

Situational Analysis and Advocacy Skill Development

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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.

C.O.A.C.H.

Self Advocacy &
Transition Skills
For Secondary Students



- C - Concern**
student initiated & designed
real life problem solving
- O - Observe**
gather information
through observation and analysis
- A - Access**
develop underlying skills
to obtain support and access
- C - Collaboration**
improve social interaction
and develop relationships
- H - make it Happen**
plan and implement actions
and assess results

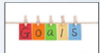


C.O.A.C.H.

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Book Content:

- Page 45 - reasoning verbiage information
- Page 46 - and activities
- Page 47 - 55 worksheets
- Page 58 - real
- Page 127 - Assessments and Measuring progress
- Page 128 - competencies



COACH is also the role of the instructor.

- Work in partnership with student
- Work with real life situations
- Provide skill instruction, review, reflection, background support

Student is the player.
coach.



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Paradigm Shift

- Teachers want to "teach".
- Teachers have knowledge and experience.
- We speak, they learn.

Instead we need to:

- Foster independence
- Encourage problem solving
- Guide students to solve their challenges



What does this look like?

Goals:
Time on IEP: typical direct minutes 1 period (50 min per week)
Schedule: See kids weekly, but have flexibility to observe
Support from staff and families:
Families give examples from home and social
Staff: very willing to allow me to observe

WHY teach this?

Overview and rationale

Rationale:

Self-advocacy and transition instruction are part of a free and appropriate education.

Self-advocacy skills:

- support academic success.
- impact school performance.
- require direct instruction by knowledgeable staff.
- are best developed in situation specific instruction.

WHY? ... because it is needed.

2009 survey of adults who are deaf, deaf-blind, or hard of hearing -



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Why? ..because it effects job performance

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

Why? ...because IDEA says so.

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Changes to the definition of “transition services.” (age 14)

- focus on **improving the academic and functional achievement** to facilitate movement from school to post-school activities,
- Is based on the individual child’s needs, **taking into account the child’s strengths, preferences, and interests**;
- **Includes instruction**, related services, community experiences, the development of employment and other post-school adult living objectives.”

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Why? because we aren’t going to college with them.

WHAT DID THE BUFFALO SAY TO HIS SON WHEN HE LEFT FOR COLLEGE?

BISON.

“improve academic and functional achievement”

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academic

functional

Graduate with a diploma or certificate

Measure of academic knowledge

Measure of language and literacy skills related to content areas

Emphasis on amount and accuracy of knowledge

Graduates with ability to:

communicate successfully

participate fully in work & leisure activities

Measure of application of knowledge and problem solving skills

What is ‘functional’ for Deaf or Hard of Hearing?

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communicate effectively and efficiently in multiple settings.

manage technology

participate fully in a chosen situation

analyze situation for needs,

plan for and accessing support, and

use social skills to support interaction

“Functional achievement requires explicit (specially designed) instruction that **taking into account the child’s strengths, preferences, and interests.**”

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a child specific instructional model
based on the child’s perception
ability to solve situational specific access issues.

Size of the Problem

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

D. shares “My teacher showed a video. She didn’t have a patch cord to plug in my Roger Pen”
What would make this a big problem vs a small problem?

D. says, “I don’t want to bother my choir director with the FM. He’s so busy during rehearsal and even crazier the night of the concert”

Reaction?

Teachable moment: IDEA and right to access

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Includes *instruction, related services, community experiences, the development of employment and other post-school adult living objectives*

Functional achievement is not acquired through academic instruction.

Current academic model:

- is teacher directed
- uses state or national curriculum
- measures knowledge of content, skills, and application
- uses an Individual to a group comparison for achievement

Does NOT develop situational awareness or problem solving skills

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Functional achievement is related to critical literacy skill development

In 2000, Organization for Economic Co-operative and Development (OECD) measured thinking and problem solving in 3 areas.

reading - *evaluate, access, manage, integrate*, reflect on written information
manage information in unfamiliar text, *infer relevancy*, hypothesize

math - *problem solve, reason and analyze* information

science - *identify* what is involved in investigation, relate data to claims, &
communicate findings

Why? ...because we need a new instruction model

Traditional approach: *'banking'*

Deposit information on a specific content to be withdrawn at a later date.

- does not develop the consciousness of the knower.
- does not improve brain functioning
- does not expand capacity to learn

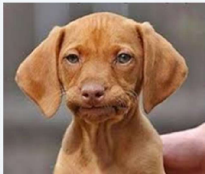


The role of the teacher and student are unequal.

The teacher gives and the student receives.

Frustration

A. C. comes to session and will ask questions.
My response: "What do you think you should do about that?"
A.C.: Can't you just tell me what to do?"



