all of the strategies to practice which strategies may be most successful when communication breakdown is experienced from not understanding the teacher/therapist.
How do you know when a communication breakdown has happened?

Think about it...

I know (or think) that other people have not understood what I said when:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I can tell I have not understood something that was said when:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Everyone experiences communication breakdown. When breakdown happens it can feel like:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“Get set” activity. What does the student already know?

Bring subconscious knowledge to the surface

- what I know
- how it feels
- what I did
- homework

HOMEWORK: Pay attention to times when communication breakdown happens. Be prepared to tell about the times (1) when you thought someone else didn’t understand you, (2) when you didn’t understand someone, (3) how it felt, and (4) what you did to repair the breakdowns (if anything).
Familiarization

- All materials have the same format
  - Define the strategy group
  - Define each of the individual strategies
    - If someone does not understand what the student says
    - If the student does not understand what someone else says
  - Summarize the overall strategy

- All have the same examples

- All have practice items set up in the same way

- This allows the teacher to quickly go to the strategies the student is missing – be strategic

- Again, it is NOT intended that this phase be very time consuming
**Addition Strategies**

**Addition strategies:** Add information or meaning to what was originally said. Define words or concepts in what was said or provide background information in addition to what was originally said.

If someone does not understand what you say, use these addition strategies:

- Add a word or a bit of information along with what you originally said.
  - This way you are not just "repeating" and adding a word may make your message easier to understand.
  - I saw some children playing in Wright Park. → I saw some children playing on the slide at Wright Park.
- Define what you meant when you said part of your message.
  - Maybe you were misunderstood because one word or concept was misspelled for some reason.
  - I saw some children playing in Wright Park. → There were 50% kids playing on the slide when I went past Wright Park today.
- Provide some background information to what you said to help explain your message.
  - Maybe you were misunderstood because one word or concept was misspelled for some reason.
  - I saw some children playing in Wright Park. → You know Wright Park, in the North part of town? I saw some children playing there today.

If you do not understand what someone else says, use these addition strategies:

- Ask the person to say it again with more information.
  - I’m sorry, I didn’t quite catch what you said. Could you tell me more about it?
- If you heard part of what was said then include it in your request for more information.
  - Do you mean Wright Park in the North part of town or Wateo Park in the South? Were the children playing baseball or were they at the playground on the slides and swings?

If you add new information to what you heard or said, you are using an addition strategy.

When you say "huh" or "what," the other person will usually just repeat what he or she has said. When you use these specific strategies, the other person will know what exactly you missed and then you both will understand each other.

---

**Practice Each Addition Strategy**

**Addition strategies:** Add information or meaning to what was originally said. Define words or concepts in what was said or provide background information in addition to what was originally said.

<table>
<thead>
<tr>
<th>Example messages:</th>
<th>Someone said this to you and you didn’t understand</th>
<th>You said this and the other person doesn’t understand you</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss me, can you please tell me where the restroom is?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m trying to find my social studies homework. What did it look like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is a baseball game at (Red Sox) Park. Do I turn at the next street?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like a chocolate swirl milkshake please.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn to page 215 in your English book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m looking for a black mitt. Have you seen it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’ve lost a brown dog. He has a red collar on. Have you seen him?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is raining outside. Do you have an umbrella or hood?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m going camping this weekend at the National Forest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel ill — help, I’m going to be sick!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practical Training – Phase 1
Modeling Listener Repair Strategies:

The Concept:

Tell the student that you will be pretending that you don’t clearly understand what s/he says.
You will be showing him how people can respond when they don’t understand.

The basics:

- The teacher says a sentence or two
- The student repeats the sentence
- The teacher models a repair strategy.
Modeling CR Strategies

- Make the point that the student already knows some CR strategies (results of SCRIPT Inventory)
- Before you can teach someone how to repair something, there has to be something broken first.
- Start with strategies that the student has already shown that he can use.
- Approach this as a game since the student’s failure at repeating is the starting place for developing communication repair skills.
Example for Pre-K and Early Elementary

Example Story: The Three Bunnies

Chart story: Basic technique for focusing on new vocabulary and comprehension of language forms. Early readers: teacher reads a line and then covers it up when it is the student’s turn to repeat. Non-readers: story and picture cues remain visible

Any appropriate grade/ability-level materials can be used.
- Reinforce materials used in class
- Enrichment or vocabulary building materials
- Informal story or series of sentences based on toys or materials available at the moment
Modeling strategies

- You can choose to model one type of strategy. OR–
- It may be most natural to respond using a number of the strategies, based on the errors made by the student.
- Example provided for The Three Bunnies has 2–3 examples of repair strategies that could be modeled.
- Spend most of your time providing examples of strategies in areas that the student does not already use and that are most useful (i.e. Addition strategies)
Choose a strategy and practice phase 1

The Three Little Bunnies

Once upon a time,

three little bunnies lived with their mother.

When they were all grown up their mother said

I’m sorry boys, you are now all grown up and have to find your own homes.

The bunnies left home. Each had a big carrot for their journey.

The first bunny was lazy. Grass was everywhere so he made a house of grass.

The second bunny was crafty. He made his house by weaving together sticks.

The third bunny was not lazy or crafty. He wanted to be safe from danger.

He knew he would be living all alone. No mother or brothers to help if there was danger.

He thought and thought. Finally, he dug a hole to hide in for his home.

The first bunny was snug and happy in his house made of grass.

