

Building Self-Confidence & Resilience to Maximize Acceptance of Hearing Devices



Guide to Building Awareness and Skills
to Facilitate Daily Use of Hearing Devices
Early Childhood Through High School

Karen L. Anderson, PhD

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**Supporting Success for Children with Hearing Loss Publications
Minneapolis, MN USA**

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Early Childhood Through High School

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Introduction

A significant proportion of students with hearing loss refuse to use hearing technology necessary for their educational access, often because they feel as though they do not fit in to their peer group. **The purpose of this book** is to raise awareness for the reasons why hearing device rejection happens and specific instruction to occur at different ages to build student resilience and self-confidence, thereby increasing the likelihood that they will not reject using their hearing technology. Specific teaching activities and recommendations for instructional materials to develop identified skills have been included in this Guide.

What do we know about the reasons why students reject their hearing devices?

In 2010, the hearing aid manufacturer Phonak conducted a hearing aid data-logging study that collected hearing aid use data for children ages infant to 18 years. It was found that 40% of children wear hearing aids 4 hours or less. **Only 10% achieved full time hearing aid wear.**

A 2015 pilot study considered hearing aid use for 38 children grades 1-7, all of which had mild-moderate HL. The students' classrooms visited twice a day on two random school days and parent report was obtained. Of the 38 students, **24% were observed not wearing their hearing aids** (at least 1 in 4 observations HA not worn). Children grades 5-7 were more likely to not be using their hearing aids as were those with milder levels of hearing loss. Parents overall accurately reported classroom hearing aid use. They were less accurate if their children were in grades 5-7.

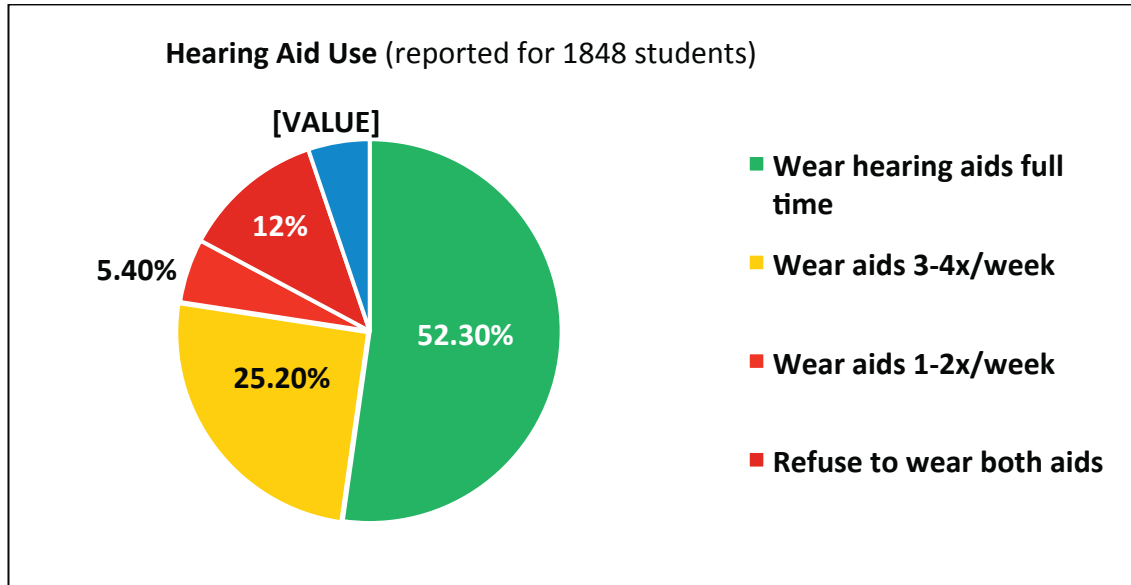


A 2016 study, compiled parent reports of 272 children age 6 months to 7 years who had mild-severe hearing loss (25-75 dBHL thresholds). **The younger children were found to use hearing aids less consistently than older children. Children with milder hearing loss used hearing aids less consistently than those with more severe hearing loss.** Parents overestimated the amount of time their children used their hearing aids in comparison to hearing aid data logging. A higher level of maternal education was correlated with more consistent hearing aid use. Of all parents of 3-4-year-olds, 78% reported fulltime hearing use. By age 5, use in school was substantially higher than in family/community/public settings for children with milder hearing losses.

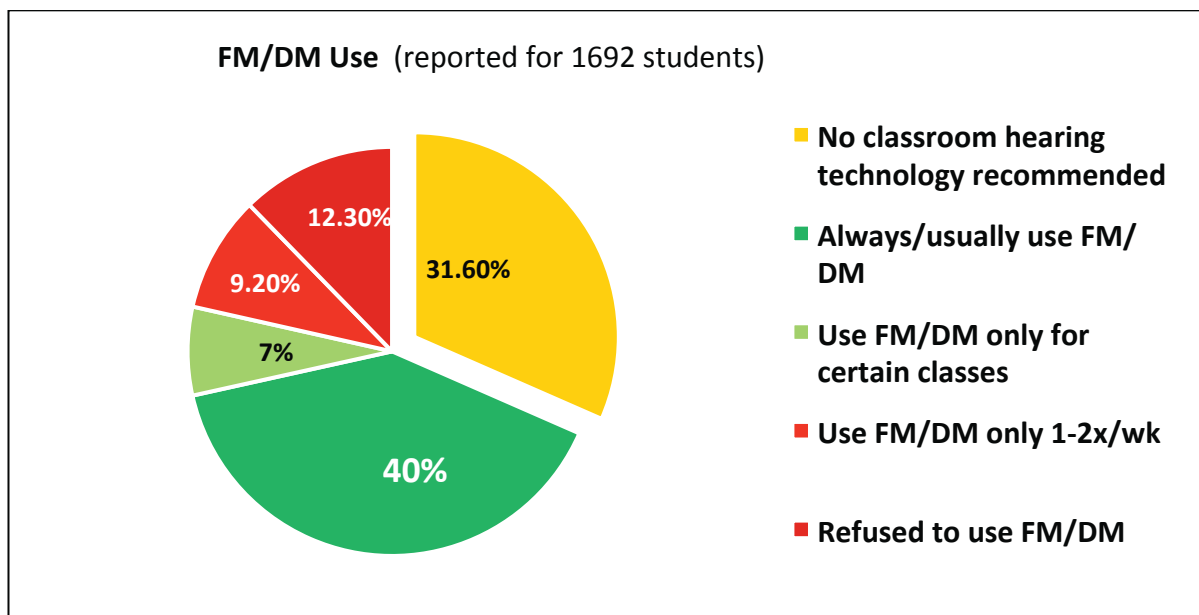
The detailed information below is based on a survey conducted by Supporting Success for Children with Hearing Loss that was designed to investigate this specific question. The information resulting from this survey is summarized below:

How many people responded to the survey? 86 people responded. There were 68 itinerant teachers of the deaf/hard of hearing (DHH), 9 center-based or resource room DHH teachers, 8 educational audiologists, 1 speech language pathologist, and 1 DHH coordinator submitting group results. The combined caseload was 1863 K-12 students.

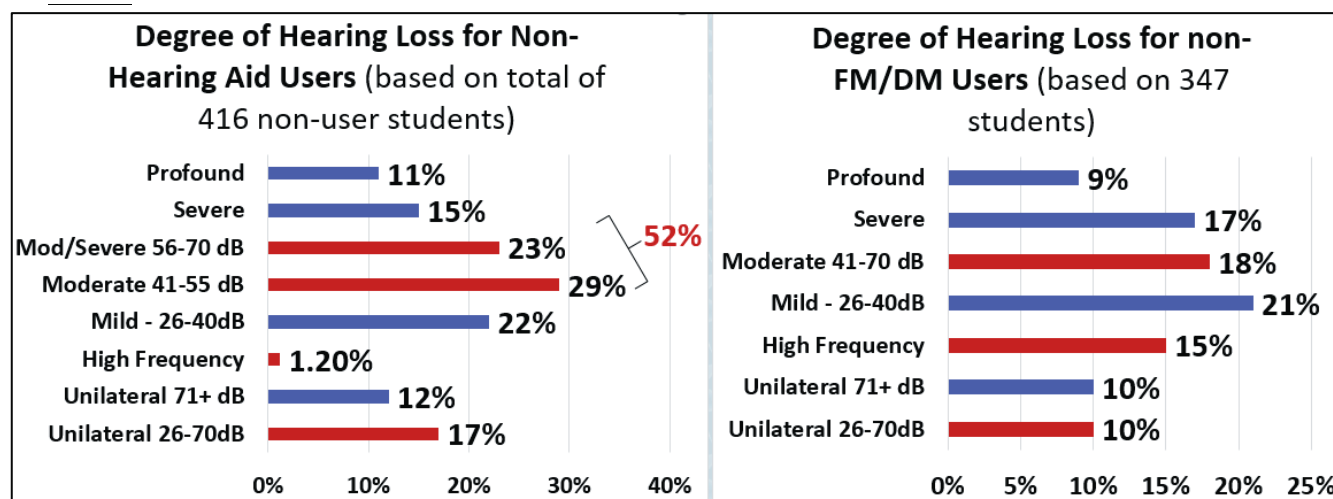
Of the combined caseload of 1863 students, how many rejected or only seldom wore their hearing aids? 12% refused to use hearing aids; 5.2% refused to use 1 hearing aid; 5.4% use their hearing aids only 1-2 times per week. The total of proportion of students with hearing aid use issues was **22.6%**: 52.3% usually wore hearing aids (meaning miss zero to an occasional school day); 25.2% often wore hearing aids (meaning use 3-4x/week). 12% refused both aids, and 5.2% refused to use just one of their hearing aids. Overall, there were 416 non-users, or **22.6%**.



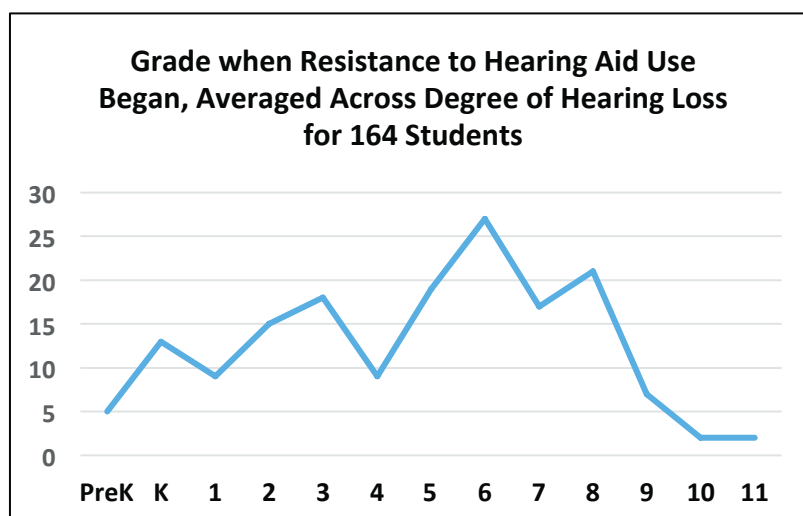
Of the combined caseload, how many students rejected use of hearing assistance technology (HAT = FM/DM systems)? Of total caseloads, close to 1/3 (31.6%) of the 1692 students reported were not recommended to use classroom HAT. When the remaining 1158 (68.4%) of students recommended to use HAT in the classroom were considered as a whole, 58.4% did so routinely, 7% used it only for certain classrooms, 18% refused to use classroom HAT and 13.4% used it only 1-2x/week. Essentially almost 1/3 (31.4%) of those for whom HAT was recommended were non-users.



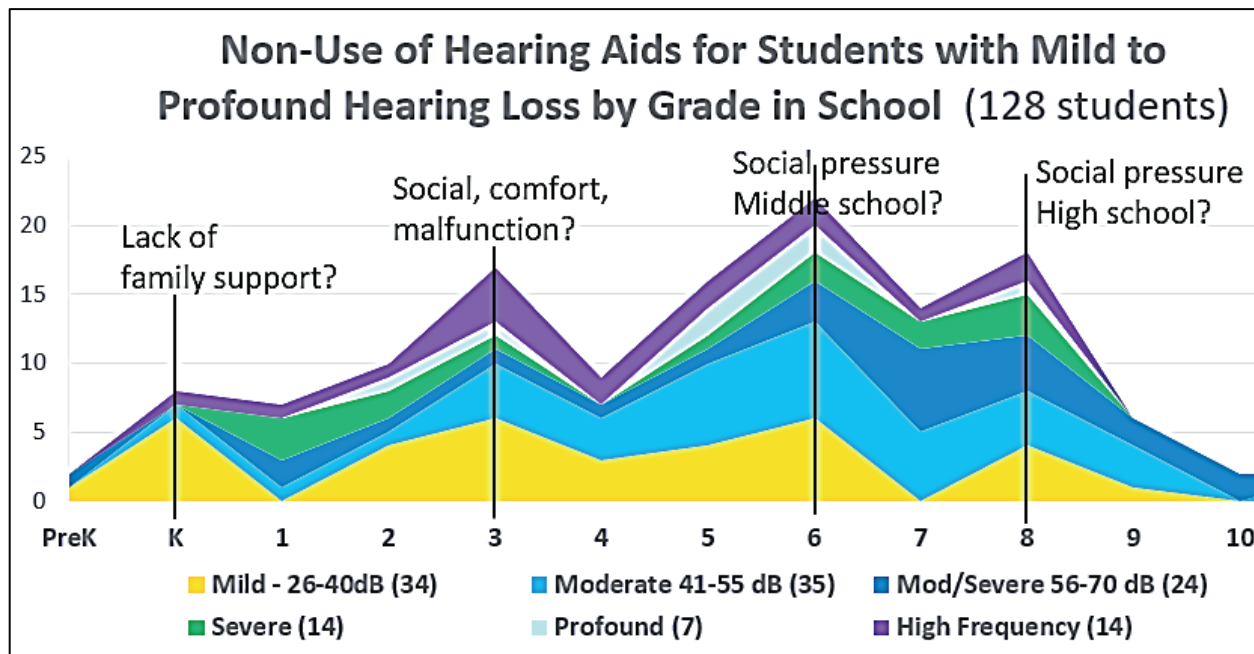
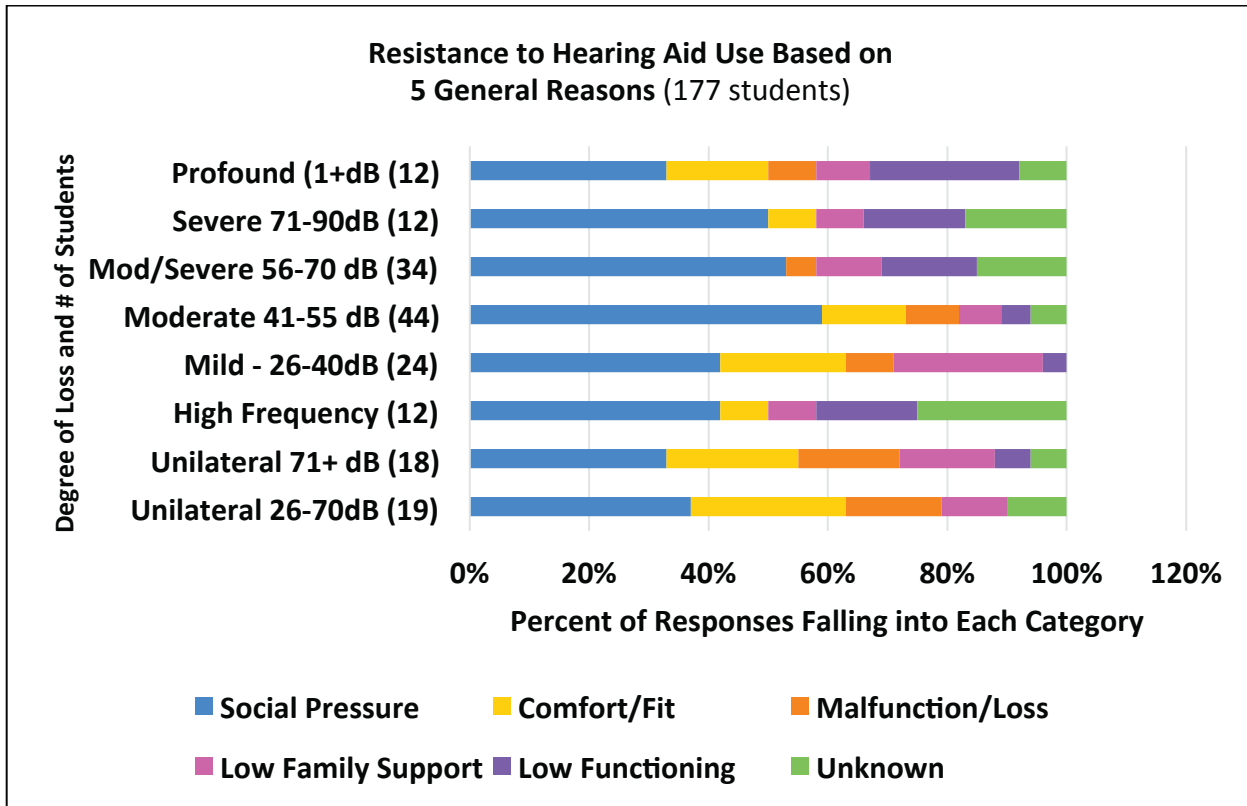
What was the degree of hearing loss of the students who were non-hearing aid and non- HAT users?



What was the grade when students began to resist hearing aid use? There is a group of students who begin school resisting their hearing aids, likely due to lack of family support. In grades 2-3 peer approval becomes increasingly important. We see an increase in resisting hearing aid use at that time. Rejection peaks in middle school when students are mixed into a larger population, move between classes, and become more sensitive to issues of 'being different' and 'fitting in.' There is another surge of rejections in grade 8 as students 'test the waters' for how well they can 'get by' without amplification before entering high school.