New model – *Make learning relevant*

A problem solving based instruction model

- Expand ability to comprehend and assimilate information.
- Cultivate inner potential. Expand awareness.
- See the big picture.
- Relate well to others
- Connects what is learned to inner intelligence and wholeness of life
- Gain the tools to create a positive change in the world.



The roles of educator and student are interchangeable.

Both parties are engage in a dialogue, relating to one another as equals.

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New model is based on Critical Consciousness

First introduced by Paulo Freire in *Pedagogy of the Oppressed* (Freire, 2000).

Students enter into a *dialogue, questioning* the world around them using the content being taught as a lens.

Develop the capacity to *critically reflect* upon and *act upon* one's environment.

Research suggests that young people's perception of support from their family, community, and peers has a significant impact on the reflection component of their critical consciousness (Diemer et al., 2006).

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

How?

Caseload and service delivery

Given a difficult listening (or information access situation), student will identify and state 3 options, implement one, and evaluate effectiveness.

Bloom's	
1. Knowledge	repeat presented information,
2. Comprehension	identify a situation, have a concern
3. Application	participate in discussion, state options,
4. Analysis	plan and outline options
5. Synthesis	implement option,
6. Evaluation	rate, evaluate

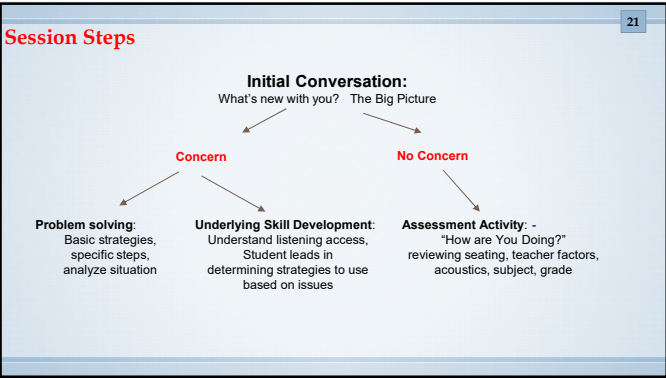
Situational Analysis

Problem solving and analysis

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.

Session guidelines



1. Initial conversation – determine the concern
2. Problem solve
3. Implement
4. Evaluate

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Session begins with a concern brought by the student.

What's up with you? What's on your mind today?

1. Validate / never negate
2. No time limit
3. May not be related to school
4. Consider emotional state as well as facts



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 b/c they are personal perceptions.)

What if no concern?



No concern

- Be prepared with a topic.**
- Think forward. Gather information from teachers, parents, and staff.
 - Review key events since last meeting
- 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

howYOU
dojin'?

Questionnaire

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Go through daily schedule.

Assess each period and rate.

Seating

Technology
Captions?"

Teacher

Acoustics

Subject

Grade

Assess non-school

"Tell me about Geometry?"

"Tell me about where you are sitting."

"Is your FM/HA's working? Teacher use

"What's the teacher like?"

"What's hearing like in there?"

"What do you think of Geometry?"

"What's your grade in there?"

"How about after school?"

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

Electronic Version



Hearing or not hearing related?

"Is this related to your hearing?"

1. Determine source of a solution.
DHH staff? Counselor? Teacher? Community? SELF?

2. Discuss how to initiate a conversation.
appointment? Timeline

3. Practice language

Role Change!

- Shift from Adult "punisher" to
- Adult Resource



A.D. tells team:
I use my FM.
Gives transmitter to teachers, but doesn't put in receiver.

1. Initial conversation -determine the concern

2. Problem solve

3. Implement

4. Evaluate

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Most prevalent concern is communication.

- 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

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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

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Instructor's role: (Think out loud)

- Ask good questions - this is the scaffolding for analyzing.**
- 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?

NF: Graphic Design Class

How are ya doing?



1. Details, details, details

- List factors
- Describe in detail
- Similar or different from previous experience
- Clearly state problem and why it is a problem.

Instructor models thought process used to analyze - ask good questions.

2. On a scale from 1 to 10.

- Determine degree of impact
- Relate to personal feelings
- Rate significance of the problem
- Right to do nothing

D.R. Choir and PE Movie



3. **one from column A**

- Brainstorm
- Formulate solution options
- Identify technology options
- Determine effort and difficulty

4. **Make a choice.**

- Make a disclosure decision
- Identify key people and needs
- Determine if underlying skill is needed
- Predict outcome of choice

To tell, or not to tell....