Repeat at a slower rate

Repeat spoken more clearly

Emphasize key word(s)

Repeat louder

Break into two sentences

Different words, same meaning

Different form (word order)

Add just a little information (Simple Addition)

Define terms (Clarifying Addition)

Add background context (Clarifying Addition)
The Three Little Bunnies

Once upon a time three little bunnies lived with their mother.

When they were all grown up their mother said

I’m sorry boys, you are now all grown up and have to find your own homes.

The bunnies left home. Each had a big carrot for their journey.

The first bunny was lazy. Grass was everywhere so he made a house of grass.

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He knew he would be living all alone. No mother or brothers to help if there was danger.

He thought and thought. Finally, he dug a hole to hide in for his home.

The first bunny was snug and happy in his house made of grass.

The Three Little Bunnies

Once upon a time three little bunnies lived with their mother. Could you say that again please? Three what lived with their mother? Excuse me, did you say they were big or little?

When they were all grown up their mother said

Could you say that more slowly please? Did you say the bunnies were now grown up?

I’m sorry boys, you are now all grown up and have to find your own homes.

What did they have to do because they are all grown up now? I’m sorry, the bunnies need to find what?
Phase 2 of Training

- In Phase 1 the teacher was modeling how to respond with repair strategies.
- In Phase 2 the teacher will start to shape the student’s use of repair strategies.
- Phase 2 works on identifying what ‘broke down’ in communication (raising awareness).
- Phase 2 also develops CR skills to address breakdowns.
- Again, be clear that in order to teach someone how to repair something, it must be broken first.
Phase 2 provides opportunities to target awareness & problem solving skills

When the student misses repeating what was said the teacher/therapist should say something like:

- I heard you say X. Where in this sentence do you think something is missing or does not sound right?
- Does what I said make sense without that part? What do you think the sentence I said means?
- In order to really understand, do you think you need to get more information? (Develop problem solving “does this make sense” skills, use of context, redundancy of language, use of world knowledge, etc.).
Primary task is to practice CR skills

When the student misses repeating what was said the teacher should say something like:

- “Let’s use the _____ communication repair strategy. How could you use it to repair the breakdown?”
- “Let’s try this again.” (Repeat the sentence and encourage the student to use the communication repair strategy).
- Be strategic on strategies to work on most at this stage you are still providing examples of all strategies...
Any text can be used

Good time to reinforce content area vocabulary and concepts

Sid & the Lucky Fish was provided for practice – it serves to empower students about how okay it is to be different

Sid and the Lucky Fish

Once upon a time a penguin was walking on an iceberg. His name was Sid. All penguins have orange feet with three toes. But not Sid. Sid’s feet were red. And one foot only had two toes!

Other penguin girls and boys thought Sid was just as fun to play with as any penguin child. Sid could still run and slide on his belly just fine but he felt different because of his feet. Sometimes the other penguin girls and boys asked about Sid’s feet. They were curious. All other penguins looked just the same, but not Sid.

Sid felt lonely and sad sometimes. He went for walks on the iceberg. With every step he saw his red feet and only five toes. Sid liked to kick ice cubes when he walked. One day he kicked an ice cube really hard. It bounced to the side of the iceberg and landed right on top of a blue fish. The fish was just lying on the ice. One eye was looking up at the sky. Sid went over and bent down and looked at the blue fish. And then he jumped!

The fish moved his eye to look at Sid. The fish said “Hi. I’m Fred.” Sid said, “Hi. I’m Sid. What are you doing on the ice instead of in the water?” Fred said, “I’m a special fish. I’m different because I can be out of the water for a little bit. The other fish think I’m very lucky. I tell them all about the sky.” Sid thought about being special. Then he thought about his red feet and only five toes. Sid said, “All penguins look the same. I’m different. I have red feet and only five toes.” Fred said, “Then you are special too! Out of everyone else, you get to be unique. That means being one of a kind. Everyone else is ordinary. YOU are extraordinary. Is there anything you can’t do that other penguins can?”

Sid thought and thought. Then he smiled and said, “Not if I really want to! Red feet don’t make any difference. Two toes instead of three toes does make it a little harder, especially if it is slippery.” Fred said, “What do you do if it’s slippery?” Sid said, “I try to not go to slippery spots! Sometimes everyone has to go to a slippery spot so I need to go too. Sometimes I just go slower. Sometimes I slip a bit and ask for help. When my friends and the adult penguins stick out a flipper, I can get over the slippery spots. I know they would rather help me than to see me fall on my beak.”

Fred said, “Being able to help you makes your friends feel special too.” Sid said, “So I am extraordinary and I can help other people feel special?” Fred said, “Yes. We are both unique and lucky!”

Then Fred waved his fin and slipped into the water. Sid walked back to play with the other penguin children knowing that he was extraordinary. In a crowd of penguins, it was okay to be a little different!
Phase 3– Random CR Practice

The teacher intentionally mispronounces words to cause a communication breakdown

- Short phase to force use of CR strategies
- Can use the Communication Repair Skill Wheel
Teacher reads a sentence

Student uses a CR strategy to repair what was not heard clearly

Good time to practice using context to guess meaning

Reinforce most useful CR strategies (addition)
You are in a fast food restaurant and it is very busy. Many people are standing in line to order food and it is noisy. It is your turn to order. You want a hamburger, fries and a strawberry milkshake. The person taking your order asks you a question about what you want, but you only understand part of what he says. No one you know is next to you to help you.