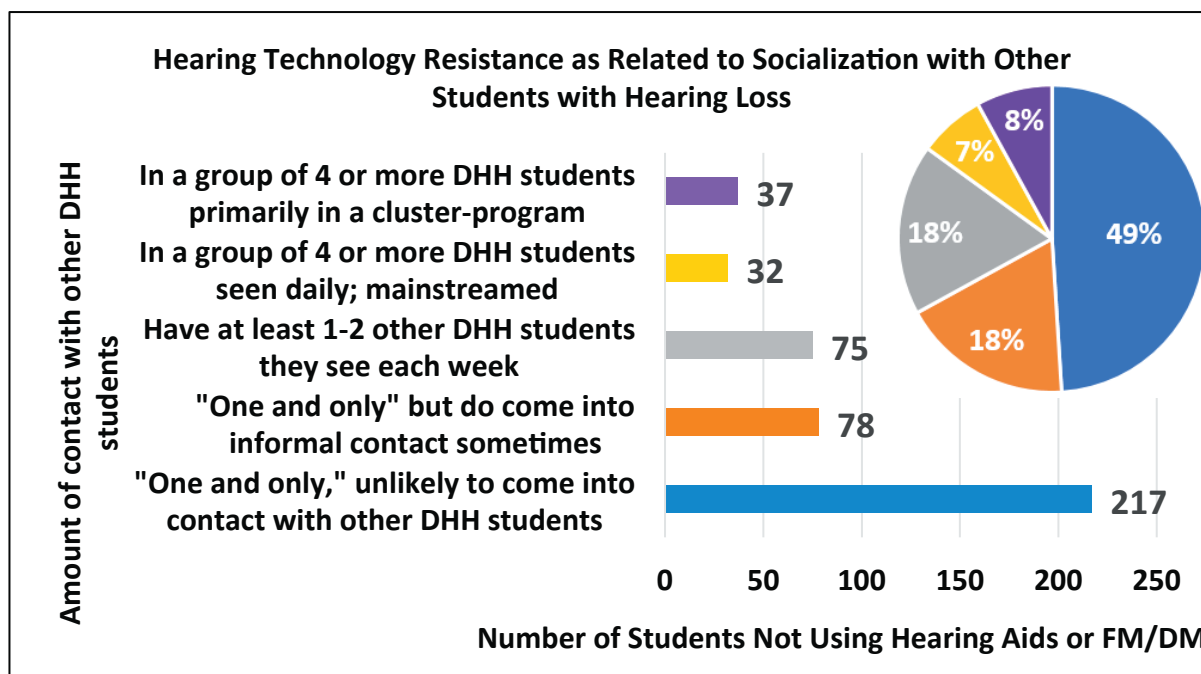


What reasons did the respondents believe were the cause of rejection of hearing aids and HAT? Social acceptance was the most influential reason for hearing aid non-use. Comfort and fit was the second most popular reason for non-use, especially for students with mild and unilateral hearing loss. Lack of family support was thought to be a primary reason for non-use, especially for students with mild hearing loss and severe/profound unilateral hearing loss. Malfunction or loss of the hearing device was a relatively minor reason. Being of low cognitive function was attributed as a significant reason, especially for students with moderate to severe, and high frequency hearing loss.



Reasons for resistance to Hearing Assistance Technology (FM/DM systems) were similar to those attributed for hearing aid non-use. Social pressure was the most prevalent reason. Teacher resistance was felt to be a significant issue for students with mild to severe bilateral hearing loss and profound unilateral hearing loss. There were few concerns for family support or malfunction reasons.

What is the impact of having DHH peers who use amplification on the degree of compliance or non-use of hearing aids? This question provided surprising insights into how the move to inclusion in the mainstream in student's neighborhood schools has impacted non-use of hearing aids. Overwhelmingly, if a student is a 'one and only' and does not come into regular contact with peers who use hearing devices he or she is at high risk for rejecting their hearing aids.



Summary: Why do students reject amplification?

- Students use amplification initially because adults tell them they must and (usually) they realize that the amplification helps them perform well in school.
- When families are not supportive of amplification, little amplification benefit is experienced, or there are comfort issues, we see non-users in the early grades (PS-2).
- Students often try to 'pass' without amplification when peers are more likely to tease and make 'differences' an issue. Socially this becomes an issue in grades 3 through 5.
- In middle school students may feel that they 'know how to get what they need from classes' and are focused on fitting into their peer group. Often students haven't formulated long-term goals by middle school. 'Fitting in' concerns together with a lack of plans post-high-school support or encourage non-use.
- School staff and family cannot effectively force students beyond about grade 2 to comply with daily hearing aid use. Behavior plans are not effective as they do not provide the self-perception growth and skill development in self-confidence and resilience to challenges and peer pressure. **That is the purpose of this Guide.**
- **Getting students with hearing devices to interact, preferably daily, provides considerable protection against rejection of hearing devices.**

Resources

Phonak Data-Logging Study (2010). <https://successforkidswithhearingloss.com/wp-content/uploads/2012/01/Phonak-Data-Logging-Study-2010.pdf>

2015 Pilot Study: <https://my.vanderbilt.edu/listeninglearninglab/files/2014/09/Gustafson-et-al-2015-AJA.pdf>

2016 Parent Report Study: Walker, Spratford, Moeller, Oleson, Ou, Roush, Jacobs, 2016, Lang. Spch. Hear. Serv. in Sch, 44.

Chapter 1

Early Attachment

The foundation for developing self-confidence

Children do not decide to not use their hearing aids and or their hearing assistance technology (HAT, i.e., FM/DM systems) for no reason. There are many influences from infancy and beyond that develop the child's sense of self in comparison to peers and others. These experiences can establish a strong sense of 'feeling okay' about who he is and a strong resilience to challenges. Our experiences in infancy through elementary school can also begin a journey of dependence on others, feelings of inadequacy, shame, and a lack of responsibility in dealing with adversity.

Erik Erikson was a cognitive psychologist who, in 1959, established the concept of stages of psychosocial development, or the development of how we see ourselves in relationship to the groups, society, and culture to which we belong. Each of ages discussed within this Guide will be introduced with the psychosocial conflicts that relate to personality development.

Psychosocial Stage 1. Trust versus Mistrust

Infancy (to 18 months) teaches about the safety and dependability of the world. If the infant receives consistent, predictable, and reliable care, they will develop a sense of trust. This trust helps to establish bonds with their caregivers and will carry over to other relationships to the point where they will be able to feel secure (everything will be okay) even when they encounter situations in which they feel threatened (i.e., being lost in a store, being teased or in a bullying situation. For children with hearing loss, consistent care is especially related to **consistent access to communication**. Deaf children of deaf families typically do not have issues with attachment as effective communication can be established early. For hearing parents especially, getting children to use hearing aids during all waking hours is a challenge (see the guide *Achieving Effective Hearing Aid Use in Early Childhood* for hearing aid wear struggles at various ages, infancy to preschool and *Keeping Hearing Aids On Young Children* for strategies). Handouts for families: *Your Child and Hearing Aids* and *Attitude is Caught Not Taught*.



From a very early age, infants learn that if they make sound (cry, sound upset) that a loving adult will respond to address their needs. Children that do not have normal hearing are much less likely to hear mommy say, "I'm coming Baby!" or the microwave humming as she warms up a bottle. Long before 12 months of age, infants learn to pause when they hear 'no-no!' and look to the adult, even if they do not understand the words of the explanation ("Yucky, we don't eat dirt!"). The point is that children with typical hearing learn early that expressing sound and hearing sound (especially speech) usually results in a communication exchange.

Without consistent use of hearing aids, an infant who has just learned to crawl will likely not hear when mommy tells her to stop moving toward something dangerous (hot oven, strange dog, street) or dirty (mud puddle, houseplant, dish of dog food). To keep the baby safe or from making a mess, the adult will often become angry at the ‘misbehaving’ child and respond with a ‘mad face’ and loud speech. Not being able to optimally access speech consistently can teach the baby that the world is a dangerous and scary place. Not being able to hear verbal warnings can result in adult behavior that causes the child to fear the adult, which can interfere with the development of trust (bonding) with the parent and ultimately a fear of exploring their world. Parents diligently recognizing the need for communication exchanges (in speech and/or sign) are at the heart of the development of trust and bonding for children with hearing loss.

Attachment style – secure, anxious-avoidant, anxious-resistant – is a strong predictor of child adjustment, peer relationships, and even academic test performance throughout life.

Between infancy and age 3, children internalize their definition of the world as dependable/predicable/safe versus inconsistent/unpredictable/unsafe. This view continues to influence how they behave and how well they adjust. Attachment is related to social adjustment, quality of interpersonal relationships and self-esteem. Attachment characteristics can be changed, both positively and negatively, by continued interactions and experiences.

Families with a number of children may feel that the child with hearing loss is harder to soothe than their other children and more ‘clingy,’ often crying whenever mommy gets out of sight. Add to this the struggle to keep hearing aids on active young children and families can become very stressed in how they deal with the child. Once they realize that their young child becomes more upset or can clingier than their previous babies because the child cannot HEAR mommy, thus life is very unpredictable, the family may be more understanding and motivated to be sure to cue in the child (with aided hearing of speech and/or sign) to what is going on around them. In other words, communication efficiency influences a child’s eventual attachment style and often limits the number of people in the family who attempt to consistently communicate with that child.

KEY POINT

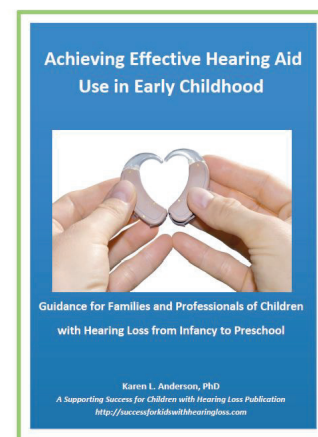


Young children with consistent access to effective communication are more likely to make secure emotional attachments which more probably will result in better interpersonal relationships, higher self-esteem, and greater resilience in dealing with challenging situations.

Resource

Anderson, K. (2012). Achieving Effective Hearing Aid Use in Early Childhood
<http://successforkidswithhearingloss.com/achieving-effective-hearing-aid-use-in-early-childhood>

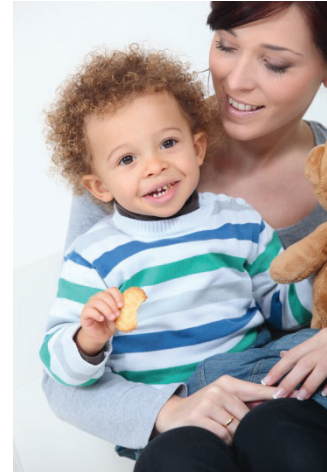
- Importance of Family Involvement
- Hearing Aid Wear & Skill Development – Infants & Toddlers
- Hearing Aid Retention Accessories Information
- 0-24 months: Baby Development and Wearing Hearing Aids (strategies)
- 24-36 months: Gaining Independence
- Transitioning to Preschool
- Planning for Your Child’s School Success
- Hearing Aid Wear & Skill Development – Preschool
- 24 Downloadable digital files



Psychosocial Stage 2. Autonomy versus Shame and Doubt

Between the ages of 18 months and 3 years the child is becoming increasingly mobile. They begin to assert their independence by walking away from mommy, picking toys they want to play with, and making choices, such as about what to wear or preferences in what to eat. This is a time when they discover that they can DO things! They are developing skills and abilities as they become more independent and make their own choices. If children in this stage are encouraged and supported in their increased independence, they become more confident (self-esteem!) and secure in their own abilities.

It is not unusual for parents of children with hearing loss to become over protective, which can limit the child's development of independence. If children are not given the opportunity to assert themselves, and/or do not have the age-appropriate language to do so successfully, they can begin to feel inadequate. They may become overly dependent on others, lack self-esteem and feel a sense of shame or doubt in their own abilities.



It is a challenge to constantly adapt family communication dynamics to continually cue in the child who is deaf or hard of hearing. Sometimes families fall into the habit of having older siblings express the needs of the young child with hearing loss. This quickly develops a sense of dependence and a lack of motivation for the child to communicate effectively. The child learns that he is not responsible for knowing, doing, or saying, and in turn learns to believe that he is incapable. We need to encourage families to provide the communication supports needed for the child to express his own wants, needs and choices.

At about 20 months of age, typically developing children learn to remove their clothing. Often, hearing aids are taken off at this age too as the child practices 'taking off.' Soon comes the frustration that accompanies learning to 'put on.' Thus, by age 2 to 2 ½ we should work with families to support their child in learning, hand-over-hand, how to get their hearing aids up to their ear, how to tuck in the earmold, and finally how to put the hearing aid over the back of the ear. Ideally, children will have the skill of putting on their own hearing aids accomplished by the time they are age three, to age four years at the latest.

KEY POINT



Toddlers need to realize that they must communicate their own wants and needs and be praised for doing so! This builds self-esteem and self-confidence. They also need to be supported as they make choices and learn 'to do,' including the patient process of learning how to put on their

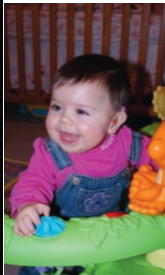
own hearing aids.

Resources:

Erik Erikson and psychosocial development theory <http://www.simplypsychology.org/Erik-Erikson.html>
Resilience in Deaf Children by Zand and Pierce (2011).

Your Child and Hearing Aids

Keeping hearing devices on your child can be hard – but you CAN do it!

Brain Access Tools- There are 3 predictors of verbal language skill developing (talking) for children with hearing loss. The age at which full-time hearing aid use started is the #1 predictor! This is followed by degree of the child's hearing loss and how much he is exposed to meaningful listening experiences.	Why the Urgency? Why can't hearing aids wait? Brain connections are caused when a baby experiences the world – sound, sight, touch. Before birth, children can “hear” at about 4 months gestation so when a child with hearing loss is born, they are already behind! Auditory stimulation is necessary to develop the pathways in the brain that will lead to learning spoken language.
Why Children May Reject Their Hearing Aids	What You Can Do When Your Child Rejects Hearing Aids
Young Children: (0-4 years) Sometimes there is a physical issue with the hearing aid. The earmold may be creating a sore spot in the ear. It is possible that your child's hearing level has changed and the hearing aids are no longer providing the amount of sound needed for him to hear speech. Ear infections or even impacted earwax may cause discomfort when the hearing aid is inserted each morning.	Young Children: (0-4 years) If it has been a while since the child had a hearing exam, the volume level may not be set appropriately. If the child's ears seem red or bruised, examine the earmolds for rough patches or for a poor fit. Monitor the child for reactions like blinking or wincing with sound, or for missing Ling sounds during morning hearing aid checks. Over- or under-amplification may cause a rejection of the hearing aids. If any discomfort is suspected, consult an audiologist and ENT (ear-nose-throat) doctor immediately.
Infants: (First 12 months)  Infants who have worn hearing aids from birth may begin to try to remove their hearing aids starting at about six months of age. The baby is starting to explore his/her own body at this stage, which includes being curious about the hearing aids.	Infants: (First 12 months) Because hearing aids can often end up in the mouth at this stage, parents must be particularly vigilant to have hearing aid retention accessories in use to prevent small parts from detaching and posing a choking hazard or the toxic batteries used in hearing aids from being swallowed. If a baby takes off the hearing aids and they fall harmlessly out of reach behind his back he will likely forget them quickly at this age. After a minute, distract him with a new toy, your singing or a bit of cereal and once again put the hearing aid(s) in his ears.
Toddlers: (13 – 30 months)  In addition to curiosity and exploration, some toddlers may begin expressing their new-found independence by pulling out their hearing aids. Some parents interpret this as their child ‘not liking their hearing aids.’ This isn't usually the case. At the age of 2 the desire to say ‘no’ is part of normal development – like flexing a muscle. Because taking off hearing aids results in attention from the parents, this interaction can make the hearing aids the object of an intense power struggle as a way to be sure to get attention.	Toddlers: (13 – 30 months) Planning ahead for a slower pace and giving more 1:1 attention to your child during this stage can help. Stay calm and realize that your child is forging his own personality and sense of independence (not “being bad”). Taking advantage of the “me do!” stage to help him learn how to put on his own hearing aids like a big boy/girl can make both of you feel proud. This is the time to instill that he needs to ask you (an adult) to take off the hearing aids (Mamma do!); it is not something he is allowed to do (would you let him run away from you when it is unsafe?). Reward him with a hug when he asks to have them removed. This is a good time to think about why he wants them off. Is it too noisy? An earache? Just a plea for your attention?

During “the terrible twos” any kind of attention is sought – even negative attention. Negative behavior is often triggered by stress and happens especially at hurried or busy times.	At 2 ½ - 3 you can play the “Is it working?” game by you standing behind him, turning off one aid, the other aid, both aids or neither aid and see if he can tell you “good!” or “uh-oh” and point to his ear.
Preschoolers: (31 – 59 months)  Preschoolers are less likely to take their hearing aids apart out of curiosity. At this age children can be willful, rude, and whiny. They have a growing sense of independence and let others know it by refusing to do things (eat, get dressed, go to bed, etc.). Power struggles may become evident over wearing the hearing aids.	Preschoolers: (31 – 59 months) Routines give your child a sense of control over their life because they know what to expect. First, we brush our teeth. Then we put on the hearing aids. Then we eat breakfast. No breakfast until hearing aids are on. If the source of the issue is the preschoolers desire to be independent, you can often remedy refusal by allowing him to make simple choices. Having him choose when/if to wear the hearing aids is not an acceptable choice. Choosing to sing a song or listen to a story after they are put on would be a choice where he feels like he wins and you also can provide valuable auditory and language learning time with your child. Having different colors or styles of hearing aid retention accessories for him to choose from may ease the struggles.
First Time School-Age Wearers:  Children who are receiving hearing aids for the first time are experiencing a new (and sometimes overwhelming) sensation. The volume of their world has been turned up in an instant: the brain takes some time to adjust to the increased intensity of sound. They also have to adjust to thinking of themselves as someone who wears hearing aids.	First Time School-Age Wearers: We want children to wear their hearing aids full time within 3 weeks of taking them home for the first time. Think of this the same way you would an exercise program. Start slow and easy (30 minutes 3x a day in quiet). After a few days of increasing time the child can practice listening in noise as well as quiet. By the end of the second week he should be wearing them to school full-time but can turn them down or take them off during a noisy bus ride. By the end of week three, he should be wearing them all waking hours, except when he’s in water. Parents can do much to make children feel as though their “ear computers” are really neat. Play listening games that show just how much bigger the listening bubble is when the hearing aids are worn. Practice different ways he can answer “What are those things?” when asked by peers. Instill in the child that if he is teased it is because the other person does not understand and is embarrassed at not knowing more.

From: *Achieving Effective Hearing Aid Use in Early Childhood.*

<http://successforkidswithhearingloss.com/achieving-effective-hearing-aid-use-in-early-childhood>

Refer to the downloadable *Children’s Hearing Aid Retention Strategies* brochure for further summary of these age-related issues. Download English or Spanish versions of the brochures from:

<http://successforkidswithhearingloss.com/for-professionals/hearing-aids-on-2/>

Attitude is Caught, Not Taught

The behavior of parents sends powerful messages to their children. Your child learns about himself from you, his first and most important teachers.

If you encourage him to hide his hearing aids he will believe that you are embarrassed or ashamed of him. He needs to hear in the store, at church, at community events, etc. Being able to select bright colors for hearing aid cases and earmolds involve him and make him feel good about these neat 'ear computers'.