- Educationally
 - with an IEP or 504 teachers already know.
 - great way to have "safe" practice with disclosure
- Safety
 - sports
 - field trips
- Outside of school
 - Prior to interview for a job
 - During the job interview
 - Socially
- College
 - Application
 - Classroom/ Accommodations



- 1. Initial conversation –determine the concern
- 2. Problem solve
- 3. **Implement**
- 4. Evaluate

5. **Begin and continue.**

- Define initial step.
- Sequence process
- Formulate a timeline.

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?’

From Steps to Coach

- Must have knowledge of Steps goal areas to be able to analyze environment
- Understand hearing loss and adverse affect on learning (goal 1)
 - Knowledge of technology available in their school setting (goal 2)
 - Acceptance of emotional impact of hearing loss (goal 4)
 - Have social language (goal 5)
 - Self Management- organization, problem solving to manage time, materials, communication and assignments (goal 6)
 - Understanding of rights and access (goal 7)
 - Determine accommodation needs and advocacy practices (goal 8)



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.

Helping a student analyze settings

Thinglink
<https://www.thinglink.com/scene/860265082364362754>



Understanding Communication Breakdown

- Communication is an auditory / oral process
 - In the school setting 50% of devices on any given day are not working
 - Lack of auditory access contributes to lack of access to communication.
 - The number one intervention we can do to increase academic and social success is: consistent amplification
- We must teach students;
- To be independent with their devices
 - How to access school and social settings
 - How to use resources and devices to live independently



Achieving Effective Hearing Aid Use in EC, BSI, Steps, Coach all strive for one goal !!

Reverse Activity

- Typical approach:
 - Listening Challenge- identify a solution
- Gave Student Solutions
 - She had to identify WHEN to use them



Skills covered in COACH

- Conversation
- Functional listening
- Accommodation options
- Situational analysis
- Social language
- Disclosure
- Negotiation
- Reflection

Accommodation options



Situational analysis –
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?



Reflection - How's that working for you?

- Rate effectiveness.
- Compare to other experiences
- Describe impact on feelings and perception
- Consider ways to avoid future problems.

Reflection



1. Initial conversation
2. Problem solve
3. Implement
4. Evaluate

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	Criteria: Use a X, E, M, G to rate competency*	Initial review Date: _____	Follow-up Date: _____	Follow-up Date: _____
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.			

Patterns will emerge.

- Cause:
- Fatigue, Anxiety, Stress, Situation
- Patterns build self confidence.
- “I faced this before and THIS worked. I can do it again.”



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Checklist measures critical consciousness and functional performance

Yes - ongoing functional success, a measurement over time.
No - needs more instruction and practice

Documentation – Build a portfolio
Observations, journal entries, checklists, reflection cycles, parent and teacher report

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Measure skill progress

1. application of learned skills
Increase in speed of moving through process
Application of previously learned information
Multitasking
2. decrease in coach support
Conversation becomes “What was done.” rather than “What will I do?”
3. change of focus from school to community, work, and leisure.

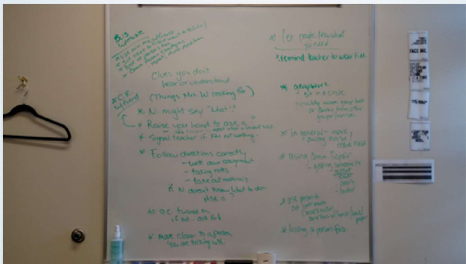
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Session notes

- Number of concerns Count the number of concerns per session over time. Note if there is a drop in number over time.
- Type of concerns Categorize the concerns. What are the most common types of concerns - content, communication, access, relationship, or family?
- Length of time to resolve a concern
- Changes in attitude
- Application of previously learned information
- Change in speed of problem solving
- Change in amount of instructor support

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Post Observation
Asked the student: What was I looking for?



Student
Observation of a
class. Compare to
your observation of
a class.
Compare ratings.

Develop binder of
teacher styles/
instructional
strategies

Keeping track

- Anecdotal
 - google calendar
- How ya Doing
- GMR (Goal Monitoring Report)
- LIFE-R



Toni

8th grade - First meeting

Toni had been served by an elementary focused itinerant DHH teacher focusing on speech production, content vocabulary, and equipment.

Although, she needed the benefit of 2 hearing aids, she refused to wear but one.

Toni had been a resistive student and her first words to me were, “I don’t need you. I don’t want you. I want to be exited from Special Education.”

12th grade – scholarship application

My goal is to be a medical doctor specializing in sport medicine. I see my needs related to my hearing loss as being:

Visually aware of details around me

Need to assess environment for ease of listening based on acoustics, activity, & number of people in the given situation

Need to be organized & forward thinking in order to access accommodations for any situation

Need to manage my schedule to avoid fatigue

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

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