Phase 4: Community Scenarios
Phase 5– Introducing CR use at School – Role–Plays

Now that the student is familiar with CR strategies and has had practice with them, they begin to be applied to school situations

Talk about :
- why it is important to use CR strategies
- When you know you missed something, ask yourself these questions
- If the teacher is ready to start and you still don’t know, what can you say or do
- This is also a time to start introducing self-advocacy activities
Phase 6– Practicing in Real Situations

- Practice with the teacher is integrated into other 1:1 teaching tasks
- Add noise, use unknown/unfamiliar vocabulary
- Turn away from student in mid-sentence or walk across the room
- Reinforce the student’s use of communication repair strategies when you are working with him/her – expect him to repair!
- CR strategies should be practiced and reinforced intermittently until the student demonstrates comfort with consistently implementing CR strategies
Phase 6– Structured Practice in the Real World

Real world communication activities can be role-played with the teacher/therapist prior to the student doing the activity.

Suggested activities are:

- Integrate communication repair opportunities into work with small groups of students (chatting during lunch period, cooperative small group work).
- Game playing (i.e., Go Fish) with peers
- The student will go ask the office assistant for an office supply (i.e., a blank envelope).
- The student will ask the educational audiologist for spare batteries, etc.
Phase 7 – Teacher Assessment

- SAID; results of your classroom observations
- Informal Inventory of Independence & Self-Advocacy; After LIFE questions from LIFE–R

Phase 8 – Active Integration

- 307 – Self assessment
- 262 – discuss results of SAID
- 399 – Hearing and Listening Your Best are YOUR Responsibility; also Student LIFE–R
Phase 7: Teacher Assessment

SAID Checklist

- Communication style
- Expectations for independence with hearing technology
- Communication repair

 Raises teacher’s awareness of student needs and expectations

Can be used as a pretest and post-test at start and end of year

---

### Communication Style

**Passive (P):** waits for others to notice that he needs help; tends to nod and smile even if he does not understand; meek or timid; oversensitive to what others think; may offer little during conversations; too concerned with being liked by others; accepts fault for misunderstanding and may then feel bad about himself.

**Aggressive (G):** can become sullen, angry, or belligerent when does not understand, blaming others for his misunderstanding; can be insensitive to the feelings of others including being bossy during conversations with peers; may be demanding or very outgoing in an attempt to control the situation.

**Assertive (S):** recognizes that he has the right to express needs; raises hand or otherwise lets teacher know when he has not understood; presents reasonable and specific requests in a pleasant tone of voice; assumes that a misunderstanding is a shared or mutual responsibility; takes turns and holds up own end of a conversation.

---

### Student Advocacy 

Use this checklist to monitor how well the student integrates important self-advocacy, independence activities, and communication repair into their daily school life. Select the type of responses you have observed the student to use or you think that the student is most likely to use.

#### Self-Advocacy Communication Style

<table>
<thead>
<tr>
<th>Student response when he...</th>
<th>Passive (P)</th>
<th>Aggressive (G)</th>
<th>Assertive (S)</th>
<th>Observed or strongly Expected</th>
<th>NA? or Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. does not hear all of a homework assignment</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>2. is working in a small group with others when it is noisy and difficult for him to understand</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>3. has &quot;gotten lost&quot; due to new vocabulary during verbal instruction or in written materials</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>4. is experiencing problems with his hearing device not functioning</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>5. is conversing with a friend in a quiet environment (typical communication style)</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>6. is conversing with another student when it is noisy, such as during class transition times</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>7. is not understood and he is asked to repeat or clarify</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>8. does not understand single or multistep directions when class starts working independently</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>9. has difficulty understanding the presenter in the auditorium or over the intercom</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>10. does not understand the need to bring an important paper/money from home (due to mishearing)</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>11. does not hear information provided by another student during class discussion</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
<tr>
<td>12. is caught off guard after called upon to answer a question and it is clear that he is &quot;lost&quot;</td>
<td>P</td>
<td>G</td>
<td>S</td>
<td>NA NO</td>
<td></td>
</tr>
</tbody>
</table>

---

### Indicators of Independent Function

<table>
<thead>
<tr>
<th>Indicators of Independent Function</th>
<th>NA/Not Observed</th>
<th>Rare</th>
<th>Occasional</th>
<th>Consistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Using amplification daily (personal device, FM)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Charging FM, monitoring hearing aid function</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Promptly reporting issues with hearing technology</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Selecting own seating (classroom, gym, auditorium) for best hearing</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Independently closing door or asking that a noise source be stopped</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Asking for clarification of assignments if needed</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

---

### Communication Repair

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
<th>Never</th>
<th>Rare</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks for repetition</td>
<td>Can you say that again more slowly please?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Asks for clarification by using keywords in the request</td>
<td>Can you say that again please? Where are we in the math book? Is it the odd problems on page 39?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Seeks help nonverbally</td>
<td>Uses some sort of signal that he didn’t understand that you two have agreed on</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Looks confused and hopes you notice</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Writes you a note</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Sets the stage for teacher to recognize a student’s needs in communication style, and expectations for independence with technology and self-advocacy activities.
How many students on your caseload have IEP goals related to CR skill development?

What do you do now to teach students CR strategies?

What do you think you may do differently?
Chapter 6: Self-Advocacy

The National Consortium of Interpreter Education Centers surveyed 2,047 adults over the age of 18 who use sign language and interpreting services across every state in America. Only 24.1% of the survey participants advocated for themselves. Reasons why:

- Advocating for myself is either a waste of my time, or it takes too much of my time
- It won’t make a difference if I advocate for myself
- I’m afraid to say anything
- It’s not my responsibility

Mainstreamed programs tend to “take care” of DHH students and not teach them how to use interpreters.
SEAM for School Success:  
*Student Expectations for Advocacy & Monitoring Listening and Hearing Technology*

What SHOULD we expect RE: independence?