If he is not wearing his hearing aids at home you are showing that it is okay with you if he does not participate fully in family conversations. This sets up feelings of being ignored or an expectation that it is someone else's responsibility to make sure he understands or get him the information he needs. This creates greater dependence and helplessness at an older age. Without hearing all of the language at home he can't keep up with vocabulary and language learning of other children his age. Weekends are important listening times! Taking a short break is okay (i.e., 30 minutes to read silently), but auditory brain stimulation should continue throughout the afternoon, evening or mornings before school. Minutes not hearing his best at home contribute to growing gaps in learning at school.

If you minimize the impact of hearing loss (*I think his hearing is really okay...*) on his ability to listen and learn, he is learning that you do not like that part of him - the part that needs hearing aids to perform his best in school. And that you reject him for who he is, a child with a hearing loss. And sometimes that he is a bad person for having a hearing loss and to be a good person he needs to pretend that he can hear, even when he is struggling. And finally, he may be learning from you that it is better to be viewed as naughty or not able to learn well than it is for people to think he has a hearing loss.

If you ignore the need to address the hearing loss you are putting your child at risk for being a victim. He does not know what he does not hear which sometimes results in him stating information that makes no sense in the context of what was said or heard by others around him. This makes him seem more different than he would if he could hear/communicate better and can contribute to bullying or greater feelings of not fitting in. Rather than believing the problem is because he has a hearing loss and misheard, your child may grow to believe that there is some reason why he deserves to be treated badly by others, like being stupid or weird. Families are in the best position to help their children be resilient to harassment or feelings of not fitting in by linking instances of miscommunication to mishearing, while reinforcing that the hearing loss makes it more challenging for him, but the issue is only that - not that he is a bad person, incapable, strange, etc.

Your child wants to please you. Too many children **purposely damage** or lose their hearing aids because they believe their parents would rather not have them use the devices or will not really love them if they wear hearing devices. Some children knowingly **choose to become 'the slow student in class'** rather than performing their best with their hearing aids because this is what they believe their parents would prefer them to be.

Without family support and acceptance of the child for all of his characteristics and strengths, few children succeed to reach their potential.

If your child has usable hearing, the level of educational and/or social success he will achieve is directly related to the number of hours he wears his hearing aids each day. If he doesn't have usable hearing and is a visual learner all of the above applies for children who live in families who learn only a minimal number of signs.

What future do you want for your child?

This information was developed by Karen L. Anderson, PhD

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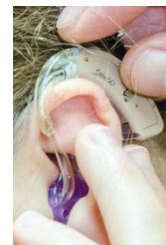
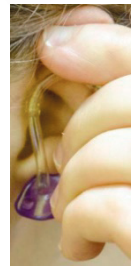
ME DO!

Helping your child learn to put his own hearing aids on 24-36 months

By the developmental age of 3, your child should be able to put on her own hearing aids and do a brief listening check to be sure they are working. This is a skill that is especially challenging because it must be done by feel, and not something you can see as you do it yourself.

I can do it myself!

- The “ME DO!” stage is the time to help him learn to put on her own hearing aids. It will take patience, time, and practice for her to develop the fine motor skills to do this for herself.
- First, it will help if the hearing aid is as easy as possible to put in so be sure to have earmold lubricant, like Pro Ear, Tech Care Ear Gel, Auragel, KY jelly or a similar product. Just a tiny drop is needed on each earmold to make it slide in easily. Make sure the lubricant does not plug up the hole that goes through the earmold.
- Second, focus on helping him put on one hearing aid (right or left) and you do the other one. Hand dominance is not established until about age 3. It is fine to give him his choice about which hearing aid he wants to put in. Practice with both hands is needed but the attention span of a two-year-old is unlikely to stretch far enough to put on both aids so the end result is likely frustration if he tries to put on both hearing aids at one time.
- The end goal when you first start is that he feels that he has accomplished some of it himself.
- Using a hand-over-hand helping technique:
 1. Assist your child in gripping the tubing right where it enters the earmold.
 2. Once he has a firm grip on the tubing help him hold the tubing/hearing aid in his hand so that it is parallel with the floor, with the top of the hearing aid pointed straight out (same direction as his nose).
 3. Have him turn his chin/face so he is looking over the shoulder opposite the hand with the hearing aid (i.e., if he is holding the aid with his right hand, he should be looking over his left shoulder).
 4. He will then bring the earmold up to his ear but be sure it is still held parallel to the floor. The easiest way to do this is to have him raise his elbow (stick out your wing!). In this position, the top or “tuck in” part of the earmold should be facing his nose.
 5. He now can push the rounded bottom part of the earmold into the “bowl” of his ear.



6. Once the bottom is in, have him lower his elbow, which should twist his wrist placing the earmold into an upright position so that the top can tuck in. He can then push, push, push bottom and top to settle the earmold into the ear securely.
7. It is often enough in the early stages to praise him for getting even part of his earmold into his ear while you put the hearing aid in place behind the ear.
8. The step of flipping the hearing aid behind the ear is trickier than it looks. It is easy for little, uncoordinated hands to pull out the earmold they just worked so hard to put in as they try to move the hearing aid behind their ear, resulting in frustration for you both. Assist him by holding the top of his ear away from his head with one hand and then do hand-over-hand assistance holding the hearing aid, working together to put it in place.

Role Playing with “Friends”

In order to make learning how to put on hearing aids more fun, one strategy is to have your child’s “friends” have hearing aids too. Some “friends” are also available with play cochlear implants.

Build-a-Bear, American Girl Dolls, and My Twinn Doll (boy dolls also available) all have options for hearing aids. The toy hearing aids are not very expensive and may fit one of his or her current “friends.”

Have the child place the toy hearing aids on the bear or doll and then go through the routine of the Ling Sound Listening Check.

Role play with the toy hearing aids and then say, “Now it is time for your hearing aids!” Help the child put on his or her own hearing aids and go through the age appropriate Ling Sound Check activities.



My Twinn Doll



Build-a-Bear

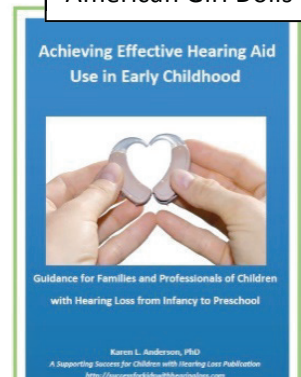


American Girl Dolls

From: *Achieving Effective Hearing Aid Use in Early Childhood*.

<http://successforkidswithhearingloss.com/achieving-effective-hearing-aid-use-in-early-childhood>

Refer to this guide for using the Ling sound listening check at different ages, teaching children how to perform a hearing aid self-check at 30-36 months, and more.



Chapter 2

Metacognitive Awareness

Developing beyond 'I don't know what I didn't hear because I didn't hear it'

Early School Age (4-6 years)

The nature of learning is both social and cultural. It is social in that it happens as people engage with one another; as they talk, solve problems, and accomplish tasks of daily life. To effectively support learners, they need to be in learning spaces that support their engagement and sense of belonging. People learn in spaces that see them as competent and that help students reflect on important issues in their lives and communities. If learning is heavily influenced by a student's ability to access in a broad social environment, then access for children with hearing loss becomes even more of an issue. Isolation due to reduced communication access, especially if the student chooses to reject amplification, will further decrease learning and feelings of isolation. Research Fact Sheet: The Cultural Nature of Learning

Psychosocial Stage 3: Initiative versus Guilt

Several issues play into feeling capable and successful during this stage.

Completing Tasks: Toddlers are actively developing autonomy (Me do!). As children become preschoolers they build on their autonomy by developing initiative, which allows them to begin to be able to plan, including how to complete tasks from the beginning through to the end. When parents and teachers encourage and support children's efforts, while also helping them make realistic and appropriate choices, they develop initiative and independence in planning and undertaking activities.



Struggles to Perform: To complete a plan (i.e., school task) appropriately, a child needs to understand what he is supposed to do and have the language comprehension skills to be able to know how to complete the task. Children may feel guilt when their effort toward completing their plans (including school tasks) do not produce the desired results. Children may then develop negative behaviors secondary to frustration for not being able to achieve a goal as planned. Early self-advocacy skills, like asking for help if unsure of what to do, should be encouraged as a part of strengthening the student's independence. If independence is discouraged, children develop guilt about their wants and needs. This would include the teacher presenting the information to the whole class, and then routinely checking in with the student to repeat or clarify the instructions.



Although there absolutely needs to be accommodations in place to ensure the student has fully accessed instruction and directions, identifying him individually as needing help routinely will be counterproductive to developing independence. Encouraging accommodations such as the teacher asking one or two students to repeat what they are supposed to do, thereby providing clarification to the whole class, would be preferable to checking comprehension with only the student who has hearing loss.

Glance and Get: In the preschool and early elementary years, it is common for students to compensate for what they did not hear/understand by looking around and copying what other children are doing (*Hmm. Everyone is getting an orange crayon and coloring this round thing.*). This compensatory strategy will help them perform in the classroom, however it cannot be assumed that the student truly knows the focus of the lesson (*I colored four pumpkins orange; 1, 2, 3, 4 orange pumpkins!*). The teacher needs to carefully observe the student to ensure that a response to directions occurs at the same rate as peers and that the student is not hesitating, glancing about and then copying the actions of others. This is also important to consider when teachers of the deaf/hard of hearing perform a classroom observation.

KEY POINT



Avoid routinely separating the student out for comprehension checks. Encourage the student, and the whole class, to ask questions if they are not sure of a direction. Observe what the child does after directions are given to see if he is responding by copying others rather than following

through after comprehending the direction. In all cases, use of hearing assistance technology (FM/DM systems) 'levels the playing field' by optimizing what the student can hear. Use of HAT is critical, even in the early school years when academics are not an issue, to ensure communication as effective as those of class peers, as required by the ADA.

Resources:

AERA KNOWLEDGE FORUM: *Research Fact Sheet – The Cultural Nature of Learning*

<http://teachertools.successforkidswithhearingloss.com/wp-content/uploads/2016/07/The-Cultural-Nature-of-Learning.pdf>

Access via the ADA: <http://successforkidswithhearingloss.com/access-ada>

What is good?

In general, 3-year-old preschoolers are accepting of their peers without judgment. Girls may prefer to play with girls and boys with boys but ostracism due to visible differences in how someone looks or behaves generally does not occur at age 3. Children this age do not have a clear sense of 'good' or 'not good' yet. Children ages 4-6 are developing a sense of judgment. They have likely learned what it takes to be called a 'good girl' or 'good boy' at home, but now they are actively learning what 'good' is from their teacher and peers.



Many young students may never have encountered another child who wears hearing aids or cochlear implants. Using hearing devices is just what they do, like wearing socks and brushing their teeth. Family members have likely adapted their communication style to the child's needs,

by standing close, avoiding noise, turning so the child can watch their face while speaking, etc. When a child attends school it is likely that he or she will be surrounded by children and adults who have NEVER seen a child with hearing devices and who have little idea of what the devices do, why the child needs them and the listening challenges that exist even when the devices are worn. Thus, the child is thrust into a situation where children are inclined to ask, “What are those things?”, “Why do you have to wear them?” and may even be exposed to questions like, “Can I try one?”, “I don’t like it; it looks stupid,” or “It’s ugly.” These comments come at a time when a child is learning judgment, or what peers and school staff find acceptable and unacceptable. Without a strong self-concept and practice explaining hearing devices a child may quickly believe that he is not ‘good’ because of the hearing devices or, that the hearing devices are not ‘good.’ Similarly, misunderstandings by the child due to excess noise, distance, and lack of speechreading, rapid speech, etcetera during school communication can cause other students to think that the child with hearing loss is ignoring them or doesn’t want to play or other misperceptions. Subtle forms of social isolation can begin to form.

Early rejection by peers is associated with persistent academic and social difficulties*.

KEY POINT



Preschool through grade 1 are times when a student is at high risk for beginning to develop negative feelings about the hearing devices. It is critical for:

- (1) students to receive instruction and practice in how to answer questions about their hearing loss and hearing devices
- (2) students to realize that hearing devices are ‘new’ to class peers and that they do not understand that someone hearing loss does not always hear everything the same way they do
- (3) students to understand that they ARE missing information because of the hearing loss, not because they are not as smart as the other students
- (4) teachers to discuss hearing loss, hearing devices, listening challenges, and how to be a ‘good communicator’ with classes of children who are 4, 5, 6 years old so that the child with hearing loss can ‘shine’ as an expert and peers can ask questions as a group.

Resources:

*McClelland, M. M., Morrison, F. J., & Holmes, D. L. (2000). Children at risk for early academic problems: The role of learning-related social skills. *Early Childhood Research Quarterly*, 15(5), 307-329.

5 Ways to Say Good Day DVD – explaining communication issues and strategies to class peers, for PS – Gr 3.
<http://successforkidswithhearingloss.com/product/5-ways-to-say-good-day-a-hard-of-hearing-story/>

Friends, Like You - book with a boy and girl, one with hearing aids, the other with a cochlear implant, share that they are ‘just kids,’ their communication issues, and communication strategies. Share with class peers Gr. K-5.
<http://successforkidswithhearingloss.com/product/friends-like-you/>

Listen and Learn – book about basic expectations for listening. Appropriate for PS – Gr. 2.
<http://successforkidswithhearingloss.com/product/listen-and-learn/>

Awareness & *I don't know what I didn't hear because I didn't hear it!*

Recognition by the child that they have a hearing loss



Students who are hard of hearing will never hear speech as fully as their peers, especially in active, noisy classrooms. Children with hearing loss may hesitate before following directions because they did not hear the direction (or not completely) or did not understand the direction (language).

At age 4-5, or even age 6, the child may have little awareness that information is being missed due to hearing issues. He may only be aware that the teacher said something, the other students seemed to know what to do and that he did not know what to do. He knows that his family want him to use the hearing devices (hopefully!) and may have used the hearing aids for years, but the child may have no concept of why he needs to wear them or what it means to have a hearing loss.

Although some children learn to listen carefully to understand, other children may have learned to rely on other people to be their 'human hearing aids.' In other words, they have learned that if something is important, someone will tell him or her that information specifically. The child may feel little responsibility for having to listen and understand the ongoing speech around him or her.

Young children may have little or no understanding of what that means to have a hearing loss in terms of their ability to listen and understand under varying conditions as compared to other children their age. We do not want to make the child feel as though he is not as good/smart/talented/worthy as students with typical hearing. **It is important to develop an understanding that he is missing information because of the hearing loss, not because he is not as smart as the other students.** Discussing the size of the child's 'listening bubble' and performing the ELFLing procedure will assist his understanding of how it is harder for him to hear in relation to distance, noise, speechreading, and knowing the words used. Do so with and then without the hearing devices (hearing aids, FM/DM, cochlear implants).

KEY POINT



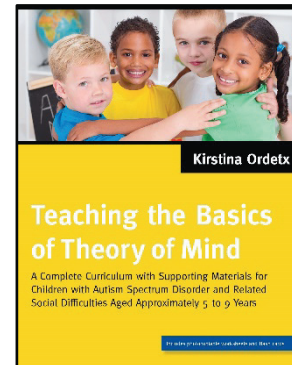
The end goal is to help the child (a) understand that hearing loss means that he will not understand as much as other students, (b) that hearing devices help him to hear as much as possible like people who do not have hearing loss, (c) that the hearing loss is neither 'good' or 'bad', it just is a part of him, and (d) that he needs to 'work to listen' (listen his best) so that he can understand his best. In other words, he has one more job than his class peers, and that is to be a 'super listener.'

Resources

Anderson, K.L. (2016). ELFLing Procedure. Download from <http://successforkidswithhearingloss.com/tests/>

Theory of Mind / Social Cognition

Another factor that contributes to awareness is the development of Theory of Mind skills, or the ability to understand someone else's perspective. One of the first skills in Theory of Mind is the development of social cognition. Social cognition is the ability to look at someone and infer or 'read' how they feel or what they may be thinking based on their facial expression or body language. Research has indicated that 7-year-olds with hearing loss may have social cognition skills more typical of 3-year-olds*. At school entry, typically hearing students usually will have the social cognition skills to understand other's emotions and empathize with their feelings (*Someone fell down in a puddle and now their pants are wet – they must feel uncomfortable and embarrassed because of the wet seat of their pants*). Theory of Mind skill development is related to language development. Although children who have average or high-average language skills may be typical at perspective taking, they may still have some social cognition challenges.



Perspective taking is relevant when we consider the child with hearing loss in the general education classroom. In the first year or two of school he may just be beginning to recognize that other students are responding differently than he is, as in the case of when all the students suddenly reach for orange crayons to color the pumpkin when the child with hearing loss may not have heard this instruction.

Perspective is necessary for children with hearing loss because, ironically, they are held accountable for being aware of when they did not hear something (fully/correctly).

Even though the person may not have said something outright, body language may be communicating a message clearly. For example, you are talking to someone and they look away from you. They may be trying to signal to you nonverbally that you are not being a good conversational partner, maybe by talking too long without involving them.

KEY POINT



Think about how you know when you did not fully hear something. You look around you and see other people responding in a way you did not anticipate. Something you heard something say did not make sense.

We need to start working with students early to:

- (a) 'Get a Clue' meaning look around themselves to figure out the information missed
- (b) Work on Theory of Mind skills so they can use their perspectives of others as a means to guesstimate what information may have been missed or misunderstood

Resources:

*Information on the Pragmatics Checklist go to: <http://successforkidswithhearingloss.com/pragmatics>

Alic, M. (2009). Theory of Mind. <http://successforkidswithhearingloss.com/wp-content/uploads/2014/02/Theory-of-Mind-article.pdf>

Ordetx, K. (2015). *Teaching the Basics of Theory of Mind*.

<http://successforkidswithhearingloss.com/theory-of-mind-basics/>

Hamaguchi, P. M. (2003). *A Metacognitive Program for Treating Auditory Processing Disorders*. ProEd, Austin, TX.

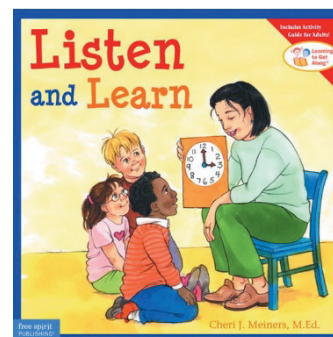
Awareness & Listening



Just because a child has a hearing loss does not mean that they automatically know how to 'listen their best.' Young children have active bodies and are especially distractible to intrinsic and extrinsic factors. A child may not change his approach or effort in listening unless he is shown how to do so. It may be necessary to teach routine listening skills. It is not unusual for this skill set to be taught in preschool or kindergarten. The child with hearing loss is likely to need more explicit instruction and practice in how to be successful, then his or her peers.

Basic Skills: Would your kindergarten or grade 1 students know how to answer these questions?

