

Transition of the Secondary Student: Developing Self-Determination Skills

Lynne H. Price, NBCT

Self-determination and transition instruction are part of a free and appropriate education. Skills:

support academic success.

impact school performance.

require direct instruction by knowledgeable staff.

skills are best developed in situation specific instruction.

Objectives:

1. Identify key areas of instruction for self-advocacy and transition instruction.
2. Analyze a student centered model of instruction for a variety of academic situations.
3. Develop an awareness of the hierarchy of problem solving skills and environmental analysis skills.

2009 survey of adults who are deaf, deaf-blind, or hard of hearing - only 24.1% advocated for themselves.

The other 75% stated **they did not advocate because:**

- It is a waste of time or takes too much time.
- It won't make a difference.
- I'm afraid to say anything.
- It's not my responsibility. *(National Consortium of Interpreter Education Centers)*

Secretary's Commission on Achieving Necessary Skills (SCAN) Report

Dept. of Labor – 1991 & 2000 update:

Effective job performance related to competencies & foundation skills

knowledge of resources – time, materials, money

interpersonal skills – negotiating, collaborating

information – access, evaluation, content

systems – organizational process, social

technology – equipment and maintenance

Personal knowledge areas & Behavior constructs

Know personal strengths and limitations, define personal disability, level of persistence, interacting well with others.

Being able to set goals and attain them, obtaining and maintaining employment. Understanding the legal implications

including access and community support. *Based on research by McConnell, Martin, Hennessey 2014*

IDEA 2005 changes

1. Addition of 'further education' to purpose: "ensure FAPE that emphasizes special education and related services designed to meet unique needs and prepare for further education, employment, and independent living." [34CFR 300.1(a)] [20 U.S.C. 1400 (d) (1) (A)]
2. Change definition of 'transition services': "a coordinated set of activities that... is focused on improving academic and functional achievement..." "is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and" "includes instruction of adult living objectives" [34CFR 300.43 (a)] [20 U.S.C. 1401 (34)]

What is 'functional' for Deaf or Hard of Hearing?

communicate effectively and efficiently

access to information through technology

participate fully in a chosen situation

analyze situation for needs,

plan for and accessing support, and

use social skills to support interaction

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What is achievement?

academic

Diploma or certificate
Content information and vocabulary
Measured by curriculum tools
Emphasis on amount and accuracy of knowledge

functional

Participation fully in life
Situation information and vocabulary
Measured by application of learned skills
Emphasis on problem solving skills and communication ability

Functional achievement is not acquired through academic instruction alone

- Teacher directed model – banking model
- State or national curriculum – not individual
- Measured by whole group/ individual comparison
- Does not develop problem solving skills

Requires explicit (specially designed) instruction

- Based on individual needs – perception and abilities
- Considers child's strengths, preferences, and interests
- Solve situation specific learning and access issues

Determine goals and objectives.

Goal

After high school,
Where do I want to live ?
Where do I want to work?
Where do I go to learn how to do the job?

Objective

While in school,
What do I need to learn NOW to live there?
What do I need to learn NOW to work there?
What do I need to know NOW to GET the job?

Information (What is learned?): *Revised Bloom's Taxonomy*

Knowledge - remember information in the format it was learned.

Comprehension -understand main idea & summarize in own words.

Application -use abstract idea in a real situation to solve a problem.

Analysis -separate into parts and show relationships.

Synthesis -combine parts to form a whole or build a relationship.

Evaluation -give an opinion or view about the value or fact.

Process (How is it taught?)

Typical instructional model

Information - Teacher determines the lesson content.

Process – Teacher organizes & provides.

Learner receive information, remembers, repeats, and summarizes. 'Banks it.'

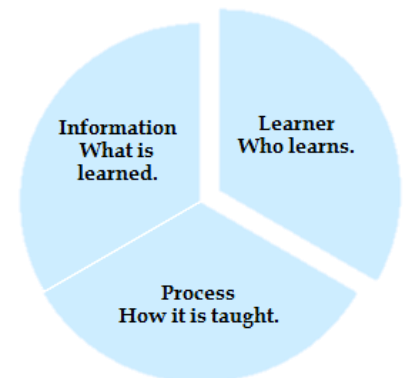
No learner involvement means limited learning.

Transition Competencies

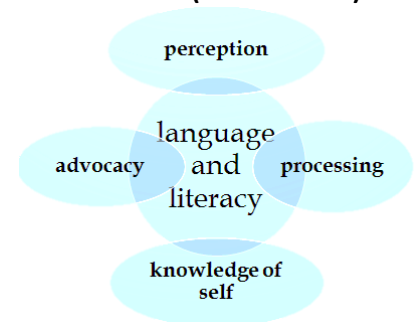
1.	Can describe hearing ability in language appropriate to the listener.
2.	Can explain impact of hearing perception on listening in any given situation.
3.	Can follow a conversation and participate in discourse using appropriate non-verbal cues and social language.
4.	Is knowledgeable of and uses appropriately technology related to personal hearing perception.
5.	Can use appropriate language structure and vocabulary for a target audience.