- The following expectations assume **early** identification of hearing loss, **consistent** amplification wear from infancy and supportive parent **involvement** in facilitating effective communication.

- Age expectations should be **adjusted** as necessary due to lack of optimal audibility and/or early intervention services that include a focus on auditory independence.
SEAM for School Success = *a skill hierarchy*

**Prior to School Entry**

<table>
<thead>
<tr>
<th>Expected participation and/or skill to be consistently performed</th>
<th>Prior to school entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wears hearing aid(s) or cochlear implant (CI) processor(s) full time.</td>
<td>X</td>
</tr>
<tr>
<td>Does self-test (baa baa, mmm mmm), listening to each device after it has been turned on.</td>
<td>X</td>
</tr>
<tr>
<td>Inserts (or attempts) earmolds and puts on hearing aid(s) or cochlear implant processor(s)</td>
<td>X</td>
</tr>
<tr>
<td>Recognizes that he needs to ask adult before device(s) are removed.</td>
<td>X</td>
</tr>
<tr>
<td>Knows that he is expected to report all issues with device(s).</td>
<td>X</td>
</tr>
</tbody>
</table>
SEAM for School Success = *a skill hierarchy*

By end of Kindergarten

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra batteries brought to school and kept in a known location.</td>
<td></td>
</tr>
<tr>
<td>Participates in daily functional monitoring of device(s) with adult</td>
<td>(battery check, visual inspection, listening check by normal hearing person, Ling* sound listening check).</td>
</tr>
<tr>
<td>Student performs visual inspection of device(s) independently.</td>
<td></td>
</tr>
<tr>
<td>Student responsible for daily charging, proper use and careful handling</td>
<td>of FM equipment.</td>
</tr>
<tr>
<td>Student requests use of the FM microphone by peers during group or social</td>
<td>activities.</td>
</tr>
<tr>
<td>Student reminds teacher to use FM transmitter as appropriate.</td>
<td></td>
</tr>
</tbody>
</table>
SEAM for School Success = *a skill hierarchy*)

**By end of Grade 4**

- Student actively uses communication repair strategies in the classroom and socially.
- Student listens to self for Ling sounds daily.
- Student will use a Dri-Aid kit if moisture accumulates in earmold tubing.
- Student responsible for delivering the FM transmitter to teachers and advocating for use.
- Adult monitors devices every 2 weeks, Ling sound check with classmate 2 days per week.
SEAM for School Success = *a skill hierarchy*

**By end of Grade 5**

<table>
<thead>
<tr>
<th>Student will use a Dri-Aid kit if moisture accumulates in earmold tubing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student responsible for delivering the FM transmitter to teachers and advocating for use.</td>
</tr>
<tr>
<td>Adult monitors devices every month, Ling sound check with classmate 2 days per week.</td>
</tr>
</tbody>
</table>

**Middle School & High School**

<table>
<thead>
<tr>
<th>Adult monitors devices every 3 months, including Ling sound check.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is responsible for promptly reporting technology problems, such as calling the audiologist directly.</td>
</tr>
</tbody>
</table>

ANY goals can be adjusted, eliminated, reworded, etc.
Child friendly monitoring tools need to be available

Age appropriate tools for older students too
Obtaining the Student View of Challenging Classroom Listening

- Listening Inventory For Education – REVISED!
- Self-report for students in Grade 3+
- Before LIFE questions
- LIFE questions about school listening situations
- After LIFE questions
2. What noises do you hear in the classroom?
3. How well do you hear your teacher from your seat?
4. Where is your teacher when teaching?
5. **How do you know when you did not hear completely?**
6. How do you feel about listening with hearing aids?

---

**Before-Life Questions**

Answer these questions BEFORE the administration of the L.I.F.E.-Revised materials. Choose **all of the answers that sound most like you**. If you have an answer that is not provided please add it under "other".

1. **Mark the items that best describe your classroom listening location.**
   - is in the first or second row of the classroom
   - is in the middle row of the classroom
   - is in the back row of the classroom
   - puts my good ear toward the teacher when teaching
   - puts my bad ear toward the teacher when teaching
   - is near a source of noise in the classroom
   - is near a source of noise from outside the classroom
   - is close to where the teacher stands to talk to the class
   - Other: ___________
1. Teacher talking in front of room
2. Teacher talking with back turned
3. Teacher talking while moving
4. Student answer during discussion (FM mic?)
5. Understanding directions (given 1–2)
6. Other students making noise
7. Noise outside of room
8. Multimedia
9. Listening in fan noise
10. Simultaneous large and small group
LIFE Additional/Social Listening Situations

1. Cooperative and small group learning
2. Announcements
3. Listening in a large room
4. Listening to others when outside
5. Listening to students during informal social times
Summarizes the most challenging situations in a format that can be interpreted easily by teachers.

Valuable pre/post test information.

Easily prioritized for discussions on self-advocacy activities.