1. When the teacher talks to the class, what does she expect YOU to do? (eye contact, still body, focus your mind on what she is saying)
2. What are things that can make it hard to listen? (visual and auditory distractions, hunger, thinking about other things like daydreaming about cookies with lunch)
3. What is daydreaming and when are good times to daydream? Bad times to daydream? (when we look like we are listening but we are thinking about something else)
4. When you listen and pay attention for a long time sometimes you feel tired. What do you do then? How can daydreaming affect you in school? What are some things you can do to keep yourself listening as long as possible?
5. If your body is wiggling can you listen well? (the answer may be 'yes' if students have attention deficit issues). What if there were new words being used or someone was talking about something new to you?
6. What are some challenges that make it hard for you to understand sometimes? (Person is turned around, mumbling, speaking too quietly, has an accent, talking too quickly, too far away, talking over a loudspeaker and it sounds fuzzy, noise interferes with understanding)



KEY POINT



Awareness during listening situations requires attention, listening effort and perspective taking. For children with hearing loss, it also requires an understanding that they hear differently and need to work harder than their peers – but they CAN do it! They need to have an awareness of how their hearing loss is impacting their ability to listen (listening bubble size) in different conditions. We need to ensure that the student realizes that they are responsible for focusing on communication in the classroom so that they can perform their best, that no one is going to 'spoon feed' just the 'important' information. Working on social cognition skills, Theory of Mind, specific listening skills (different from auditory development skills), and practicing how to respond to peer questions about the hearing loss and hearing devices all work together to develop a more independent and successful student with hearing loss.

Resources

Meiners, C.J. (2003). *Listen and Learn*. <http://successforkidswithhearingloss.com/listen-and-learn/>
Supporting Success for Children with Hearing Loss

Remembering What was Heard

Ages 4-6 years

In the prior Chapter 3 section, several key points were made about children's needs at early school-age. Recognizing that other children likely have not met a child with hearing devices, the need to be prepared to answer questions – even in preschool – is critical.

Developing an awareness of when they are not receiving all the spoken message is also necessary, and requires the child to understand the size of his or her listening bubble along with being able to take the perspectives of others as they try to figure out if something was missed, and what the information may have been. To improve their ability to truly 'tune in' during instruction the child with hearing loss needs to be aware of the *behavior* of listening (separate from developing auditory skills) to maximize their ability to perceive what is being said.

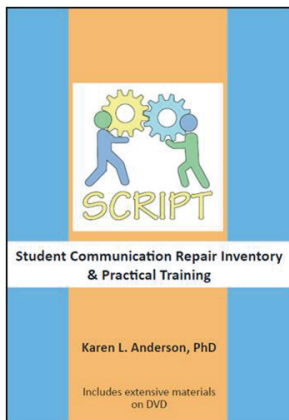


This section of Chapter 2 will discuss what the child can do to maximize their understanding of what was heard, even if the information was not perceived clearly or completely.

Application to Communication Repair

A communication breakdown occurs whenever a communication partner does not fully understand what the other partner(s) have said. The self-advocacy skills to appropriately request repetition or clarification are called communication repair strategies. Students with hearing loss are at a disadvantage as they often miss bits of pieces of words and need to 'fill in the blanks' to make sense of what was said. **In order to make sense of the fragments of speech they heard, the student needs to be able to remember what was heard.**

One of the key strategies for self-advocacy is the use of appropriate communication repair skills*. The addition strategy recognizes that much of the time a child will hear *something* that was said. In this case the most effective means of communication repair request is to take what was heard and put it into a request for clarification. For example, if the teacher said, "Take out your math books and turn to page XXX." The



student could raise his hand and say, "What page in our math book?", thereby showing that he was listening, but missed a small portion of what was said. This shows the teacher and peers that the student was truly paying attention. It also provides an example of the kind of information that was missed. In the case of the unheard page number, it was likely that once the teacher told the class to take out their math books that many began to do so, making noise which interfered with hearing the page number. A teacher who is asked repeatedly in this situation may learn to put the page number on the board or to repeat the page number more loudly, clearly, or slowly. Students who have been taught this communication repair strategy will be well-prepared to learn the subvocalization strategies that follow.

Subvocalization Skills

It is typical to subvocalize when reading or writing. In effect, you are reading aloud to yourself in your head as a way of reinforcing attention and understanding. When information is new or complex, it is necessary to pay greater attention during which time most individuals will subvocalize. Because students with hearing loss are constantly trying to make sense of the fragments of speech that they perceived, it is necessary for them to learn to subvocalize the fragments perceived so that they have them in memory to be able to use context strategies to comprehend. The following steps can be used to teach subvocalization skills. Refer to ***No-Glamour Memory*** for extensive instructional exercises teaching subvocalization.



Working on subvocalization skill development for several minutes each time you meet with a student, starting in kindergarten can successfully develop these skills. To learn subvocalization skills the student must have auditory skill development that is sufficient for adequate discrimination, identification, and comprehension of verbal messages.

The following 3 points apply to implementation of steps 1-7 presented on the following pages.

1. Provide an auditory prompt (“Listen to this sentence, wait 3 seconds and then repeat it after me.”) After you say the sentence have the child *wait* before responding. You can start with just a couple of seconds and then move up to a slow count of 5-6 seconds. Do not hold your fingers up to show you are counting as the child may forget what was said and instead mentally count along with your show of finger. The step of waiting before repeating forces the child to find a way to retain the information before it is needed.
2. Initially you should repeat the word(s) with the child, then move on to prompt the child to do so independently. At this early stage, the child subvocalizes aloud. The child then works on repeating the information in a whisper. Lastly the child will practice the skill by just moving lips or thinking. Once the child has acquired the skill of subvocalizing, move on to listening at a distance or in low noise – a condition where missing fragments of what was said is likely. Again, work with the child to repeat aloud what he heard then move toward to just moving his lips and then saying it to himself without lip movement. As you work on this skill you can reinforce the type of information missing (endings, brief words, new vocabulary) and relate it to the student’s hearing loss. Emphasize the difference in listening clarity with and without hearing aids and FM/DM system use.
3. Focus on the rate at which the information is presented. Start with a rate that is slower than the typical teacher presentation, pausing very briefly to emphasize different clauses of information. You can also acoustically highlight key words, speaking them just a bit louder than the other words. This will train the child to be aware that there is key information that they should be listening for during connected language. Once the child

can successfully subvocalize with his lips moving when presented information in quiet and in noise you can speed up the rate of presentation. Ideally, the child will become successful listening to and remembering the quick, often quiet speech of peers.

Hierarchy of Subvocalization Skills

The following are the steps of increasing challenge for remembering information presented auditorily. As a rule of thumb, once a child achieves 80%-100% accuracy with little or no support he is ready to move to the next level of the hierarchy. If a child has an articulation or expressive language problem, teach the subvocalization skill first. If you want to then use the opportunity to reinforce articulation or expand on language do so after he has shown he can subvocalize successfully. There will be many times when a child with hearing loss must remember a word never heard (clearly) before. Teaching these skills is appropriate beyond grade 1, until mastery is achieved.



1. Teach the use of repetition to reinforce remembering:

"It's time to listen. When we say something over and over it helps us remember. Since you are just learning this memory trick, you can say the words out loud. After we have practiced a while, you can just whisper. Then, when you get really good, you say the words inside your brain so only you can hear them. This is called subvocalizing."

Start with a picture of a similar familiar object (i.e., ball). Have the child name what is on the picture. Turn it over so the picture cannot be seen and model for the child how to repeat it out loud. *"ball-ball-ball-ball-ball-ball-ball"* Then ask the child what is on the picture. Provide reinforcement when he is correct. After the first couple of pictures, have the child repeat the word multiple times with you. Increase the time the child is required to remember the picture – up to 10 seconds. You can say *'Bing!'* when the time is up. Fade your use of modeling the name of the picture with the child until he is doing so independently, while whispering or moving lips. Stay at this level until the child can look at a card, name it, turn it over, repeat it out loud for 10 seconds, then recall the picture name in 10-15 seconds with no support. Once this is accomplished do some trials with pictures with the child subvocalizing. Do so only after the child has habituated the subvocalization skill.

2. No picture

The teacher uses a deck of pictures or a list of words as stimulus but the student is not allowed to see the picture or written list. *"The word is shoe. Go!"* The student subvocalizes, repeating the word for at least 10 seconds. Wait 10-15 seconds and then ask the student the word. Once this is done easily, move on to practice with two words, then with three words. Choose words that have no linguistic connection (*"shoe – thumb – eat"*). Make sure the child is subvocalizing them in the correct order until you give the signal (*Bing!*).

3. Apply subvocalization while performing motor tasks

Sometimes students need to remember a page number while getting out their book or other similar situations. This step is performed using a page that has 9 or 12 items, like animals, sports, etc. If you have the SCRIPT program* the SCRIPT stimuli pages would

work for this step. Start with the paper face down. Say one of the items. Have the child subvocalize for 10 seconds (*When time is up say, Bing!*). After 10-15 seconds turn the paper over and then the child can identify or circle the correct item. While hunting for the correct item the student needs to keep saying the word to himself until he finds it. After he can identify one animal, increase it to two, and then to three. Be sure he subvocalizes them, and then identifies the items, in the correct order. Another object would be for a child to go into a closet and identify two or three of the items and bring them to you. Make sure he understands that repeating helps the mind remember when the body is busy.

4. Recall a 2-4-word phrase

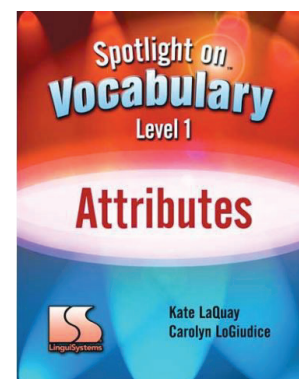
Start this step by having the child listen to you say two words, repeat to himself, then draw pictures representing the words. He should continue to repeat the words to himself as he is drawing.



- Examples of two-word phrases: two squares, a red triangle, four balloons, a sharp knife, a baby sleeping.
- Examples of three to four-word phrases: four blue plates, a girl jumping rope, a rainbow and clouds, hat on his head, a long brown snake
- Put 10 or so language cards on the table face down. Say “*I want you to find a boy running.*” The student subvocalizes ONLY the key elements (*boy running – boy running*). He should subvocalize about 15 seconds before you say, “*Now you may do it.*”) and starts to turn over the cards until he finds the correct one. Remove that card, mix up the rest and do another phrase.

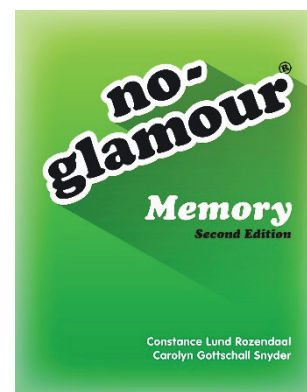
5. Recall and reinforce categorization

Say groups of words, have the child subvocalize for 10 seconds and then ask a question. For example: knife, spoon, fork – How are these words alike? Arm – toe – neck – How are these words alike? As the child shows comfort with this task, speed up your presentation of the 3 or 4 words. You can also introduce noise. Each time emphasize the necessity to subvocalize. Other categorization examples: while, shark, crab – Tell me another that goes with these words; motorcycle, bus, corn – Tell me which word doesn’t belong in this group.



6. Recall and rhyming task

Start slowly with this task and increase your rate of presentation as the child shows mastery. Again, you can introduce noise for extra challenge. Present three words, two that rhyme and one that is a word that is very like the rhyming words. He must still say them subvocally at least 10-15 seconds before you ask your question. Follow, hollow, hello – Tell me which word doesn’t rhyme. Other examples: ladder, letter, better; friend, even, bend; time, rhyme, line; baby, Barbie, maybe; call, fall, window; if, bit, pit.



7. Recall and perform an auditory closure task

This is a challenging task for children with hearing loss as you will be presenting a sentence with one of the words mispronounced. The student must subvocalize the sentence, figure out what doesn't make sense, figure out the correct word, and when asked present the corrected sentence. Examples: The man drove his tar. Child repeats: The man drove his car. Steve pounted his coins. Bob lives in a touse. Continue the 10-15 second subvocalization period before the child repeats. Once the child masters this skill, speed up, add noise, and then mispronounce two words in each sentence.

KEY POINT



Our students do not know what they did not hear because they didn't hear it. As unfair as it is, they are continually held responsible for what they never clearly perceived. By working on subvocalization skills they can focus on WHAT they heard and remember it. This way they can include this information into a communication clarification request or learn to apply

what they know about language to be able to 'fill in the gaps' as effectively as possible. Being a 'super listener' is an extra task our students must perform in the classroom, often with considerable extra effort, if they are to truly keep pace in learning with their peers.

Together, the awareness of the reality that they have a hearing loss, the impact of the hearing loss on how clearly they understand speech, and use of subvocalization as a strategy to remember what they heard, will contribute to a child feeling more confident about what he or she can do.

Teaching subvocalization is also practice in perseverance. It is not enough just to give up if you do not hear everything! The characteristic of perseverance, along with age-appropriate self-confidence and self-esteem, are the most powerful factors in resisting the influence of feeling like you are different.

Resources

*Anderson, K.L. (2012). *Student Communication Repair Inventory and Practical Training (SCRIPT)*.
<http://successforkidswithhearingloss.com/script/> Supporting Success for Children with Hearing Loss.

*Anderson, K.L. (2011). *Student Communication Repair Inventory and Practical Training (SCRIPT)*.
Chapter 4 of *Building Skills for Success in the Fast-Paced Classroom*.
<http://successforkidswithhearingloss.com/building-skills-book/> Supporting Success for Children with Hearing Loss.

Quay, K. & LoGiudice, C. (2005). *Spotlight on Vocabulary: Attributes (Level 1)*.
<http://successforkidswithhearingloss.com/spotlight-on-attributes/> Supporting Success for Children with Hearing Loss.

Lund Rozendaal, C. & Gottschall, C.P. (2017). *No-Glamour Memory*.
<http://successforkidswithhearingloss.com/memory/> Supporting Success for Children with Hearing Loss.

Hamaguchi, P. M., (2003). *A Metacognitive Program for Treating Auditory Processing Disorders*. ProEd, Austin, TX.

Getting Along Skills

Age 4-6 years

The last Chapter 2 section discussed teaching subvocalization skills as a means to help students remember what they heard, even if what they perceived was fragmented. Remembering what has been heard sharpens engagement in listening and allows students to recognize if there are significant 'missing bits' that impact understanding. Knowing what was heard is the foundation to be able to ask for clarification by asking for specifics, not just asking for repetition.

Repeatedly asking for repetition is often annoying to others and taken as 'proof' that the student was not listening. Finally, working on subvocalization skills is a means to work on the skill of perseverance, which is a very important character trait in successful individuals with hearing loss.

Feeling accepted and like you fit in at tween and teen ages (10-18) is based on having friendships with others who accept you for who you are. Skills to 'be a friend' are typically taught in preschool and kindergarten.

For students with hearing loss, development of these skills informally and in the classroom, is usually not enough. These skills must be systematically taught to our young students with hearing loss.

The skills for 'getting along' will be broken into three areas.

1. Understanding and Communicating Feelings

A research study* provides information about how well children, including those with hearing loss, identify and explain feelings. At age three, 80% of typically hearing children can identify and explain feelings using complex language and 20% use 1-3 words to do the same.

Children with hearing loss are not nearly as proficient at using complex language. When identifying feelings, at age 3 about 30% of children with hearing loss use complex language, about 40% use 1-3 words, and the remaining 30% are unable to identify feelings. Even at age 7, only 75% of children with hearing loss use complex language to identify feelings - **about a 4-year delay**.



The ability to describe feelings is even more delayed. At age 3, 20% of children with hearing loss use complex language, 20% use 1-3 words, and the remaining 60% are not able to describe feelings in any way. Again, it is not until age 7 that the proportion of children with hearing loss are able to describe feelings as well as a typically hearing child of age 3.

Theory of Mind**, social cognition and social skills as a whole are founded on an individual being aware of the feeling states of those around them. Preschoolers typically empathize with peers they see are sad and enjoy helping others. These abilities help to build trust among peers and friendships. If students with hearing loss are not able to recognize the feelings of others, then early 'friend making' will be jeopardized.

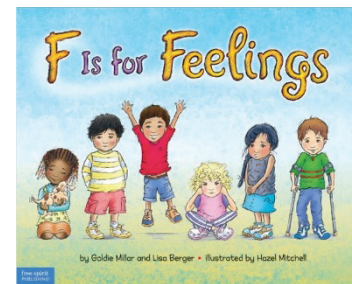
KEY POINT



We need to routinely ASSESS young children for their ability to identify and explain feelings. The Social-Emotional Assessment/Evaluation Measure (SEAM) is appropriate to use to monitor development in this area from infancy through preschool. Other assessments are described on the Supporting Success Social Skills page.

Knowing that identifying and explaining feelings is a typical area of delay is not enough to qualify for services based in this area - we must be able to demonstrate a student's level of need/delay. Once identified, direct teaching of specific emotion states including what they look like in facial expressions and body language should be included on the Individualized Education Plan.

We must help children learn body language that shows when others are interested in what we are saying and when they are not. The book F is for Feelings is an excellent way to introduce this and can be used in the home, classroom and 1:1 work with the student. Teaching the Basics of Theory of Mind is a very effective curriculum that includes pages of photos of facial expressions. Ask and Answer Social Skills Games that strengthens both pragmatic language and social skills in students PreK and up. It too works on feelings. Families can help to reinforce skill development by using readily available Smart Phone apps that teach emotions.



Resources

*Goberis, D. & Yoshinaga-Itano, C. (2012). The Missing Link in Language Development of Deaf and Hard of Hearing Children: Pragmatic Language Development. *Seminars in Speech and Language*, 33(4), 297-309. Download full article from Teacher Tools Library, Language – Pragmatics section.

Refer to <http://successforkidswithhearingloss.com/pragmatics/> for more information.

**Refer to <http://successforkidswithhearingloss.com/theory-of-mind/> for more information on Theory of Mind.

Emotions Card Games: Free download from <http://autismteachingstrategies.com/wp-content/uploads/2013/09/Emotion-Card-Activity-PDF4.pdf> Print the cards on cardstock or on paper and laminate.

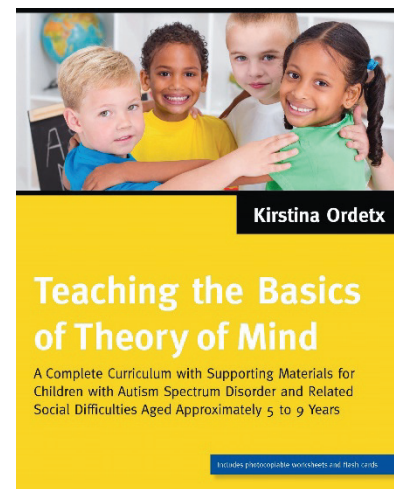
Social-Emotional Assessment/Evaluation Measure (SEAM). <http://successforkidswithhearingloss.com/social-emotional-assessment-evaluation-measure/> Supporting Success for Children with Hearing Loss.

