

Using the Ida My World Counseling Tool with Children

Suggestions for Use at Different Stages of Development

Developmental Age	Characteristics of Communication	Stage of Psychosocial Development	Goal	Activity	Use with Additional Resources/Supports
2-3 years	Age 2: vocabulary about 150-300 words; mean length of utterance is 1.2 words. Responds to simple commands ('Show me your eyes'). Age 3: vocabulary about 900-1000 words; handles 3 word sentences easily. Understands most simple questions about activities	"Can I do things myself?" or "Must I rely on others?" The young child will develop a sense of being able to handle many problems on their own – autonomy.	To learn that s/he can respond to challenging listening situations (taking control, handling communication problems).	Develop awareness of challenging hearing situations and simple ways to address them. Can use the CHILD as a basis of listening situations to discuss via My World.	Family calls child's attention to challenging listening situations, uses self-talk to describe actions. Reinforce via discussions using My World environments.
4-6 years	Age 4: names common objects; knows 1+ colors; can usually repeat words of 4 syllables; repeats 4 digits. Age 5: has number concepts of 4 or more and can count to 10. Speech should be fully intelligible. Can repeat sentences of 9 words. Can use some complex sentences. Age 6: speech should be fully intelligible and socially useful. Should be able to tell a connected story about a picture.	"Am I good?" or "Am I bad?" A sense of judgment is developed with feelings about ability to complete tasks well. As school-age peers notice hearing aids and inquire, child may begin to associate using devices as something other children judge as being bad.	1. To reinforce that hearing aids help the child learn and interact, allowing him to do well (I am good). 2. To strengthen self concept of being a whole "good" person and develop resiliency to the comments or inquiries of others; reinforce self-advocacy.	Using My World, role-play situations in which the child uses hearing devices and doesn't use hearing devices. Role-play conversations with others, exploring feelings and practicing ways to respond.	Discover the listening bubble; use activities from the ELF for child to participate in determining bubble size. Use CHILD and LIFE-R school situations, After LIFE as basis for – what could you say/do?
7-11 years	Age 7: should have mastered production of all consonants. Should be able to tell time to quarter hour, do simple reading and write/print many words Age 8: complex and compound sentences should be used easily; describes past events in an involved manner; should show few lapses in grammatical constructions – tense, pronouns, plurals. All speech sounds should be well established. Carries on a conversation at rather an adult level.	"Am I successful or worthless?" Feelings about ability to meet adult expectations for completing increasingly complex skills – competence, perseverance. May become more self-conscious of hearing devices and 'difference' as child approaches being a 'tween' (9+)	1. To determine level of listening challenge in daily situations. 2. Begin to explore feelings. 3. To link competence and success in school work with use of the FM and self-advocacy strategies 4.. To develop skill and pride as being their own "Technology Specialist."	Have child rate level of listening challenge in school and home using My World to act out situations as needed. Use concept of listening bubble size & FM. Instill age-appropriate responsibility in monitoring hearing devices.	Child rates level of listening on the CHILD and LIFE-R. Demonstrate improved competence with FM. Do the Peer Relationship Scale. Role play self-advocacy strategies. Use SEAM to guide tasks toward device independence.
12-19 years	Teens essentially communicate as adults, with increasing maturity throughout high school. They comprehend abstract language (i.e., idioms, figurative language, metaphors). Teens should process abstract meaning, relate word meanings and contexts, understand punctuation, and form complex syntactic structures.	"Who am I and where am I going?" Trying to reconcile "the person I am" and "the person society wants me to become." Seeking balance between "What have I got?" and "What am I going to do with it."	1. To develop an understanding of hearing loss (who I am) 2. To explore feelings associated with having listening challenges 3. To strengthen self-concept as a communicator with hearing loss.	Relate listening bubble to My World environments and relate to hearing loss. Involve in discussions with peers and other students with hearing loss. Expect self advocacy.	Use SAC-A and SOAC-A for peer discussions. Use My World and LIFE-R situations as basis for group discussions between peers with hearing loss. Problem solve advocacy.

Information on stages of psychosocial development is based on the work of Erikson as described in Schlesinger, H.S. (1978). The effects of deafness on childhood development: An Eriksonian perspective. In L. S. Liber (Ed.) Deaf Children: Developmental perspectives (pp. 157 - 169). New York, NY: Academic Press. Atypical or delayed psychosocial development is likely to affect social interaction and ultimately can impact school success. Therefore, a child's self-concept and psychosocial development should be considered in the educational planning process. Information on language development from: http://childdevelopmentinfo.com/child-development/language_development.shtml All tests instruments available from <http://successforkidswithhearingloss.com/tests>. Download the Ida My World Counseling Tool at <http://idainstitute.com/index.php?id=1321>.