### Summary of School Listening Challenges

<table>
<thead>
<tr>
<th>Name:</th>
<th>Grade:</th>
<th>Date completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>☐ Hearing Aid</td>
<td>☐ CI User</td>
<td>Type of Classroom Hearing Technology:</td>
</tr>
<tr>
<td>Trial Period</td>
<td>☐ No</td>
<td>☐ Yes</td>
</tr>
<tr>
<td>Responses consider performance ☐ with</td>
<td>☑ without FM system in use</td>
<td></td>
</tr>
</tbody>
</table>

### Return to Main Menu

Of the 15 Listening Inventory For Education questions, the following situations were rated as Always Difficult (☆☆☆), Mostly Difficult (☆☆), or Sometimes Difficult (☆):

- Teacher talking in front of room
- Teacher talking with back turned
- Teacher talking while moving
- Student answering during discussion
- Hearing and understanding directions
- Other students making noise
- Noise outside of the classroom
- Multimedia (video, computer)
- Listening with fan noise on
- Simultaneous large and small group
- Cooperative small group learning
- Announcements
- Listening in a large room (assembly)
- Listening to others when outside
- Listening to students during informal social times
After LIFE Questions – a measure of self awareness and self-advocacy

Baseline measure and to monitor progress toward skills

Listening Inventory For Education - Revised (L.I.F.E.-R.)
Student Appraisal of Listening Difficulty:
After-LIFE Questions for Students

By Karen L. Anderson, PhD, Joseph J. Smaldino, PhD, & Carrie Spangler, AuD

Name ___________________________ Grade ___ Date(s) completed _____________________

Answer these questions FOLLOWING the administration of the L.I.F.E.-Revised materials. Choose all of the answers that sound most like you. If you have an answer that is not provided please add it under “other”.

1. What do you do to let your teacher know that you didn’t hear or understand what s/he said?
   a) Use a facial expression to let her know that I have missed some information (like looking puzzled).
   b) Use some kind of signal that my teacher and I have agreed on (like putting my finger on my chin).
   c) Do nothing and hope that I will figure it out later on.
   d) Raise my hand and ask for more information (like “Page 300 and what?”; “Do we do the odd AND the even problems?”).
   e) Look around to see what the other students are doing (hoping the teacher will notice me looking around).
   f) Raise your hand and ask your teacher to repeat what she said.
   g) Ask the teacher after class.
   Other ________________________________

2. What do you do if it is too noisy in your classroom, making it hard for you to understand what your teacher says?
   a) Raise my hand and let my teacher know that I am having a hard time understanding because of the noise.
2. What do you do if it is too noisy in your classroom, making it hard for you to understand what your teacher says?

3. What do you do when a student’s voice is too quiet for you to understand during a class discussion?

4. What do you do when you can’t hear or understand what your friends are saying when you’re hanging out?

5. What are the things you do when you are trying to communicate and it’s noisy?

6. What would you do if your listening technology is not working?
Obtaining Input from the Teacher

Teacher Appraisal of Listening Activity – Teacher L.I.F.E–R

- Can be used as a stand-alone checklist or as an amplification pretest/post-test
- Focus is the areas of attention and class participation.
- Teacher rates the level of challenge that she observes when the student encounters 15 different situations.
# Listening Inventory For Education-Revised (L.I.F.E.-R.)

**Teacher Appraisal of Listening Difficulty**

By Karen L. Anderson, PhD, Joseph J. Smaldino, PhD, & Carrie Spangler, AuD

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>School</th>
</tr>
</thead>
</table>

Teacher | □ | hearing Aid | □ | CI User | Date LIFE Completed |

Type of Classroom Hearing Technology

---

## L.I.F.E Classroom Listening Situations

Instructions: Based on your observations, please mark the response that best describes the student's level of challenge when listening and learning in each of the situations described below. If you have no idea how to answer an item, leave the item blank. Thank you for your assistance.

<table>
<thead>
<tr>
<th>Situation</th>
<th>rarely</th>
<th>occasionally</th>
<th>sometimes</th>
<th>often</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student's ability to focus on/follow large group verbal instruction (i.e., teacher in front of room):</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Student's ability to focus on/follow verbal instruction when you are moving about the room:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Student's ability to focus on/understand verbal responses by other students seated across the classroom from him/her:</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Check one: □ With FM mic used by student □ Without FM mic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ability to attend when listening to directions presented to the whole class (focus):</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Ease of following directions provided to large group (hesitation before beginning work):</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Teacher LIFE–R Checklist: Self–Advocacy and Instructional Access

- Only 8 questions; results in percent of total possible
- Provides a box to write the student’s IEP goals related to self–advocacy
- Response options: Most opportunities, Often, Sometimes, Rarely, NA/Not observed
- Teacher comment area RE: student advocating for self

Useful to raise teacher awareness, as a baseline measure and to measure progress in student use of self–advocacy activities
# Student’s IEP goals related to self-advocacy:

## TEACHER

### L.I.F.E.

<table>
<thead>
<tr>
<th></th>
<th>Most opportunities</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>NA/Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student asks for repetition immediately during lecture or meets with you at a later time for clarification of directions, student discussion, lecture material, etc.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. The student utilizes strategic seating (changes seats depending on the activity to ensure he has the best acoustic and visual access to information) during classroom instruction.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. The student uses the “signal system” that you and s/he developed to let you know if s/he does not understand, needs noise reduction (close door/windows), or to remind you of another hearing accommodation (i.e., turn the FM on; repeat information).</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. The student takes responsibility for his/her personal hearing aid/CI (wears every day, changes batteries when needed, is directly involved in daily monitoring, etc.).</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Ease of following directions provided to large group (hesitation before beginning work):</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. The student self-advocates for his/her listening needs in relation to media and announcements. This may include asking for closed captioning, asking for a script of the announcements, asking for a summary of information from an assembly or lecture.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. During cooperative learning groups, the student positions himself for good auditory/visual access, asks his/her peers for repetition, asks group to sit in a circle, asks to move to a less noisy place in the classroom, etc.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. When asked about the student’s hearing loss needs and accommodations relative to an activity, the student is able to describe two or more communication or technology accommodations (i.e., ask: When there is noise, what will help you?).</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Comments on this student’s ability to advocate for his/her own listening and learning needs:**