Social Skills Assessment/Checklists can be found at <http://successforkidswithhearingloss.com/social-skills-dhh/> and <http://successforkidswithhearingloss.com/tests/>

Millar, G. & Berger, L.A. (2014). *F is for Feelings* <http://successforkidswithhearingloss.com/f-feelings> Supporting Success for Children with Hearing Loss.

Ordetx, K. (2015). *Teaching the Basics of Theory of Mind*. <http://successforkidswithhearingloss.com/theory-of-mind-basics/> Supporting Success for Children with Hearing Loss.

Spielvogel, K., Callough, M. (2002). *Ask and Answer Social Skills Games*. <http://successforkidswithhearingloss.com/ask-answer-social-skills-games/> Supporting Success for Children with Hearing Loss



2. Being a Friend



Students with hearing loss are less likely to learn the skills of how to be a friend because of decreased overhearing, delayed perspective-taking (Theory of Mind), and delayed social cognition (identifying the feelings of others). While their age peers may not require more than life exposure, or the teaching on friendship skills that is typically done in preschool, PreK and kindergarten, the student with hearing loss typically requires more direct teaching.

Children who are rejected early in school*, as in ages 4-6, often do not overcome this reduced social status and the self-esteem issues it generates. In other words, early rejection by peers is associated with persistent academic and social difficulties.

Students with hearing loss are often perceived by peers as **ignoring them** (he may not hear the child speaking to him), **rejecting their requests to interact** (again, perception-related), or **being too direct** when asking (delayed pragmatic language skills). Direct teaching skills related to being a friend will strengthen pragmatic language skills and reinforce the student's understanding of interactions around him. The student needs to be alert to the behaviors of others and tuned into recognizing how their reactions may be because he or she did not hear the other person say something. Understanding that this is happening is a prerequisite to the student being more willing to take the step to disclose his or her communication needs. Refer to the resource *Helping the Socially Isolated Child*** for more information.

KEY POINT



Being 'friends' comes more naturally to some children than others. If a child has a hearing loss, it is likely that the foundational skills for friendship are delayed. Direct teaching of friendship skills will strengthen other areas of interaction and self-advocacy development. For a student to feel as though they are part of the group, they need

to know that they have friends who will accept them and help them 'stand strong' in situations of teasing and self-acceptance of hearing devices. Many schools have curriculums and materials for teaching friendship skills. Some examples that include lessons are below. *Ask and Answer Social Skills Games* works on initiating conversations, politeness, solving problems, staying on topic, requesting information and feelings - all of which are important interaction skills that are foundational to friendship.

Resources

* Information on social/emotional behaviors go to http://www.brighttots.com/Emotional_disorder.html

** Shore, K. (2013) *Helping the Socially Isolated Child*. <http://drkennethshore.nprinc.com/for-teachers/helping-socially-isolated-child/> 12 things teachers, school staff and parents can do to help.

Being Friends: Teaching Guide for grades K-5 <http://www.goodcharacter.com/YCC/BeingFriends.html>

Kids Activities Blog (2015). *Teaching Kids Life Skills: Being a Good Friend* <https://kidsactivitiesblog.com/24345/teaching-kids-2>

Spielvogle, K., Callough, M. (2002). *Ask and Answer Social Skills Games*. <http://successforkidswithhearingloss.com/ask-answer-social-skills-games/>

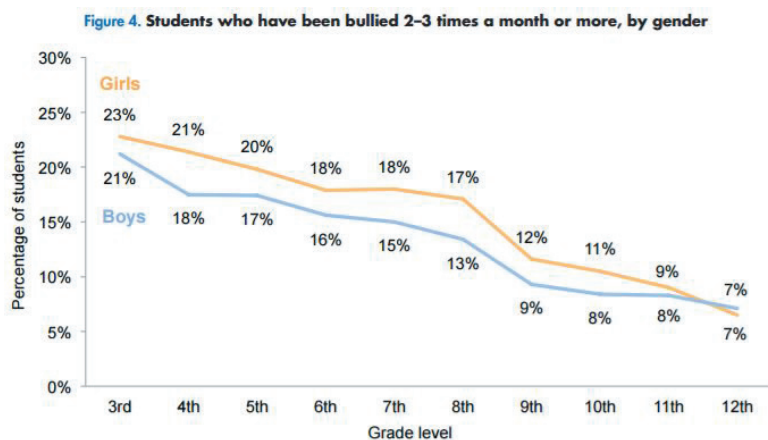
3. Response to Teasing



Teasing can be friendly or unfriendly. Everyone experiences teasing while growing up. If there is an obvious difference, a child is more likely to be teased. According to a 2014 US status report*, 15% of boys and 16% of girls are being verbally bullied 2-3 times per month or more. Bullying usually occurs on the playground, during lunch or in hallways, but a third of these children also experience bullying remarks in the classroom while the teacher is present. It is not a question of IF a student with hearing loss will be bullied, it is a reality that it WILL occur.

A 2013 study** reported that students who are deaf and hard of hearing experience bullying rates 2-3 times higher than those reported by hearing students AND that school personnel intervened less often when this behavior occurred.

As can be seen by the figure from the 2014 status report*, it is not only students in late elementary and high school that get teased/bullied. It starts young, likely younger than the 3rd grade shown in the figure.



If a child with hearing loss is to have the self-esteem and self-confidence to weather unfriendly behavior and thereby increase the chances that he or she will continue to use their hearing technology then the following must be directly talked, discussed, and practiced in preschool through grade 1-2.

1. Teaching the differences between friendly versus unfriendly teasing and bullying as related to hearing loss and devices.
2. Other's will ask them about their hearing loss/hearing technology ("What are those things?") and they may be doing so out of curiosity, as a way to initiate interaction, or because they are being unfriendly.
3. Appropriate ways to respond to comments about hearing loss, sign, hearing devices to inform others (disclosure and sharing communication needs).
4. Recognizing bullying and appropriate responses to these situations.
5. Individuals have a choice about how they can feel when someone says something mean. They can believe it and dwell on negative thinking. They can ignore it. They can be true to who they are, what they like, and their own positive attributes and recognize that bullying really does not have anything to do with them, it is more a reflection of another person feeling socially insecure.

KEY POINT



Teasing and bullying are an unfortunate part of school life and students with hearing loss will experience these situations. In the early school years, we have the opportunity to teach students how to respond appropriately in these situations and shape these responses so that they have as little impact on self-esteem as possible. **If we do not make this effort, it is much more likely that the student will be highly sensitized to 'fitting in' issues as they enter the tween and teen years and choose to stop using their hearing technology as a way to reconcile these feelings. Waiting until late elementary is too late!** There are many resources on bullying and are likely available in almost every school building. A couple of nice resources for teachers for teachers to draw ideas from are from Free Spirit Publishing are Stand Up to Bullying and Stick Up for Yourself.

Resources

*Weiner, M. T., Day, S. J., & Galvan, D. (2013). Deaf and hard of hearing students' perspectives on bullying and school climate. *American Annals of the Deaf*, 158(3), 334-43.

<https://www.ncbi.nlm.nih.gov/pubmed/24133958>

**Bullying in U.S. Schools: 2014 Status Report. Downloadable PDF.

http://www.violencepreventionworks.org/public/document/bullying_2015_statusreport.pdf



Identifying Feelings & Describing Situations When Feelings Occur

Copy the game board below for students. Copy the BINGO 1-5 table and cut apart so you can randomly select BINGO word choices. When an emotion word is selected, ask the student to (1) make the facial expression that goes with the word, (2) describe a situation when a person could feel this way, (3) if a friend looked this way, what could the student do or say?

	B	I	N	G	O
1	angry	annoyed	antagonistic	anxious	blissful
2	calm	cheerful	confident	confused	curious
3	disgusted	ecstatic	Free Space	empathic	frustrated
4	guilty	happy	hopeless	interested	joyous
5	keen	lazy	lonely	lost	loving

B 1	I 1	N 1	G 1	O 1
B 2	I 2	N 2	G 2	O 2
B 3	I 3	N 3	G 3	O 3
B 4	I 4	N 4	G 4	O 4
B 5	I 5	N 5	G 5	O 5

Source for BINGO gameboard: <https://i.pinimg.com/736x/89/c8/e9/89c8e9b8619cb1797169869a1161c278--feelings-bingo-feelings-games-therapy.jpg>

BEING A GOOD FRIEND

To have good friends you must be a good friend. Here are some of the ways good friends treat each other. Give examples of situations that show what each of these things mean.

- **Good friends listen to each other.**
- **Good friends don't put each other down or hurt each other's feelings.**
- **Good friends try to understand each other's feelings and moods.**
- **Good friends help each other solve problems.**
- **Good friends give each other compliments.**
- **Good friends can disagree without hurting each other.**
- **Good friends are dependable.**
- **Good friends respect each other.**
- **Good friends are trustworthy.**
- **Good friends give each other room to change.**
- **Good friends care about each other.**

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People with hearing loss must try extra hard to be friends because:

- 1. You may not hear when someone talks to you. They may think you are ignoring them.**

It is important to tell people (you want as friends) that you have a hearing loss and may not always hear them. That way they will not feel bad when you seem to ignore what they said. Ask them to tap you on the shoulder or be sure you are looking at their face when you don't answer them. Practice (1) ways that you can let people know you don't hear as well as they do, (2) how to tell people about your hearing aids and why you wear them, and (3) ways that they can communicate so you can understand them better.

- 2. You may not hear when someone talks to you or asks you to play. They may think you don't like them or feel that you think they are not good enough to play with you.**

If you are in a setting with a lot of people around you, like a playground or lunchroom, try to look up and scan the area with your eyes often. Is someone looking at you? Do they seem confused, annoyed, or upset? Go to them and say hello. Ask if you missed it when they said something to you. Explain that you have a hearing loss and cannot hear people talk very well when it is noisy or they are further than a couple of feet away from you. If they say, no, they were not talking to you, start a conversation! (*"Wow it's really noisy here. Can you believe those kids yelling over there!"*)

- 3. When you want something, you need to ask in a way that makes someone want to help you. Don't just ask like, "I want a turn with the ball."** Use words that will make the other person realize that you have been watching, think they are good at what they are doing, and that you would like a turn too. Maybe you can do it as well as they can! Or use other words to let someone know politely that you would like a turn.

TEASING - *It Happens to EVERYONE!* Teacher Guidance

What is teasing? Teasing comes in two forms, **playful** and **hurtful**. When teasing is playful and friendly, it can be thought of as just joking around or even flirting. People can be teased about how they look, what they wear, their abilities or their behavior. It can be about ANYTHING and happen to **ANYONE**.

Why do children tease others?

- When kids call you names and you get mad, how do they feel? Do they feel bad for what they did? No! If they felt bad about teasing you, they wouldn't do it! When they tease you and you get mad, it makes them **feel good**. The angrier you become, the more **fun** they have. Whatever you try to do to stop them only makes them feel **better**. Even if you try to hide your feelings, chances are they can tell by the look on your face that you are upset, and this makes them feel good.
- They are not calling you names because of how you actually look or anything else. They really couldn't care less about how you look! They are not reporters who are being paid to constantly bring you the news that you wear hearing devices or whatever. All they really care about is having **fun**. We all like to have fun, and one great way to have fun is to try to drive **someone else crazy**.
- It's important to remember that teasing says much more about the person who's doing it than it does about the person who's putting up with it. A lot of times kids tease when they're scared, or when they don't understand what's going on or when they're just plain unhappy.

What can a student do when teased?

- Whatever works to get you **upset** is exactly what they are going to do again. The only thing that matters to them about you is that it makes them feel good when you get mad. And it can go on and on, day after day after day, year after year, kids tease you, you get mad, and they have fun.
- An important thing to remember is that you've got an incredible power to choose how to act when someone teases you. You can get all bothered (that often makes things worse). You can get sad and cry (that doesn't work, either). Even if you stop wearing hearing aids because you were teased, they will still tease you (maybe more because your speech and listening challenges will be more obvious). This just gives the **power** away to the teaser! Or you can decide that whatever is said or done isn't worth getting upset over, that you're not giving up your power.

Good ways to respond when you are teased:

- Until now, your attitude may have been, "Oh, no! They're making fun of me! I have to make them stop!" This attitude is what has caused the problem to exist in the first place. The only reason you have been getting teased is that you have shown that were hurt by the teasing and thought you had to make it stop. Change your attitude to, "If they want to tease me, it's perfectly **OK**. They can do it all day long and it doesn't **bother** me at all."
- You shouldn't be angry because it feels lousy to be angry, and it will make the teasers feel good. Since your new attitude is that it's just fine for them to tease you, why should you be mad at them for doing it?
- Do not tell them to **stop**. Do not call them names back. Do not even be **angry** at them! If your teasers put their face right in front of yours and say, "What's the matter, don't you hear me?" it's all right to answer, "Yes, of course **I hear you!**" If you feel like you should be saying more to them, here are some examples: "If you want to call me names, that's **OK**"; or, "If you enjoy making fun of me, you can do it all day long." This will stop them very quickly. Just make sure to say it without any anger at all. And you must really mean it when you say it.
- You can let them tease you all they want. This doesn't mean that you will be a loser. Just the opposite: it will make you the winner. If they call you names and you don't care, who is going to look stupid, you or them? They are going to look stupid, that's who. They are going to feel stupid, too. Let them tease away all they want, and don't feel upset. You are going to be the winner, and you are going to make them look like idiots without even trying.

Everyone gets teased. Only those who show that it really matters to them get teased a lot.

Excerpt and adaptation of Teasing (n.d.) In *Wikipedia*. Retrieved from <http://en.wikipedia.org/wiki/Teasing>. Excerpt and adaptation from Isaac Lehman PhD <http://www.bullies2buddies.com/How-to-Stop-Being-Teased-and-Bullied-Without-Really-Trying> <http://www.lehman.cuny.edu/faculty/jfleitas/bandaides/teasetips.html>

TEASING - It Happens to EVERYONE!

What is teasing?

- **Teasing** comes in two forms, _____ and _____.
- Teasing can happen to _____.

Why do children tease others?

- It makes the kids who are teasing other kids _____.
- The angrier you become, the more _____ they have.
- Whatever you try to do to stop them only makes them feel _____.
- You see, they are not calling you names because of how you actually look, or because you wear hearing devices, or anything else. They really couldn't care less about how you look! All they really care about is having _____. We all like to have fun, and one great way to have fun is to try to drive _____.
- A lot of time kids tease when they're _____ or _____.

What can you do when you are teased?

- Whatever works to get you _____ is what they are going to do again.
- You have the _____ to choose how to act when someone teases you. Even if you stop wearing hearing aids because you were teased – they will still tease you (maybe more because your speech and listening challenges will be more obvious). This just gives the _____ away to the teaser!
- The only reason you have been getting teased is that you were hurt by the teasing and thought you have to make it stop. Change your attitude to, "If they want to tease me, it's perfectly _____. They can do it all day long and it doesn't _____ me at all."
- Do not tell them to _____. Do not call them names back. Do not even be _____ at them! If they say, "What's the matter, don't you hear me?" it's all right to answer, "Yes, of course _____! If you want to call me names, that's _____."

You can let them tease you all they want. This doesn't mean that you will be a loser. Just the opposite: it will make you the winner. If they call you names and you don't care, who is going to look stupid, you or them? They are going to look stupid, that's who.

REMEMBER – Everyone gets teased.

Only those who get upset or show that it really matters to them get teased a lot.

Ten Ways to Stop Teasing

***What do you think each of these means?
Why would doing each one help to stop teasing?***

**Things you try to do, ALL THE TIME,
every day.**

1. Avoid people who are mean
2. Ignore the teasing
3. Avoid doing things that will provoke teasing
4. Make new friends
5. Treat everyone with respect

**Things to PRACTICE so you are READY for the
next teasing situation**

6. Change the subject and walk away
7. Use confident body language
8. Perfect a self-confident look
9. Tell the teaser how you feel
10. Learn different comeback

Sample Situations – What will you do?

You just got a new haircut. You really like it but when you go to school the next day all you hear is someone shouting, 'What happened to your hair?'	You just got new braces on your teeth and everyone calls you 'metal mouth.' Or You just got a new FM system to use and everyone keeps pointing and saying, "Beam me up Scotty"
Each day at recess, an older kid spends the entire time picking on you, pushing you, and embarrassing you.	You really want to go to the school fair but you're afraid to go because a group of mean kids will be there.
The kid sitting behind you repeatedly pokes you with his finger.	A kid in your class shoots spit balls at you whenever the teacher turns her back.
A couple of kids take your backpack at the bus stop and play monkey-in-the-middle with you.	Your classmate is having a party and invited everyone but you. Some of the kids tease you.
You cried when you fell and hurt yourself in the school yard. Now one of your classmates calls you a crybaby.	Your friend is coming over to your house to play. You're nervous because your sister always makes fun of you in front of your friends.
All the kids are practicing for the spelling test. You can't hear the words the same way they do and you're not very good. When you ask to be on their spelling bee team they say, 'No way!'.	You want to sit with your friends at lunch. They sit with a group of kids who won't let you join them because they say you're not 'cool enough.'
The neighborhood kids tease you whenever they see you outside playing because your speech is not as perfect to understand as theirs is.	You tried out for soccer but didn't make the team. A couple of kids who did make the team tease you about it.

Sample Teasing Statements – What comeback could you use?

"I'm having a party. You're not invited because you're a loser!"	"Are you stupid or something? You sound so dumb when you try to read in class!"
"Get away from me! You can't be friends with me. You're not cool enough!"	"What are those things in your ears? Are they hearing aids? Only old people wear hearing aids!"
"I saw your test Dumbo, and I'm telling everyone you got an 'F.' No one will be your friend."	You see someone whisper in another kid's ear. They looked at you and then laughed.
You are waiting with some kids at the bus stop. One of them says, 'Hey hearing aid boy!'	"What – do you have bubblegum in your ears (pointing you your earmolds). Gross!"

Information based on No More Teasing Game (no longer in print).

The Curious Friend

A Discussion Guide

Pretend I am a person you just met. I notice you are wearing hearing aids (or cochlear implants, FM receiver, etc.). I am very curious. I want to know more about your neat hearing technology. This is your chance to teach me about something you know about and I don't! Sometimes being curious can sound like someone is being mean. Most of the time – they are just curious!

How would you answer:

What's that thing in your ear?

Why do you wear those?

Are you deaf?