Self advocacy and transition instruction is both academic and functional because it applies language, vocabulary, social skills, and content learning to real life situation that are current and in preparation for the future.

Typical learning has three components.



DHH Learner (Who learns?)



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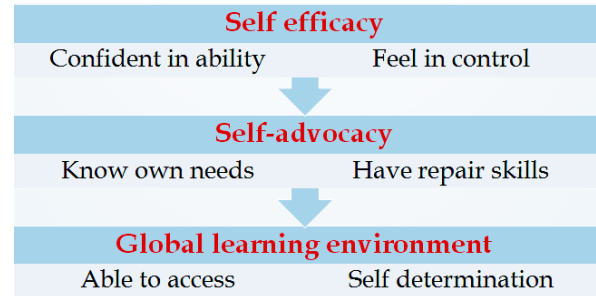
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Self-determination Skills Problem solving and analysis

Self efficacy - Confident in ability Feel in control

Self-advocacy - Know own needs, Have repair skills

Global learning environment - Able to access, Self-determination



Why situation analysis?

1. Communication and access are dynamic concepts.
2. It develops analysis skills.
 - Observe for what effects communication and access
 - Determine context and purpose of activity
 - Decide if and how you wish to be involved
 - Advocate for support to facilitate communication
3. Analysis gives purpose to communication.
4. Language learning must be related to context or it is meaningless.

Example: *You walk into a noisy restaurant.*

Observe factors effecting communication.

What is the activity in this situation?

Do you wish to be a part?

If yes, how? If no, why not?

What accommodations might you request?

When do they need to be requested?

What underlying language and social skills are needed?

Example: *You are next in line.*

Observe factors effecting communication.

What is the activity in this situation?

Do you wish to be a part?

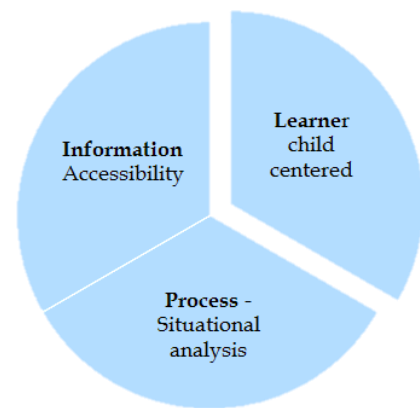
If yes, how? If no, why not?

What accommodations might you request?

When do they need to be requested?

What underlying language and social skills are needed?

A different instructional model



Example: *You are assigned this classroom.*

Observe factors effecting communication.

What is the activity in this situation?

Do you wish to be a part?

If yes, how? If no, why not?

What accommodations might you request?

When do they need to be requested?

What underlying language and social skills are needed?

Two levels of instruction

Surface

Problem solving

-Locate best seat for class activity

-Timing of communicating with the teacher

-Know what to say and how to say it

Underlying skill set:

-Recognize the need for appropriate seating based on hearing science and perception.

-Analysis of the classroom in relation to acoustics, instructional model, and teaching techniques used by the teacher.

-Communication and social skills needed to interact with the teacher.

-Self-awareness, confidence, and desire to achieve a specific goal.

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Bloom's Revised Taxonomy

- 1 – **Knowledge** To remember information in the format it was learned.
- 2 – **Comprehension** To understand main idea & summarize
- 3 – **Application** To use an abstract idea in a real situation to solve a problem.
- 4 – **Analysis** To separate a concept into parts and show relationships.
- 5 – **Synthesis** To combine parts to form a whole or build a relationship.
- 6 – **Evaluation** To give an opinion/view about the value of a concept

Areas of knowledge:

Perception and Processing:

- 1. Understanding hearing 2. Using technology (equipment) 3. Developing functional listening & communication skills

Knowledge of self:

- 4. Understanding the emotional basis to behavior 5. Social interaction & social language 6. Self management – organization, decision making

Advocacy:

- 7. Rights & access 8. Accommodation options 9. Emergency procedures 10. Transition / post secondary plans