10 of 32 possible

**Percent** 25

*Helpful baseline information!!!
The New e–LIFE–Revised

Listening Inventory for Education

- Instruction Manual
- Record Student Information
- Before-LIFE Questions - Tell Me About the Listening Setting
- LIFE Student Appraisal
- Questions - Current Self-Advocacy Strategies
- Report: Generate Accommodations Suggestions
- Report: Generate Self-Advocacy Suggestions
- Report: Summary of Listening Challenges
- Downloads:
  - LIFE Teacher Appraisal (Pre-test/Post-test)
  - LIFE Teacher Checklist of Student Self-Advocacy Strategies
Teacher LIFE–R Checklist: Self–Advocacy and Instructional Access

- Only 8 questions; results in percent of total possible
- Provides a box to write the student’s IEP goals related to self–advocacy
- Response options: Most opportunities, Often, Sometimes, Rarely, NA/Not observed
- Teacher comment area RE: student advocating for self

Useful to raise teacher awareness, as a baseline measure and to measure progress in student use of self–advocacy activities
Facilitating Self–Advocacy Skill Development

Step 1: Identification of Challenging Listening Situations

• *Classroom Challenges Pre–Test*
• *When do YOU need to advocate for YOURSELF?*
• *How You Hear Depends on the Situation (first half of the activity – complete worksheet after other self–advocacy steps have been presented)*
My three most difficult listening situations in school are:

1. 
2. 
3. 

How well has the student identified his/her strategies?

Two ways for me to change things in the classroom so I can hear and listen better are:

1. 
2. 

Three things that I can ask or tell other people that will help me to hear and listen my best in the classroom are:

1. 

When do you need to advocate for yourself?

**Listening Inventory For Education** questions, the following situations are sometimes the most difficult (★), Mostly Difficult (★★), or Somewhat Difficult (★★★), or Sometimes Difficult (★)

| ★ | **Teacher talking in front of room** |
| ★ | **Teacher talking with back turned** |
| ★ | **Teacher talking while moving** |
| ★ | **Student answering during discussion** |
| ★ | **Hearing and understanding** |
| ★ | **Other students making noise** |
| ★ | **Noise outside of the classroom** |
| ★ | **Multimedia (video, computer)** |
| ★ | **Listening with fan noise on** |
| ★ | **Simultaneous large and small groups** |
| ★ | **Cooperative small group learning** |
| ★ | **Announcements** |
| ★ | **Listening in a large room (assembly)** |
| ★ | **Listening to others when outside** |
| ★ | **Listening to students during social times** |

The more ★’s the more difficult. No ★ = no problem.

Fill out the Listening Inventory for Education (LIFE-R) Revised - Student Appraisal. After you identify the situations when you have difficulty at school hearing, put a check (✓) by the situations you identified as having some difficulty hearing or understanding (Sometimes Difficult, Mostly Difficult, or Always Difficult). Of the 13 LIFE questions, I rated the following as Sometimes, Mostly or Always Difficult:

- My most difficult listening situations
- 1. Teacher talking in front of room
- 2. Teacher talking with back turned
- 3. Teacher talking while moving
- 4. Student answering during discussion
- 5. Understanding directions
- 6. Other students making noise
- 7. Noise outside of the classroom
- 8. Multimedia (video, computer)
- 9. Listening with fan noise on
- 10. Simultaneous large and small groups
- 11. Cooperative small group learning
- 12.Announcements
- 13.Listening in a large room (assembly)
- 14.Listening to others when outside
- 15.Listening to students during social times
## HOW I CAN HEAR AND LISTEN MY BEST

<table>
<thead>
<tr>
<th>Understand-O Meter Rating</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretty Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Okay but not easy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It takes work but I can usually get it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes I get it, sometimes I don't</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tough going!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huh?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example Situations</th>
<th>What YOU can do</th>
<th>What your TEACHER, FRIENDS or FAMILY can do</th>
</tr>
</thead>
</table>

### Break it down
- Reframe situations
- School and social looked at separately
- See what they can fill in for strategies
- Use After LIFE choices to identify beneficial or not
- Use examples from game about Talker/Listener/Env
- Role play to try out ideas; self-talk language to use
Facilitating Self–Advocacy Skill Development

Step 2: Recognizing Possibilities for Self–Advocacy Strategies

- What You Can Do to Help Yourself – Self–Advocacy Strategies
- Self–Advocacy Menu (strategies are organized to correspond to the LIFE–R)

Either or both of these materials can be used as a student completes the How I Can Hear and Listen My Best summary that follows How You Hear Depends on the Situation.
### What YOU can do
- Using your access activities and communication repair strategies

<table>
<thead>
<tr>
<th>What YOU can do: Use your communication repair strategies!</th>
</tr>
</thead>
<tbody>
<tr>
<td>- If you aren’t clear about homework or test instructions, ask the teacher to repeat. (“What page in the math book?”)</td>
</tr>
<tr>
<td>- Raise your hand and let her know when it is too noisy. (“I’m sorry Mrs. Lee, I’m having a hard time hearing you.”)</td>
</tr>
<tr>
<td>- Close the door if it is noisy in the hallway or ask someone who is making noise to be quiet. (“That makes it hard for me to hear. Could you please stop?”)</td>
</tr>
<tr>
<td>- Every class changes activities. Be sure you are ready and watching the teacher to catch what she says.</td>
</tr>
<tr>
<td>- Remind your teacher to use the FM microphone and to pass it to the student who is answering a question.</td>
</tr>
<tr>
<td>- Use the FM during small group work; pass the microphone between the students in the group.</td>
</tr>
<tr>
<td>- Change your seat if you need to be closer to the TV, computer, group or someone who is talking. Sit in front during an assembly and/or be sure the FM is used.</td>
</tr>
</tbody>
</table>