Why do you have a hearing loss?

Tell me about your hearing aids/cochlear implant/FM (Hearing Assistance Technology):

Help me understand what they are. What do they really do?

Help me understand how they help you?

Do you have super 'x-ray hearing' with them? Can you hear better than other kids with them?

What makes hearing aids really cool? What is something fun about wearing hearing aids?

What makes it hard to wear hearing aids (maybe nothing!)?

When other kids see you wearing your hearing devices, what do you think they think about you (what does your wearing hearing aids make other kids think)?

What is something you wish your friends knew about you? What is something you would like to tell them?



Adapted from *The Curious Friend*, (2014). In *Building Skills for Independence in the Mainstream*.

http://successforkidswithhearingloss.com/buildingskills_independence

Chapter 3

Building Resilience:

Responding to adversity/challenges positively

Later Elementary (7-11 years)

Psychosocial Stage 4: Industry vs. Inferiority

Several issues play into feeling capable and successful during this stage. Developing into a 'tween' is related to maturity and strengthening ties to social groups. In some children, especially girls, tween behavior can begin as early as age 10. In other students becoming a tween may not occur until 12 or entry into middle school.

The Power of Industry

During this stage, children are capable of learning, creating, and accomplishing numerous new skills and knowledge, thus developing a sense of industry. If children are encouraged to make and do things, and are praised for their accomplishments, they begin to demonstrate industry by **being diligent, persevering at tasks until completed and putting work before pleasure.**

This is also a very social stage of development. As the world expands a bit, the most significant relationships for children in grades 2-5 are with individuals in school and in the neighborhood. Parents are no longer the complete authorities they once were, although they are still important.



The Reality of Feelings of Inferiority

If children experience unresolved feelings of inadequacy and inferiority among their peers, they can have serious problems in terms of competence and self-esteem.

- child is hesitant to initiate conversations or make new friends
- child is increasingly hesitant to participate in class discussions and group learning experiences
- child may begin to isolate himself/herself on playground, during lunch or social opportunities

If children are ridiculed or punished for their efforts, or if they find they are incapable of meeting adults' expectations, they develop feelings of inferiority about their capabilities.

- child lacks perseverance to complete a task once started
- child procrastinates, choosing fun or distraction over getting to work
- child struggles to start or continue work, knowing it 'won't be good'

Building Resilience: Responding to Adversity/Challenges Positively

Components of Resilience*

- Having a positive outlook
- Being aware of the feelings and perspectives of others
- Being able to tell people how I feel
- Having plenty of friends
- Knowing when I am feeling stressed and managing it effectively
- Recognizing I can solve problems by myself (most of them)
- Being able to think of many ways to solve problems
- Knowing how to set meaningful goals
- Knowing how to work toward achieving my goals
- Staying on task to be able to work toward goals
- Knowing what I want to accomplish (short term and long term)



Thirteen factors have been identified that encourage resilience in students with hearing loss. These have been grouped into three categories of 'assets.' A few of these attributes will be dealt with in this chapter.

1. **Interpersonal Assets:** good sense of humor, caring, responsible and committed to worthy goals, a strong sense of social bonds, emotionally self-perceptive, awareness of strengths, and comfort with solitude;
2. **Environmental Factors:** quality time with caring mentors in school, positive learning partnerships with peers in college, supportive family environment, and rich opportunities for participation in the community;
3. **Behavioral Assets:** self-advocacy, self-reliant, goal-directed behaviors, persistent problem solving and authentic presentation of self.

Building Perseverance: Goal Setting

Perseverance is part of the character trait for 'conscientiousness' and is a behavior that can be developed. It is also characterized as 'grit.' Grit is a disposition to pursue very long-term goals with passion and perseverance. Students with high levels of grit are more successful in both academic and non-academic pursuits. Students with grit are less prone to negative emotions like anxiety, depression, anger, or guilt. Hopefulness is all about goal-setting. Students who are hopeful are more likely to use positive self-talk, helping them to stave off negative emotions when they hit obstacles or challenges. **A Grit Pie Discussion Sheet has been provided at the end of Chapter 4.**

The act of setting one's own goals and then being responsible for monitoring progress so that the goal can be reached on time will develop a sense of control and encourage perseverance. The professional who provides individualized instruction to the student with hearing loss is in an ideal role to help students with goal-setting, and thereby development of perseverance.

The foundation of perseverance is optimism that the goal CAN be achieved or the challenge overcome.



Resources

*Griffith, K. (2015). *Building Resiliency: A Non-Thematic Small-Group Approach*. Grades 3-7, Mar*co Products. Excerpted information.

Perseverance: <https://www.edutopia.org/pdfs/rmr/edutopia-rsrchmaderelevant-grit-smartgoals-lesson.pdf>

S.M.A.R.T. Goals: <https://www.edutopia.org/pdfs/rmr/edutopia-rsrchmaderelevant-grit-smartgoals-worksheet.pdf> Video: <https://www.edutopia.org/research-made-relevant-grit-smart-goals-video>

Grit: <https://www.edutopia.org/blog/grit-social-emotional-truth-vicki-zakrzewski>

Slide Grit Pie: https://prezi.com/x6coghe3zlit/grit-pie/?utm_campaign=share&utm_medium=copy

Resilience, humor, savoring: <https://www.edutopia.org/blog/grit-help-students-overcome-inner-obstacles-vicki-zakrzewski>

Goals determine what we are going to be.

One day, Alice came to a fork in the road and saw a Cheshire cat in a tree.

"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where," said Alice.

"Then it doesn't matter which way you go," said the Cat.

Alice in Wonderland, Lewis Carroll

Starting in grade two, discuss the IEP goals with the student and why the goals were selected



for the Plan. Help the student identify one goal that they would like to focus on. Although you will be working together toward all IEP goals, you and the student are identifying him or her as being responsible for developing one skill set.

Have the student complete a S.M.A.R.T. Goal Worksheet (Specific, Measurable, Attainable, Relevant, Timely – see the link to a Worksheet below). The student (and you) will then share the SMART Goal Worksheet with the classroom teacher. The student will be expected to report to the teacher what has

been accomplished within each month. This will take some practice outside of the individual time that you spend with the student. It may involve having the student ask the classroom teacher for specific help. For example, having work towards the goal be something that will occur during group work, so the teacher needs to be aware of this to allow optimal grouping and/or placement of the group in a quiet setting.

As a student moves into grades 3, 4, 5 the expectations for their role in working towards their goal will increase. Ideally, by having 'his own goal' the student will develop feelings of control, growing confidence, perseverance, and pride of accomplishment. Goal setting is a critical component of self-determination, which comes into play by high school.

There may be a tendency for students with hearing loss to be 'self-handicapping,' identifying reasons such as health, lack of sleep, or behavior of others as reasons why they did not reach their goal. Self-handicapping and task-avoidance behavior can lead to low academic performance. The strategy protects self-esteem when failure is attributed to the perceived

handicap. It enhances the self-esteem of a student who succeeds despite it. Yes, hearing loss can be handicapping and cause challenges in a variety of situations.

Working with students to recognize the limitations caused by the hearing loss, advocate for their communication needs, and learn how to cope with challenges positively and effectively will lead to a student's feelings of success and boost their self-esteem.

How to Set a Clear Goal*

Be Specific – Being as specific as possible increases the chance that you will achieve your goal. Instead of saying you want to make good grades, for example, say you want to get an A in math.

Set Realistic Goals – Make sure your goal is within your reach. If it's too easy, you might not work on it. If it's too difficult, you might give up without really trying. Instead of trying to earn all A's when you are currently not doing well in your subjects, try bringing two or three grades up to B's. Next marking period you can aim for A's.

Develop an Action Plan - Identify the steps you need to take to reach your goal. Be specific about what you can do each day to move toward your goal.

Put it in Writing – Write down, in a positive way, exactly what you want to achieve. Instead of "I won't pretend when I don't understand what someone said," for example, write: "I will use my communication repair strategies when I do not understand directions from the teacher."

Post it – Display your goal where you can see it every day. This will remind you what you're working toward. Your bedroom wall, the front of your notebook, or your school calendar might be good places to display your goal.

Involve Others – You DHH Teacher can help you evaluate the progress she sees you making toward your goal. Those checkmarks can be encouraging and provide extra motivation.

Believe in Yourself - Stay positive even when you make mistakes or something negative happens, like getting teased. Get that positive self-talk going! See yourself achieving your goal!

Be Flexible – Keep in mind that setbacks can happen. Never give up. No one is immediately successful. A good goal is one you must strive to achieve.

Reward Yourself - Reaching a goal takes hard work, and you should be proud of your efforts. Call attention to your successes. Celebrate!

KEY POINT



Work on 'grit' and goal setting will develop perseverance skills and increase student feelings of control and confidence. Goal-setting using a student-selected IEP goal is an easy way to encourage this development.

Encourage Use of Humor

Highly resilient children use humor as one way to deal with stressful situations. Cultivating positive emotions also increases the ability to bounce back from obstacles (challenges, teasing). Humor fosters positive emotions and connects us to others, helping us to maintain social networks. Savoring positive events has been found to not only give us a boost in well-being, but also to broaden our thinking, developing better problem-solving skills.

Building Confidence in Student Industry, to Reduce Feelings of Inferiority

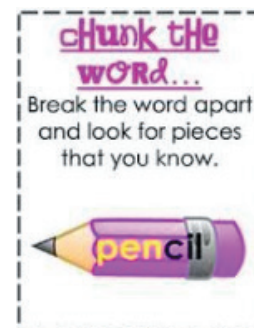
Learning CHUNKING Skills

The more confident a student is in WHAT they are supposed to do and HOW they are supposed to do it the better the chance for achievement. A follow-up to sub-vocalization, presented in Chapter 2, is the skill of chunking information. *Chunking* refers to grouping things together. In this case, teaching the child not only how to chunk pieces of auditory information, but also which words to select.

Essentially in chunking we:

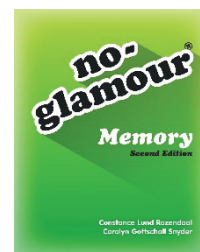
1. Break larger amounts of information into smaller units
2. Identify similarities and patterns
3. Organize the information
4. Group information into manageable units

Chunking helps us remember information like phone numbers and addresses. It helps to understand complex directions when we pull out key words in sequential order. Another important task that requires chunking skills is taking notes and copying sentences from the white board.



When the words are familiar, a person chunks them into phrases and spells them by memory. **When spelling and new vocabulary are challenges, the person uses chunking to hold on to the letters until he writes them down. Children with any kind of auditory issues often find chunking to be difficult.** To increase a child's confidence that they CAN perform as well as peers (industry) they need to develop expertise in chunking skills. This strategy is used to reduce the cognitive load as the learner processes information.

Chunking can be practiced a few minutes per setting for progressive development of the skill set. Classroom text and other relevant materials can be used for chunking practice. Chunking at the word level can easily be worked on at the same time as teaching morphological awareness. A student needs to be able to subvocalize what is heard as a prerequisite to chunking. These skills can be worked on simultaneously and progressively. Refer to **No-Glamour Memory** for extensive instructional exercises teaching chunking. More information can be found in the Resources.



KEY POINT



Chunking is a commonly used strategy for early readers that can be expanded to assist the student with hearing loss to become more confident in remembering what was heard so that it can be more effectively understood. Strong strategies to deal with challenging situations increase feelings of control and confidence and result in more resilience when challenges occur.

Resources

*Griffith, K. (2015). *Building Resiliency: A Non-Thematic Small-Group Approach*. Grades 3-7, Mar*co Products. Excerpted information.

Chunking video 1 (older): <http://study.com/academy/lesson/chunking-method-definition-examples-quizz.html>

Chunking intro video 2 (younger): <http://www.starfall.com/n/skills/chunking/play.htm?f>

Chunking to remember new vocabulary: <http://www.studyright.net/blog/chunking-method/>

Chunking to read a text in chunks: <http://www.siu.edu/SIPDC/Library/lesson%20plan/Chunking.pdf>

Problem-Solving to Maximize Industry and Confidence

Ideally, you will have been working with the student since preschool to teach self-advocacy skills. A hierarchy for self-advocacy skill development can be found on the Supporting Success website.

As the student gains expertise in determining whether communication is challenging because of the speaker, environment, or the listener, it is natural to teach problem-solving related to what the student is experiencing in the classroom. The *What's the Problem Game* was developed to enhance this teaching.



Develop a student's observation skills in the classroom to identify WHY he had difficulty understanding. Tie the challenges encountered to the options for self-advocacy and allow the child to choose how he will respond the next time the challenge occurs. Discuss the success of that strategy and whether another option should be tried. Encourage the student to 'be a detective' when identifying the problem and his or her sense of personal control when dealing with the challenge via the use of self-advocacy skills. This early advocacy skill to challenges work helps the student develop feelings of control and confidence and is an important predecessor to self-determination in the secondary grades. Use the *Monkey Talk Self-Advocacy Game* with students to strengthen problem-solving abilities and confidence.

KEY POINT



Problem-solving skills are a natural outgrowth of working on self-advocacy. Use language to help the student feel like he or she has options to respond in challenging situations rather than feeling defeated or inferior to class peers. Hearing loss can make you stronger, and being a better problem solver is just one example of how this can be true!

Resources

Guide to Self-Advocacy Skill Development: <http://successforkidswithhearingloss.com/self-advocacy/>

What's the Problem Game <http://successforkidswithhearingloss.com/whats-the-problem/>

Lund Rozendaal, C. & Gottschall, C.P. (2017). *No-Glamour Memory*.
<http://successforkidswithhearingloss.com/memory/>

Monkey Talk Self-Advocacy Game <http://successforkidswithhearingloss.com/monkey-talk-game/>

Teaching Idea:

Develop a 'grit pie' with your students (see the link in Resources to a pdf slide describing the grit pie). Use the data that was the basis of a student's Individual Educational Plan goals to define a student's obstacles, such as reading challenges, or social challenges. Each slice of the pie represents a realistic cause of the problem. For each of the causes the student identifies whether his or her thoughts about the problem are *permanent*, *temporary*, and whether they *blame themselves* for the problem or *they blame others*. IEPs are the roadmaps we use for the skills we would like the student to develop over time.

Using Humor in Difficult Situations

Using humor when reacting to a negative situation will usually make peers like you better. They may think you are brave and see you as being self-confident. Below are some examples of using humor in challenging situations. Remember situations that have been difficult for you. How could you have responded with humor? Make it your 'go to' to try to think of a funny response first when you are faced with something challenging.

Situation	Poor Response	Funny Response
While working on a group project, you totally missed something that was said and you are clueless about what is going on.	Sit there and say nothing. Don't participate in the group. Others see you as a group 'freeloader.'	"Yo! Back up the train! What are we doing? I fell off the track awhile back." "Epic fail with my hearing technology! You lost me."
A big kid tries to show off to some others by pointing to your FM receiver and saying, "What is THAT stupid thing?"	Get embarrassed. Don't say anything. Try to get away as soon as possible. Say, "Ah, it's my FM" like that will mean anything to the other kids...	"This is a way-cool mini hearing computer that lets me hear Mrs. Jones like she is talking into my ear. That way I don't get distracted when big mouths blurt out stuff."
You hang with your two friends as often as possible. They are great, but they just can't seem to remember that you need them to look at you when they say something, especially when it's noisy.	Do nothing and fake it, hoping you will be able to follow along with what they are talking about. Get angry. You've told them 100 times!!!	Develop a signal for when this happens, like poking your friend in the shoulder and pointing to your ear with a look like, "Hello!!!" or Wave your hand in his face and say, "Earth to Josh, I'm over here!" or "RECAP needed!" Be patient. They see YOU, not your hearing loss. That's good, right?
A kid says, "Ew, what's that thing in your ear?!?"	Get embarrassed. Say quietly, "It's a hearing aid."	"I'm with the FBI and need to stay in touch with the other agents." or "I didn't get 100% hearing when I was born like you did so I use these. Technology rules! What's your super power?"
Two hours into morning classes your hearing technology goes dead.	Sit there and hope it starts working.	Raise your hand. When the teacher looks at you, point to your ear and say, "Epic technology fail. I need to go to ____ to get up and running again."
Two or three girls are looking at your hearing technology and whispering together. Then they laugh.	Get embarrassed. Feel bad about yourself. Don't say anything.	Smile at them and say, "You look like you guys don't know what these are. This is top of the line hearing tech. Glasses are cheap. This is like \$5000 worth of stuff to help me hear like a superhero! It's really pretty cool."
Your situation:		

Chapter 4

Reconciling Feelings of Fitting In

Finding balance, accepting self

Later Elementary 7-11 years

Building Resilience: Responding to Adversity/Challenges Positively

During psychosocial Stage 4, or between the ages of 7 to 11 years, children are capable of learning and accomplishing new skills. They feel pride in their industry and what they can do. They are also becoming more vulnerable to peer input as social connections become more important. If children are ridiculed or punished for their efforts, or if they find they are incapable of meeting adults' expectations, they develop feelings of inferiority about their capabilities.



Managing Negative Situations via Positive Self-Talk

It is likely that most people have some personal memories of uncomfortable situations that happened in late elementary school. As social cliques become stronger, teasing and exclusion practices become more prevalent. During this period, a child's friends in school and the neighborhood become increasingly influential. This will especially impact how the child feels about himself or herself. Although parents continue to be important, they are no longer the complete authorities they once were. Children are increasingly expected to handle issues on their own without the help of family or other adults. Recognizing that virtually ALL children are teased at some point in this period it is important to develop resilience to this type of negative input.



When we talk to ourselves in a positive way, we can make a huge difference in how we feel. Positive self-talk can also help children to build self-esteem and confidence. And when children learn to give themselves positives, they may be more likely to keep trying even when things don't work out the way they planned the first time or to try new things that they feel nervous about.

How you can help children to use positive self-talk:

- **Teach the student to recognize negative self-talk.**

Listen for when you hear a student say things about himself that are negative, things that begin with "I can't", "I never" or "I always". Talk with him about how he feels when he hears himself say that he can't or will never be able to do something. Point out how that can actually keep him from doing his best because it takes away his confidence.



- **Help the student turn things around.**

If the student is afraid she will not be able to speak in front of her class, for example, ask her why she feels that way. Maybe she feels like she is not prepared enough. Reassure her that you believe that she can do it, then help her practice. Ask her to think of some positive things about herself that she can say when she is nervous or upset, like “I practiced this. I will do my best.”

- **Give the student positive phrases to say.**

Sometimes it helps to have a positive phrase to use when your student is feeling nervous or afraid or is doubting himself. For example, in the *Kool Kidz Vid* by celebrity Justin Osmond (*Teacher Tools*), he says, “I own my hearing loss, it does NOT own me!” In another *Kool Kidz Vid*, Brian says “Hearing loss makes you stronger. You will get through it or find a way through it!” You and the student could come up with his own phrase or something that has special meaning. Then help the student to remember that when he starts saying negative things to himself, he should stop, take a breath, and think of his special phrase.