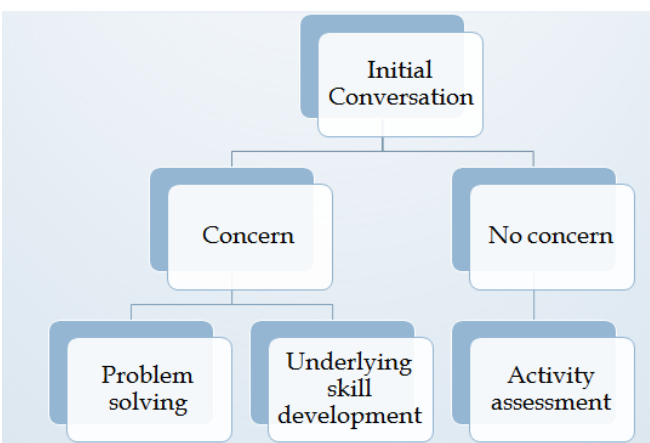
Application Skills

- Social skills - conversation, small talk, private or public language, active listening, social intuition – roles in events
- Environmental analysis - functional listening, noise, reverberation, classroom observation, the human factor,
- Accommodation options – listening, visual, personal support
- Choice to do nothing – decision choices, repercussions
- The human tool – authority structure, roles of individuals
- Social language – purpose, literal and figurative language, awareness of other's perspective, group participation
- Domain of discourse – speech registry, social distance
- Disclosure – self-knowledge, confidential or not, pros and cons, thought process
- IEP process – participation and management
- Negotiation – preparation and implementation
- Reflection – journaling, summarization

Situational analysis and evaluation

- First observe the situation for factors that affect communication and access.
- Then you determine the context and purpose of the activity in the situation.
- Then you decide if and how you wish to involve yourself in that situation.
- Finally, you evaluate the effectiveness for supporting communication and access.

Session Format



Competency Checklist

Goal:	The student:
1.	Can describe hearing function, acuity, and speech perception.
1.	Can identify how to access audiological support for hearing needs.
2.	Is knowledgeable of and uses appropriately technology related to personal hearing needs.
3.	Decodes correctly and at appropriate rate for age and literacy competency.
3.	Uses word retrieval to retell from memory and to summarize.
3.	Comprehends and uses humor and absurdity at an age appropriate level.

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Session format

Step one - Initial conversation

"So, what's new with you?" "What's on your mind today?"

- Consider emotional state as well as response.
- Be willing to share own experiences.
- Review key events since last session
- Think forward to what significant event may be coming up.
- Validate/ Never negate

Step Two: Concern

- Student concern drives the lesson.
- Determine if concern is related to hearing.
- If not, provide resources for dealing with the concern.
- Expand from statement of concern to discussion and problem solving
- There is no time frame for a concern.
- Evaluate if concern is rational. (Concerns are always valid because they are personal perceptions.)

OR: No concern

- Be prepared with a topic.
 - Gather information from teachers, parents, and staff.
- Determine perspective. A lack of concern could be unawareness
- Be willing to share experiences of other students and self.
- Compare present feelings and perspective to past situations
- Conduct an assessment activity

How are you doing?

Class:	Factor:	√	Comment:
Honors Geometry	Seating:	v-	"I am right up front right beside the overhead . I can't hear people answer questions or give answers to problems."
	Teacher:	v+	"I had her last semester for Alg. She puts everything on the overhead. She speaks clearly."
	Acoustics:	v	"It's a small class - only 15 people. Nobody moves much."
	Subject:	v+	"I'm good in math."
	Grade:	C	"OK, a C in honors is the same as a B in regular."

PC 6th grader Lost hearing aids last week. On trial medication for ADD for 3 months. "I've gotten behind in my work. Need to turn in stuff. I've not taken my meds this week."

Is this a hearing issue?

Language Arts	Seating:	√+
	Teacher:	√
	Acoustics:	√+
	Subject:	√
	Grade:	D

Step Three – Problem solving

- Use discussion and questioning to identify strategies.
- Create a timeline for action
- Identify areas in need of skill development
- Two levels of instruction –
- Knowledge of problem solving strategies
- Application to complex situations

Most prevalent concern is communication.

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Steps to communication problem solving:

1. Identify, describe, define
2. Rate degree of impact, feelings, & significance
3. Formulate possible solutions
4. Analyze pros & cons
5. Plan and implement
6. Evaluate outcome
7. Avoid future problems

Instructor's role: (Think out loud)

Ask good questions – this is the scaffolding for analyzing.

Example: *Seating concern*

Where is your seat in the class?

How do you feel about it? Why do you like/ dislike it?

Is there a different seat that would be better?

Would a different seating arrangement be better?

How does the seating fit with the activity in the class?

Are you facing the windows? Are you close to the door?

What are the sound sources in the room?

Step Three – Skill development

Input knowledge - provide detailed description of options

Develop vocabulary – ‘preferential’ means what?

Establish a value for the skill and information

- ‘What do I get out of it?’

Use communication and access as beginning point for communication problem solving –

- ‘Where else have you had this problem?’

Instructor's role:

Teach a skill needed for a specific situation.

It is validated by explaining ‘Why?’.

Multiple applications of a skill builds confidence.

Experience supports adaptation to new situations.

It develops the ability to predict need.

In summary:

“If you want to change how a person thinks, give up. You cannot change how another thinks.

Give them a tool the use of which will gradually cause them over time to think differently.”

Buckminster Fuller