### What you AND your teacher working together can do: Discuss your strategies and needs first.

<table>
<thead>
<tr>
<th>What you AND your teacher working together can do: Discuss your strategies and needs first.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop a signal system with your teacher so you can let her know when you don’t understand.</td>
</tr>
<tr>
<td>- Use your signal to let her know you need the information to be repeated or summarized after a student talks.</td>
</tr>
<tr>
<td>- Be sure the teacher knows you need to see her face.</td>
</tr>
<tr>
<td>- Remind her to use closed captioning for all TV, video streaming or computer information used in class.</td>
</tr>
<tr>
<td>- Ask her to write important information, like homework, test instructions, or announcements on the board.</td>
</tr>
<tr>
<td>- Work in a small group in a quiet place like the hallway</td>
</tr>
<tr>
<td>- Arrange for notes to be taken by another student or voice-to-text recordings made. Your job is to listen!</td>
</tr>
<tr>
<td>- Remind her to use closed captioning for all TV, video streaming or computer information used in class.</td>
</tr>
</tbody>
</table>

### What you AND your friends working together can do: Let them know what you need!

<table>
<thead>
<tr>
<th>What you AND your friends working together can do: Let them know what you need!</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask a student neighbor to explain the directions. (“Which part are we supposed to do first?”)</td>
</tr>
<tr>
<td>- If you miss information from student answers during a discussion, you can ask a neighbor to repeat.</td>
</tr>
<tr>
<td>- Remind your friends that they may need to tap you to get your attention when it’s really noisy if you are not watching their faces.</td>
</tr>
<tr>
<td>- When you are talking with friends and miss something, ask them to repeat. (“Practice is at what time?”)</td>
</tr>
</tbody>
</table>
Self-Advocacy Menu

When you want to eat at a restaurant, you look at a menu and order what you would like. In school, you can choose what you would like to use to help you hear and understand. You have a right to receive the same information that all the other students receive, just like you have the right to order the same food as everyone else in the restaurant. Use this menu to help you determine which self-advocacy strategies you need to be prepared to use in different situations in order to learn your best. Each strategy has been paired with one of the Listening Inventory For Education - Revised (LIFE-R) listening situations.

Ask your teacher, therapist, or educational audiologist (your ‘waiter’) for help as you start to use self-advocacy strategies in school. It is up to you which menu item you want to choose to use. By middle school, you should be advocating for yourself, with help only when people don’t understand what you are requesting or when they refuse to provide the adaptations you need to be successful.

Just Between You And Your Classroom Teacher

Plan strategies that you will use to understand and learn better in the classroom. Arrange each strategy with your teacher ahead of time, so that you have permission to do each one and not get in trouble in the middle of class. For example, let your teacher know that you will ask neighbors for clarification, or will get up and close the door whenever it is too noisy for you to learn your best, and your teacher will not scold you! Arrange signals that you will use with your teacher to let her know when you need something specific below. Then you can learn your best from your teacher!

### ALL LIFE situations

- **Work with your ‘waiter’ to write a letter or develop a PowerPoint presentation that will let your teacher(s) know WHAT YOU NEED to learn and WHY. It will mean much more and be remembered better coming from you than if your ‘waiter’ just tells your classroom teacher—really!**

1. **Develop a signal system with your teacher so you can let her know when you don’t understand.**
2. **Ask a student neighbor to explain the directions (“Did she say page 191?”).**
3. **If you aren’t clear about homework or test instructions, someone else in the class probably isn’t clear either. Ask the teacher to repeat.**
4. **Be sure the teacher is aware of how important it is for you to see her face. If you missed something because your teacher was turned away from you, let her know by using your signal. You could also point to your eyes with a questioning expression as a reminder that you need to be able to see her face as she talks.**
5. **If there is noise in the hall that is making it more difficult for you to understand, go and close the door.**
6. **If you are talking at the same time or other noise is coming from students and interfering with your listening, use your signal to let your teacher know it’s too noisy. If your teacher is billing the class something when it’s noisy raise your hand and let her know it is too noisy. (I’m sorry Mrs. Lee, I’m having a hard time hearing you.)**
7. **If you miss information from student answers during a discussion, use your signal to the teacher knows you need the information to be repeated or summarized.**
8. **If the teacher often says something to the class during a noisy transition time and you miss information, be sure to raise your hand and ask; you probably not the only one who did not hear the teacher clearly in all the noise of changing activities.**
9. **For spelling tests, your teacher should have been made aware of the speech sounds that you will have the most difficulty telling apart, if not, you need to share this information with your teacher. If you are not sure you clearly heard a word, be sure to let your teacher know immediately (you could use your signal).**
10. **If you miss information in gym or any other special class, ask the teacher to repeat what you missed. Use a signal system to let your teacher know you didn’t understand.**