- **Model positive self-talk.**

Just like with modeling good self-esteem, it is important to let the student hear you talking positively to yourself. Avoid negative self-statements and using phrases like “I can’t”, “I never” and “I always”. Instead, model the things that you would like the student to say to herself, like “I know today was hard but I can try again tomorrow” or “I believe I can be my best.” Positive self-talk can help you as well.

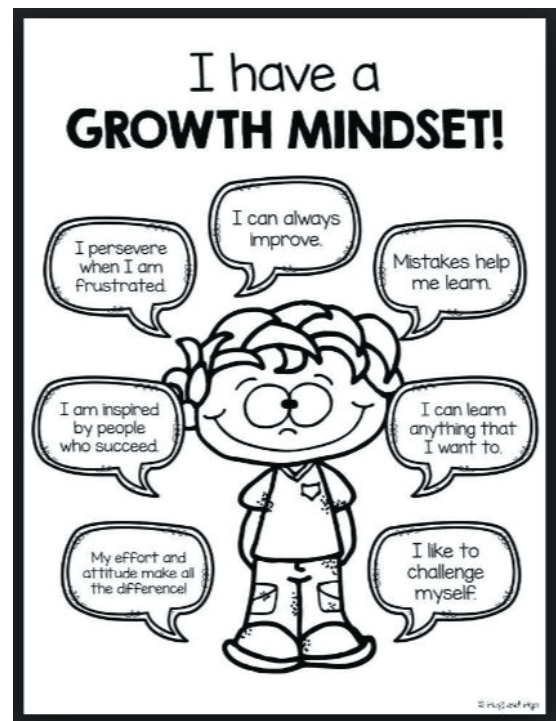
As mentioned in a prior chapter, it is not unusual for students with hearing loss to have delays in social cognition, or being able to identify and explain feelings.

As you work with the student on recognizing different feeling states, expand this teaching to include the power of positive and negative outlook.

Maintaining a Positive Outlook

Positive self-talk is a primary means to maintain a positive outlook. The following are 7 steps to maintain a positive outlook:

1. We all have thoughts running through our minds throughout the day. The first step is to be aware of the thoughts and whether they are positive or negative. Some of our students have had a history of people telling them that they were 'slow learners' due to the hearing loss, or had 'learning problems' or even that they were 'stupid.' Early messages can be some of the most powerful and pervasive. Ask the student, "If you were at home and dropped a book on the floor of your room, what would run through your mind?" "If you were at home and dropped a glass of milk in the kitchen, what would run through your mind?" "What if you dropped a book in the classroom or a milk carton while you were in the lunchroom at school?" Are your thoughts negative or positive? "What if your class is learning something new and you just do not understand how to do the homework – what words would run through your mind?" "Are most of them 'I can' or 'I can't' statements? Every time you notice negative thoughts run through your mind say, 'Uh oh!' to yourself (or some other alerting phrase)."
2. Use of positive affirmations build inroads into our subconscious minds, opening them up to the possibility of a new state of thoughts. The student needs to state the affirmation to herself or himself with true feeling. The affirmation needs to be repeated at least daily. Example: "I own my hearing loss – it doesn't own me! I CAN do whatever I set my mind to do!" or simply like *The Little Engine that Could*, "I think I can, I think I can, I think I can."
3. Reframe a situation in a positive light. We often use negative chatter within our minds to turn reflection of a situation into a negative drama. Instead, reconsider the situation and reframe it in a positive, or even funny, way. For example, during a class discussion the student raised her hand and her answer was way off topic. There was a stunned silence in the class, then some students giggled, and the teacher said, "That's interesting Amanda" and called on another student. Help the student see why what she said could have been funny and how to turn to humor when she next talks to her peers. Example: "Wow! My hearing aids made me think we were talking about X. Sorry about sounding like I'm from a different planet!" Humor is a strong defense against negative comments and upholds self-esteem as we 'rewrite' the incident in our minds as something harmless, and even funny.



4. It makes sense that we would want to replace negative influences with positive ones. It is important that the student recognize true friends, who are supportive and empowering. If there are children who make the child feel put down or 'second class' the child needs to recognize that this attitude is their issue, and not a true reflection of who she is.
5. Our students, like many others, can become overwhelmed by the amount of academic work required of them. It can be helpful to encourage the child to focus only on steps they can do right now, and not worry over events far in the future. Planning is good; becoming anxious and worrying about things beyond our current control is not.
6. Fear is often what holds us back from our success. We need to confront our fears. In the case of students with hearing loss it may be confronting the fear of public speaking, going on an interview, reading aloud, etc. Help them to ask themselves what they are truly afraid of. Break down the fears step-by-step and see if there is a way to look at things more positively. Reframing fear into positives can be a very powerful step toward success.
7. Finally, encourage the student to wallow in the positives! Focus on the enjoyable moments in life rather than the difficult ones. Choose to fill your mind with positive images rather than negative thoughts. When your mind goes astray to something negative, bring it back to something positive and the happy times you have had and are experiencing in the present.

Helping a student to replace negative self-talk with positive reframing will take time but is well worth doing for the child's long-term success and happiness.

Resources

Kool Kidz Vidz: student videos accessible by Teacher Tools members

<http://teachertools.successforkidswithhearingloss.com> Video by Justin Osmond is freely viewable.

Self-talk: <http://www.kidsintransitiontoschool.org/teaching-children-to-use-positive-self-talk-to-build-self-confidence/>

Teaching strategy: <http://www.samaritans.org/sites/default/files/kcfinder/files/deal/coping-strategies/08-positive-thinking/positive-thinking-v2.pdf>

7 steps to positive self-talk: <https://www.pickthebrain.com/blog/7-steps-to-positive-self-talk/>

Reconciling Feelings of Fitting In

Finding balance, accepting self
Middle School & High School (12-19 years)

Psychosocial Stage 5: Identity vs. Role Confusion – ages 12-19 years

Several issues play into feeling capable and successful during this stage.

Developing Their Identity



Up until this fifth stage, development depends on experiences, or what is done to a person. At this point, development now primarily depends experiences based on choices, or upon what a person does.

Adolescents begin to develop a strong affiliation and devotion to ideals, causes, and friends. They are concerned with how they appear to others. **Each is trying to reconcile “the person I am” and “the person society or my group expects me to become.”** They establish this new sense of self by using past experiences to guide their anticipation of the future. According to Erickson, when an adolescent has balanced the perspective of “What have I got?” with “What am I going to do with it?” he has established his identity.

At this stage students are working on how they integrate into society as a whole as an independent person, separate from family and established supports (like long time DHH services). There are additional challenges to developing an identity when a person is a minority in a group – in this case having a hearing loss when peers are typically hearing. **Four types of integration in this case must be considered and facilitated:**

- a) Coming to feel like I belong to my peer group and immediate community
- b) Coming to feel like I am an integrated part of the community of persons with hearing loss
- c) Internally integrating how much I am like my peer group along with my differences
- d) Coming out – or feeling okay with how I present myself as a person with hearing loss (disclosure)



Focus on all four of these components is necessary for the person to feel empowered and integrated into the hearing community as a person who is deaf or hard of hearing, along with integrating into the DHH community itself.



Students entering middle school who do not routinely interact with others who have hearing loss are at very high risk for identity issues.

If they feel like they need to keep their hearing loss a secret, and resist all opportunities to disclose their hearing loss and communication needs it is clear that

they have not developed a healthy identity that includes 'it is okay to have a hearing loss.' These issues contribute to the tendency to 'be normal' at all costs, including rejecting amplification, accepting the resulting school failure, jeopardizing higher education success and lifelong earning potential.

An adolescent must struggle to discover and find his or her own identity, while negotiating and struggling with social interactions and "fitting in", and developing a sense of morality and right from wrong. Some students attempt to delay entrance to adulthood and withdraw from responsibilities. Those unsuccessful with this stage tend to experience role confusion and upheaval.

Refer to the Disability Identity Development Model checklist* as a means to assess where your students are in the development of a healthy identity.

Coming to feel like I belong

Feelings of belonging are the result of work toward issues b-d listed on the previous page. This age group is trying to reconcile "who I am" with "who society/my peer group wants me to be."

They need to know about their hearing loss in relation to 'typical' and also in relation to the community of persons with hearing loss.

They need to think through 'who their peer group wants them to be.' Students without support and the opportunity to work through these issues will assume their peer group wants them to be normal hearing. The result is typically to reject hearing devices and try to 'pass' as typically hearing.



Deeper reflection and discussion can bring the student to realize that their peer group doesn't really care about their hearing loss. If their peers do not consistently face them for better speech reading, it is because they just forget about the needed accommodations to understand, and are not rejecting the individual because of their hearing loss. Persevering and standing up for their communication needs will result in increased respect from their peer group and teachers; ultimately resulting in better school outcomes.

Specific teaching, discussion and interactive activities need to address the four types of integration items. See an activity to support this discussion at the end of this chapter. As students work through these issues, starting in elementary, they strengthen their sense of identity and their ability to deal with being a minority in their peer group.

Struggles to Make Positive Choices: Problem Solving Towards Self-Determination

Self-determination involves a person acting in ways that make positive use of knowledge and understanding about his or her own characteristics, strengths, and limitations. Students with strong self-determination skills have a greater chance of becoming independent and successful adults. A self-determined person more effectively solves problems, understands what supports are required for success, sets goals, and makes decisions based on his/her personal resources.

COACH: Self-Advocacy & Transition Skills for Secondary Students who are Deaf or Hard of Hearing delves into how to have discussions with secondary students in a way that will build their problem-solving skills and use of self-advocacy. Learning to identify the challenges in the environment, determine causes, and then problem-solve how to address the issues is needed for life long success. Discussing identity and belonging issues is very natural as the tween or teen works through their challenges.

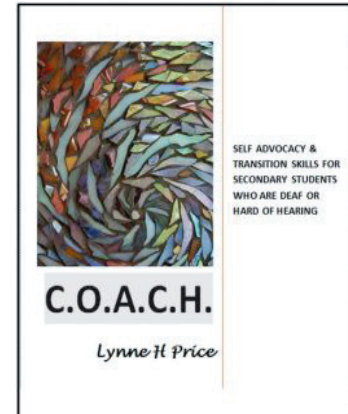
Resources:

*Disability Identity Development Model checklist: downloadable for Teacher Tools members.

Kool Kidz Vidz: viewable for use by Teacher Tools members.

Gill, C. J. (1997). Four types of integration in disability identity development. *Journal of Vocational Rehabilitation*, 9; 39-46. [http://nisonger.osu.edu/media/bb_pres/marks_11-12/handouts/Handout%203%20-%20Four%20types%20of%20integration%20in%20disability%20identity%20development%20\(Gill\).pdf](http://nisonger.osu.edu/media/bb_pres/marks_11-12/handouts/Handout%203%20-%20Four%20types%20of%20integration%20in%20disability%20identity%20development%20(Gill).pdf)

Myers, KA, Laux, S., & Murdock, SL (2011). A disability identity development model: College students with disabilities. UC Davis, California.
http://www.myacpa.org/sites/default/files/ccaps_2011_convention_Myers_Laux_Murdock_REV_ACPA_2011_Disability_Idenitty_Handout_4-15-11.pdf



Middle School & High School (12-19 years)

Reconciling Feelings of Fitting In: Finding Balance, Accepting Self

Psychosocial Stage 5: Identity vs. Role Confusion

This age group is trying to reconcile “who I am” with “who society/my peer group wants me to be.”

The FM/DM “Crutch” Viewpoint

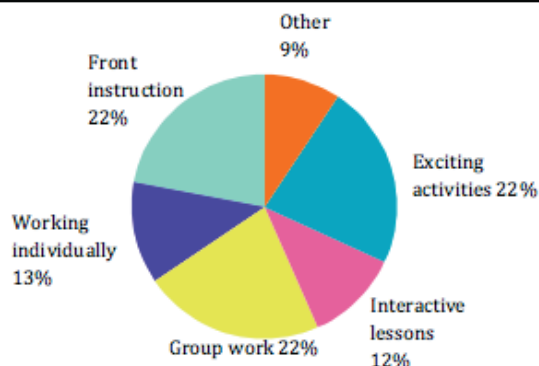
Some above-average or intellectually bright students seem ‘just fine’ despite their hearing loss. In these cases, families and DHH professionals may say that the student ‘only needs the FM’ to perform as expected. In many of these cases the student is not provided specialized instruction in communication repair and self-advocacy skills because their intellectual capability allows them to score well on norm-referenced tests, which School Teams often prioritize above functional issues, like reduced participation, hesitating when following directions, or social awkwardness. The student may use the FM in class readily until reaching the tween or teen years when peer relationships and ‘fitting in’ become primary concerns. **In this scenario, we have developed full reliance on the technology to bridge the auditory gap without providing any skill set for when the FM/DM technology is not in use.**

As children become older we expect them to take on increasing responsibility for their own work and their own successes. Sometimes the FM begins to be seen as a “crutch” by classroom teachers and/or families. The student does not have to expend extra energy listening to the teacher during verbal instruction, yet may sit passively during social and group learning situations because of the level of listening challenge. Families may see that their child is not following conversations well, expecting the family to constantly clarify or expend extra effort to clue the child into what has been said. If a student is using the FM/DM system most of the school day it is like “someone is sitting on her shoulder and talking into her hearing aid microphones.” It may take a bit for the brain to readjust to tuning into listening at a distance and through noise when the FM/DM is not in use. The blame is often on the FM/DM for being a ‘crutch’ with the assumption that if listening is more challenging in all situations it will improve the student’s speech perception and conversational skills.

While blaming the FM/DM system as a crutch may seem like a logical conclusion, if the student has had no direct instruction as needed in auditory skill development, communication repair, pragmatic language, and self-advocacy, it does not make sense that the student’s extra effort in listening will result in the desired academic and social outcomes.

The figure represents research results (Feilner, Rich & Jones, 2016) that estimates group work and interactive lessons together comprise 34% of the day in a typical classroom. This is especially true as students reach upper elementary and middle school.

As the student with hearing loss approaches the tween and teen years there is not only a greater



emotional need to 'fit in' but also the FM/DM equipment that they may have successfully used in their first several years of school may not be as effective for them in the increasing small group learning situations. These aspects work together to increase the likelihood of the student rejecting the FM/DM amplification, and maybe even their personal hearing devices.

Ensuring that the FM/DM system is appropriate to the small group and large group listening needs in grades 4 and above will minimize the listening frustrations that often contribute to hearing device rejection. Yet, reliance on technology is not enough to support the student with hearing loss through the social upheavals of the tween and middle school years.

KEY POINT



Convergence in the Tween Years As the student reaches the teen/tween years and begins to feel as though the technology sets them apart it is not unusual for us to begin to hear, *"I can hear just as well when I don't use the FM/DM."* We recognize acoustically that this is not a true statement – the improvement in S/N provided by the FM/DM advantage is a fact, easily

proven by performing a Functional Listening Evaluation. Instead, it may be that the classroom has an increasing number of group learning activities in which the FM/DM is not very effective (either not used effectively or the FM/DM equipment provided is not geared toward small group listening situations).

Resource

Recorded Functional Listening Evaluation Using Sentences is at
http://successforkidswithhearingloss.com/recorded_file

Social Isolation



Whether a student is truly socially isolated or just perceives this to be true – AND believes this to be due to the hearing devices – it is very likely that something about their school and social performance will change to try to reconcile the need to be more socially acceptable.

Students who wear hearing devices are a target for bullying and may receive significantly more negative (teasing) messages from peers as compared to classmates. Overall, they may come to believe they will never be seen as a ‘cool’ kid. To combat this, it can be useful to discuss what ‘cool’ really is with our students.

Refer to *How to be Cool* as a source for this discussion.

Research has shown that social isolation and low popularity are predictive of poor emotional well-being and reduced academic achievement, as well as diminished long-term mental health (Rubin, Bukowski, Parker (2006). Refer to the handout *Helping the Socially Isolated Child* for more information.

The reality is that many students feel isolated, ‘uncool,’ and unpopular once they reach 5th grade and beyond. This does not only happen to students who wear hearing devices. This fact does not make feeling socially isolated any less painful for the student with hearing loss. All children need to feel a connection to peers. Peer interactions are also necessary for learning the skills of developing and maintaining friendships.

Rather than run the risk of trying to connect to peers and failing, the student may withdraw and choose to spend time alone. It is not uncommon for the student with hearing loss to choose to read during the lunch period rather than try to interact in a noisy cafeteria or lunch discussion setting. The importance of ‘making friends’ and social skills, taught in the early primary grades, will bear fruit in the tween and teen years.

KEY POINT



Early Skill Building Is Not Enough. Building resilience to teasing, skills at making friends, and developing perseverance in challenging communication situations have all been described in prior *Maximizing Acceptance* chapters. Having these skills will go far in helping the student with hearing loss, truly ANY student, to weather the travails of adolescence.

Even with attention to these skills, the drive to ‘fit in’ is often so strong that the student with hearing loss feels he must reconcile who he knows he is (a student who happens to have a hearing loss) with what he perceives his peer group wants him to be (someone who does not use hearing devices). **The greatest impact in this situation occurs when the student comes to realize 1) he is not alone in having a hearing loss and facing these challenges, and 2) there are plenty of examples of successful people who have gone through what he is going through now.**

Middle School & High School (12-19 years)

Reconciling Feelings of Fitting In: Finding Balance, Accepting Self

If They Feel They Have No Group, They May Choose One



It is natural for a student who is a 'one and only' in his school (or feels that there is no acceptable group of peers with hearing loss) to come to believe that he or she is alone in facing these challenges.

If there are no role models for students with hearing loss the student may CHOOSE to 'become learning disabled' to feel as though they have a group. Certainly, taking off the hearing devices has a high probability to cause

significant learning difficulties to occur. The logic in the student's mind would be, "It is okay to be an LD kid, there are lots of those. They are a group, they laugh together and hang out. If I take off my hearing devices I too will struggle and can then become a part of their group."

As previously mentioned, the way in which this phenomenon can be combatted is to make sure that the student realizes that they ARE a part of a group of people with hearing loss, even if there are no DHH peers in their school. Just because they have a hearing loss does not mean that they are 'uncool.'