### Step Up For You!

1. **Be sure you are seated near the teacher; it’s important for you to ask to move if you think it will help you learn. Only you know where you need to sit in order to hear your best.**
2. **Ask a student neighbor to explain the directions (“Did she say page 191?”).**
3. **If there is noise in the hall that is making it more difficult for you to understand, go and close the door.**
4. **Transition times when the students are getting into their desks and pulling out materials are difficult times to hear for most people. If the teacher often says something to the class during transition, be sure you are ready and watching the teacher to catch what she says.**
5. **When working in a small group, be sure to sit close to the other students and try to see all of their faces. Pass the FM microphone as each student speaks.**
6. **While in the gym, stand close to the teacher for directions and ask other students for directions you may have missed.**
7. **In an assembly, it’s important to be near the front.**
8. **When in conversation with friends, sit where you can easily see their faces and try to sit away from noisier children or noisy areas of your classroom. Remind your friends that they may need to stop to get your attention when it’s noisy if you are not watching their faces.**
9. **Use your communication repair skills to ask your friend to repeat what you have missed. (“Practice is at what time?” “You called Say when?”)**

### Getting By With A Little Help From Your Friends

Use your communication repair skills to ask your friends to repeat what you missed, but don’t do this once as it is not your duty to be YOUR hearing aid.

- **Directors:** Ask a student neighbor to explain the directions (“Did she say page 191?”)
- **Instruction:** It’s your job to listen to teacher instruction. If you miss instruction every time you take notes, then it is important that you be able to use the notes of other students (hearing students can listen 100% and write at the same time). Notes can help you fill in the gaps you may have missed with your hearing as you study later.
- **Discussions:** If you miss information from student answers during a discussion, you can ask a neighbor to repeat.
- **Announcements:** If you don’t hear all of the daily announcements, ask the teacher or a student neighbor what they were about. It is important for you to be informed about your school.
- **Small Groups:** Sit close to the other students to see all of their faces. Pass the FM microphone as each speaker.
- **Gym:** Stand close to the teacher for directions and ask other children for directions you may have missed.
- **Conversations:** Ask your friends to repeat or clarify when you miss something (“Did you say tomorrow night?” “Sit where you can easily see their faces.” Sit away from noisier children or noisy areas of your classroom. Remind your friends they need to take you to get your attention when it’s really noisy if you are not watching their faces.
- **Conversations:** Your friends should catch your eye, tap you or wait until they see you looking at them before they talk to you. Ask them to repeat what you have missed. (“Practice is at what time?”)
1. What do you do to let your teacher know that you didn’t hear or understand what s/he said?

- a) Use a facial expression to let her know that I have missed some information (like looking puzzled).
- b) Use some kind of signal that my teacher and I have agreed on (like putting my finger on my chin).
- c) Do nothing and hope that I will figure it out later on.
- d) Raise my hand and ask for more information (like “Page 300 and what?”; “Do we do the odd AND the even problems?”).
- e) Look around to see what the other students are doing (hoping the teacher will notice me looking around).
- f) Raise your hand and ask your teacher to repeat what she said.
- g) Ask the teacher after class.
# REPORT RESULTS: Self-Advocacy Activities Based on Student Report of Strategies Currently Used and Recommendations for Improved Self-Advocacy

1. What do you do to let your teacher know that you didn't hear or understand what s/he said?

<table>
<thead>
<tr>
<th>Observed by Teacher?</th>
<th>Positive Self-Advocacy Strategies in Use as Reported by the Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes / No</td>
<td></td>
</tr>
</tbody>
</table>

### Negative Strategies Reported

- Use a facial expression to let her know that I have missed some information (like looking puzzled).
- Look around to see what the other students are doing (hoping the teacher will notice me looking around).

### Suggestion for Improved Self-Advocacy

- Use some kind of signal that my teacher and I have agreed on (like putting my finger on my chin).
- Raise my hand and ask for more information (like "Page 300 and what?"); "Do we do the odd AND the even problems?").
- Raise your hand and ask your teacher to repeat what she said.
- Ask the teacher after class.
Facilitating Self-Advocacy Skill Development

Step 3: Supporting Carryover of Self-Advocacy Skills in the Classroom and Beyond

• The second part of *How You Hear Depends on the Situation* and the entire *How I Can Hear and Listen My Best* for the student to develop a summary of his listening needs and self-advocacy strategies for situations at home or school. Empower the student to present this information to school staff.

• *Step-by-Step Changes* (use each school year after challenging listening situations have been identified by the LIFE-R)

• *Classroom Challenges Post-Test*
**HOW I CAN HEAR AND LISTEN MY BEST**

<table>
<thead>
<tr>
<th>Understand-O Meter Rating</th>
<th>Example situations</th>
<th>What YOU can do</th>
<th>What your TEACHER, FRIENDS or FAMILY can do</th>
</tr>
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<tbody>
<tr>
<td><strong>8</strong> Great</td>
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</table>

**Break it down**

- Reframe situations
- School and social looked at separately
- See what they can fill in for strategies
- Use After LIFE choices to identify beneficial or not
- Use examples from game about Talker/Listener/Env
- Role play to try out ideas; self-talk language to use
Step-by-Step Changes:

What should you do first?
- Use student’s most challenging LIFE–R situations.
- For the next____ days I want to improve LIFE situation #___.
- Student writes the challenge in own words.
- Choose a time of day that the student will use the strategy (i.e., during math).
- The strategy I want to try is: ___.
- I will know it helped if ___.
- Try it.
- Result of trial:_____
- Try again

Can be a method to address access needs annually.
What strategies would you target from the ‘menu’ to meet Abe’s needs?

What are your top 3 ‘take away’ messages about student self-advocacy/communication repair?
The material contained in “Building Skills for Success in the Fast-Paced Classroom” is in a context that is very specific to a teacher of the deaf/hard of hearing and can be used to justify direct service.

It can also expose deficits in critical skills, supporting the need for IEP-driven services vs. a 504 plan approach.