The Importance of Role Models

The previous *Maximizing Acceptance* chapter described how adolescent students view how they integrate into society as a whole as an independent person, separate from family and established supports (like long time DHH services). The additional challenges to developing an identity when a person is a minority in a group – in this case having a hearing loss when peers are typically hearing, must be considered and facilitated:

- a) Coming to feel like I belong to my peer group and immediate community
- b) Coming to feel like I am an integrated part of the community of persons with hearing loss
- c) Internally integrating how much I am like my peer group along with my differences
- d) Coming out – or feeling okay with how I present myself as a person with hearing loss (disclosure)

Focus on all four of these components is necessary for the person to feel empowered and integrated into the hearing community as a person who is deaf or hard of hearing, along with integrating into the DHH community itself.

1) Connections to peers with hearing loss

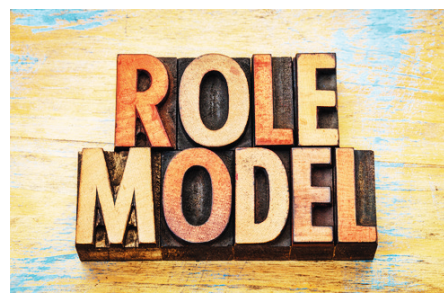
- a. Connect students from across the district or region by means of organized outings, chats, or even brief phone recordings that can be shared from student-to-student with encouragement that they follow up personally, with texts and other ways of getting to know one another as friends.

The power of belonging to a group is amazing to watch. We had many students qualify for DHH who had spent their time in the mainstream struggling with special education resource support. When students like these were introduced to the support in the center-based DHH resource rooms and met other kids with hearing technology, there was no question about them putting on and consistently wearing their aids. Kids who had no friends suddenly had friends. Kids who were withdrawn and isolated suddenly showed humor and even improved their attendance. Their stress level decreased - their production increased. I did not see this as an itinerant where the kids were the lone ranger in the classroom. -Teacher of the Deaf/Hard of Hearing

- b. Use the *Kool Kidz Vidz* as a means to develop feelings of connection with peers who have hearing loss. Use the discussion questions to facilitate understanding of how situations are the same and different between the *Kool Kidz Vidz* students and your students. Use them at different times as your students move through the grades to encourage development and use of self-advocacy skills, improve self-concept, and overall help the upcoming tween to process how to fit in, before social pressure becomes acute.

2) Recognizing role models

- a. Connect students with successful prior students who are now in college or working in the community. If there is a teacher of the deaf/hard of hearing who has a hearing loss, arrange for a 'connection session' so that fitting in, social issues, and coping with being a 'one and only' with hearing loss can be discussed with someone who has been through it.
- b. Talk about Gallaudet, Rochester Institute for Technology and other institutions of higher learning where students with hearing loss are welcomed and accommodated for regularly. Discuss college Disability Coordination Centers as a place to receive help and to potentially learn about who else is on campus. Discuss the AG Bell Leadership Opportunities For Teens (LOFT) program. Even if the student is years from being able to do these activities, just knowing that there is a supporting community out there can be encouraging and important to identity development.
- c. Talk about the many famous individuals who have been successful despite having a hearing loss. **Google famous people deaf hard of hearing** to see many sites that have information on famous role models. Talk with the tween/teen about how they think the person accomplished so much. What can the student do to be successful then too? Below are some links to information that you can dive into and share with your students. The focus again is to help them to feel as though they CAN succeed, and that they are among a large group who have done so, and part of a group of students who are doing so now – just like them! Caution – many of the losses are due to a history of loud music or are unilateral only. This will give you a chance to describe how different degrees of hearing loss can cause different challenges. **Give your teen students a**



challenge – Who said, “I think my hearing loss helped create a determination within me to be all I can be, and gave me a certain strength of character, too.”

- i. <https://youtu.be/Pa8P25fe2as>
- ii. <http://www.eastsideaudiology.com/10-celebrities-with-hearing-loss/>
- iii. <http://www.aarp.org/health/conditions-treatments/info-2014/celebrities-with-hearing-loss-photo.html#slide1>
- iv. <https://www.disabled-world.com/artman/publish/famous-deaf.shtml>
- v. <http://www.ranker.com/list/famous-deaf-people/celebrity-lists>

GRIT PIE Teaching Idea

Develop a 'grit pie' with your students (see the link in Resources to a pdf slide describing the grit pie) so they develop an awareness of the whole problem, it's cause, and what they need to do. You can use data from the Listening Inventory For Education to determine school listening challenges or results of other checklists of functional skills. Or use the data that was the basis of a student's Individual Educational Plan goals to define a student's obstacles, such as reading challenges, or social challenges. Each slice of the pie represents a realistic part of the problem. IEPs are the roadmaps we use for the skills we would like the student to develop over time. Use the Grit Pie format to discuss situations with students, allow them a format to express their feelings, and generate their own ideas about what THEY can do.



GRIT PIE DISCUSSION SHEET

My Challenges (Grit Pie) Challenging communication situations. Challenging learning issues. Challenging social interactions	Example 1: Not being able to hear a student answer from across the classroom.
Slice 1: Is this a permanent issue? (I will always have to deal with this)	Yes, until technology is better at picking up specific talker's voices from a distance or the mic gets passed.
Slice 2: Is this a temporary issue? (I can learn how to improve or deal with this better)	I can use communication repair strategies, raising my hand and saying something like, "Maria has a soft voice, I missed what she just said."
Slice 3: Something I did or is a part of me cause(d) this problem or challenge	All people with hearing loss deal with the issue of listening across distance and in noise. We need to work harder at this problem than people without hearing loss.
Slice 4: This challenge was caused by someone else	The teacher is aware that I have a hearing loss. If I raise my hand each time this happens and let her know it is a problem, then she will learn to ask the student to speak up, give the student the microphone, or repeat.
My steps to making this Grit Pie better:	1. Learn more about communication repair strategies (repetition, clarification requests) 2. Practice by role playing so I feel more comfortable 3. Try it in one class and see how it goes 4. Practice more until I am ready to use the strategies in all of my classes. 5. Expand using my strategies to social situations

Develop your own Grit Pie teaching grid based on your student's ages and needs. Use it regularly to define issues with students before you begin instruction to improve their performance. Return to the Grit Pie as the student gains knowledge. Celebrate with him or her when improvement occurs. Being involved in defining their Grit Pie issues, steps to improve, and progress will help them develop resilience, problem-solving, and perseverance.

GRIT PIE DISCUSSION SHEET

My Challenges (Grit Pie) Challenging communication situations. Challenging learning issues. Challenging social interactions	Example 2: Nobody else in my school uses hearing aids and FM. People look at me. I feel like I don't fit in. I am tired of always explaining my hearing loss and technology.	GRIT PIE  A grit pie is like any other pie, it can be divided into slices!
Slice 1: Is this a permanent issue? (I will always have to deal with this)	Most people do not understand hearing loss and have not seen a kid use hearing technology. My friends and family see me for ME and not my hearing loss. It isn't a problem in all situations.	
Slice 2: Is this a temporary issue? (I can learn how to improve or deal with this better)	If I stop using hearing technology it will solve this issue BUT I won't get the grades I need to go to college. Should the ignorance of other people make me stop using the technology I need and limit my whole adult life choices?	
Slice 3: Something I did or is a part of me cause(d) this problem or challenge	Even with tiny hearing devices I still won't hear as well as kids without hearing loss. I will always be different because of my hearing loss. Everyone has some differences. I get to choose how I deal with this.	
Slice 4: This challenge was caused by someone else	Other people just don't get it that I have to use hearing technology to be able to learn my best, just like other kids use glasses. They don't see how cool the technology is and how much help it is to me. I can share information with those who seem interested in learning and ignore the other people. Or I can pretend to 'be normal' and face having to work harder, for poorer grades, in school. Both mean I have to do something difficult, every day, that other kids don't have to deal with.	
My steps to making this Grit Pie better:	1. Talk to my friends about how I feel like I don't fit in. If I have just a couple of people who don't think it is any big deal, that can give me the courage to ignore the ignorance of the others 2. Practice looking self-confident. It is okay to be who you are. Different doesn't mean bad. 3. Stand up for myself more. I have a right to understand the information just like the other kids. Sometime that means they will need to repeat or use the FM microphone. 4. Think about each situation. When should I tell other people about my hearing loss? When is it okay not to?	

Teaching the Value of a Positive Outlook

- Print out or recreate the cards below. Have a list of feelings photos or words. Ask the student(s)
1. to identify as many feeling words as they can to go with each statement.
 2. which statement would make them feel like they are just as important as other people and can do the work required of them.
 3. if there has ever been a time when they had a negative thought like *"I'm dumb"* in school. Ask if there has ever been a time when they had a positive thought like *"I'll get this right with a bit more time"* in school.
 4. Discuss how positive and negative feelings can make you more likely to succeed or fail in what you want and need to do.

I'll get this right with a bit more time. I can catch up! I can get help if I need it.

I'm dumb. People will laugh at me. I'll just get told off for being behind if I ask for help.

FEELING VOCABULARY

Angry

aggravated
annoyed
defiant
disgusted
enraged
exasperated
frustrated
furious
hateful
hostile
indignant
infuriated
mad
obstinate
outraged
perturbed
peevish
pissed off
rebellious
seething
spiteful
surly
upset
vengeful

Ashamed

apologetic
embarrassed
foolish
guilty
humble
idiotic
mortified
regretful
remorseful
shameful
worthless

Confident

bold
capable
centered
eager
energetic
focused
grounded

hopeful

inspired
keen
optimistic
powerful
productive
strong
sure
trusting

Confused

baffled
befuddled
bewildered
disoriented
flustered
perplexed
puzzled
scattered
troubled
unfocused

Happy

amused
cheerful
delighted
ecstatic
elated
excited
exuberant
gleeful
high
joyful
mischievous

Hurt

abandoned
abused
attacked
belittled
bitter
cheated
disappointed
dismayed
grieving
gypped
humiliated

mournful
sorrowful
rejected
resentful

Loving

affectionate
aroused
caring
devoted
intimate
tender
warm

Sad

despondent
depressed
dismal
low
melancholy
miserable
unhappy
weepee

Satisfied

adequate
content
mellow
peaceful
pleased

Scared

afraid
alarmed
fearful
frightened
horrible
hysterical
insecure
intimidated
nervous
panicky
petrified
terrified
threatened
vulnerable

Surprised

aghast
amazed
astonished
astounded
incredulous
shocked
startled

Thankful

appreciative
grateful
gratified
indebted
obliged
relieved

Thoughtful

challenged
curious
illuminated
informed
interested
pensive
reflective

Uncertain

cynical
doubtful
dubious
distrustful
hesitant
indecisive
pessimistic
skeptical
suspicious
unsure
unsettled

Uncaring

ambivalent
apathetic
bored
busy
detached
exhausted
indifferent

lethargic

lazy
tired
unmotivated
nonchalant
occupied
selfish
unconcerned

Wanting

empty
envious
homesick
hungry
ignored
jealous
lonely
longing
lustful

Weak

inadequate
burdened
controlled
despairing
discouraged
helpless
hopeless
impotent
inhibited
lost
passive
powerless
restricted
suicidal

Worried

agitated
anxious
bothered
restless
tense
uneasy
unsettled

How to Be Cool

Teacher Guidance

Students with hearing loss often lack the confidence and skills to communicate with others spontaneously. These students often go through an awkward stage (maybe a long awkward stage) where they do not know what to say and, if they did talk to others, do not realize that what they are saying was not as 'cool' as they thought it was. They want to be a part of the group but do not know how to break in and do not understand the current vocabulary. The result of this fumbling would be to give up and retreat feeling frustrated and angry.

What is 'cool'? In this case, 'cool' can be interpreted as interacting in a way that lets others know you are comfortable with who you are and are in touch with what is important to others your age. Students with hearing loss feel challenged keeping up with the current lingo that is most easily learned through incidental exposure to conversation or media. Teachers/therapists who really want their students to succeed in improving spontaneous communication will need to do some homework and keep on top of the most current uses of language to become conversant in the latest 'hip terms.' Whether the terms are groovy, hip, awesome, tubular, or rad, it is a fact that the words for 'cool' change often and being 'cool' is exactly what students with hearing loss need in order to fit in socially. **How to be Cool** materials have been included for discussion or homework, depending on the student's age.

Suggestions for finding out what is cool: *for teachers to explore or to assign as homework for students.*

1. Look through the teen/tween magazines for boys and for girls. Look for catchphrases and use of words that are the new expression for 'cool.' Make photocopies of some pages and have the students identify the words or statements that they do not fully understand.
2. Read the reviews for the most popular movies, video games or songs for teenagers. What words are used to describe them? Print out the lyrics to a popular song (make sure the language is appropriate) and have students identify words or phrases that are not fully understood.
3. Use the internet. Use keywords like: teen cool, how to be cool, cool teen lingo, and see what information is presented. Below are some current terms (as of December 2010) from*

<http://parentingteens.about.com/od/talktoyourteen/a/teen-slang.htm>

Chillin' - Means relaxing.

Dope - Means cool or awesome.

Fly - Boys tend to refer to girls they think are good looking as 'fly.'

Hater or h8er - This is in reference to someone who just hates everything, even their friends. It is someone who is so pessimistic that the teen is tired of hearing from them.

Hardcore - Means something is intense. Generally said about something that is a good experience, but also used when something bad is happening to a friend.

My bad - It means 'my mistake.'

Sick or Ill - No, this no longer means someone doesn't feel well. It's used as a description of something or someone who is cool or awesome.

Tight - Means close in relationship.

Tool - Refers to someone who is stupid or a geek.

Wanksta - Refers to a person trying to act tough, but isn't really pulling it off.

Also, today's teen slang tends to throw words together to combine their meanings, such as:

Chillaxin - cross between chillin' and relaxing.

Crashy - Crazy and trashy. Not considered to be good.

Crunk - cross between crazy and drunk. Some teens use this term to mean cool.

Requestion - cross between a request and a question.

Tope - cross between tight and dope.

How to Be Cool



Read the list below. Circle, highlight or underline any words or phrases you do not understand. Be ready to share with an adult what you think each one of these means.

1. **Don't care so much about what others think of you.** You will never be able to please everyone. People have millions of ways to get under your skin. Learn to spot them and become immune. Be happy with yourself. Do what you enjoy.
2. **Be aware of how you come off to others.** In terms of physical appearance: beware of food getting stuck in your teeth, bad breath, etc. Try not to stare too much (it makes people uncomfortable), stand/sit up straight (it makes you look and feel more confident), smile generously, be polite and considerate, etc.
3. **Present yourself in a positive way.** Walk with good posture and look people in the eye. If you slump or stare at your feet, people won't respect you. You have to look and feel confident in order to receive the respect you need.
4. **Find real friends.** If people don't hang out with you because you don't wear designer clothes or something, they are not real friends. Instead, find friends that see you for who you are. If the people standing in front of you can't see you for you, then how can they be your friend?
5. **Don't be afraid to be different, whether that means standing up for yourself, defending someone else, or taking interest in something that no one else does, like playing an instrument.** The *coolest* people are the ones who occasionally break against the tide and make people question the status quo. Insecure people will, at times, become jealous of you. These people will try to get to you, in an attempt to take the attention off of you and bestow it upon themselves. The important thing to remember is not to smile in weakness, just ignore them. Not as if you didn't hear them, but casually and conversationally do not pay attention to what they say about you.
6. **Speak up.** Observe people who are "cool"--they usually speak confidently and clearly, at a good pace. They don't chatter rapidly, pause, or mumble. They say what they mean, and mean what they say. Be confident in your word and don't let anyone try to change it. If you state your opinion and people disagree, don't worry.
7. **Learn how to laugh at yourself.** Being cool doesn't mean being perfect, and being able to find humor in your moments of clumsiness and discomfort is the defining hallmark of being cool. People will not only respect you for it, but they'll like you for being human, just like them.
8. **Write a list of all of the goals you are aiming for.** What essentially makes you cool is your identity. Try to find your talent -- sports, music, art, whatever. People will notice your passion and respect you for it. You can also learn new skills and meet new people by trying new things.
9. **Take a deep breath.** Being cool is all about being relaxed and comfortable in any circumstance. Don't lose your cool. If you feel yourself about to lose your temper, or burst into tears, or lose control in any way, take a deep breath and excuse yourself. Stay calm. That means not getting too caught up in anything, not even your cool self.
10. **Be friendly, but not excessively eager.** Everyone loves someone who is outgoing, but nobody likes someone who is overly excited or overeager. Try not to force yourself on people. Smile and strike up a conversation, but make sure you know the line between friendly and obsessive.

11. **Use appropriate language.** Don't use bad language and stick to your morals.
12. **Be a good conversationalist.** Everyone loves someone who knows what to say at the right moment. Most of the time, it is much better to be sort of quiet and analyze the conversation, enjoying the humor of your friends. Then wait for the right moment to make a comment, usually to great result. However, if you come up into the middle of a quiet group of people be playful! Joke around with them. Making fun of people is fine, but make sure that you know the limits on it and that the people you're around are the kind of people who know you're kidding.
13. **Dress how you want.** As long as your personality shines through, you can wear whatever you like. Guys have been known to get girlfriends even though they wear sweats all the time. That is definitely an affirmation of coolness. Being cool despite wearing something people generally make fun of.
14. **Refrain from using too many colloquialisms.** This may make you appear as "fake" or unable to grasp your respected language. Finding the right balance in your speech is important to making you seem intelligent and somewhat sophisticated in the presence of your peers.
15. **Keep your "cool."** The very definition of cool is being calm, composed, under control, not excited, and socially adept. Many times, cool people are those that don't get excited about things, that don't always have to talk, unless they have something cool to say. Learn how to deal with people. Don't get angry or frustrated. Being cool is natural. It's easy to do. Often times, the people who strive the hardest for coolness are sabotaging themselves by trying *too hard*.
16. **Be yourself.** Don't try to be like anyone else. Live life for who **you** are. Don't lose sight of yourself or your morals.

Being cool isn't about changing who you are, it's about being confident enough to let people see how awesome you really are.
17. **Feel good about yourself.** You may want to fit in and be cool at the moment, but later will you feel good about it? These are questions you need to ask yourself before making a decision. Just because you look cool, doesn't mean you will feel good later. You can still fit in and feel okay later on. Know that being cool doesn't necessarily mean you'll be with the "in" crowd. Everyone has their crowd, just make sure you like yours and you'll be fine.
18. **Don't use bad behavior to get attention.** There are many young people that take up smoking, drinking, bullying, and other bad habits. Why? After doing something bad, a person may be "rewarded" with attention. "I can't believe he did that!" people will say. It is easy to misinterpret attention as popularity, even if it's for doing something wrong. Most of the time, the people who talk about law-breaking and risky behavior do not fit into the category of cool. If a group of people doesn't like you for who you are and the lifestyle you've chosen, move on.
19. **Never Argue.** When you're cool, arguing is always canceled. You realize winning an argument is pointless. When you know you're right you just know it. You don't need to waste time effort and energy attempting to persuade someone who hasn't seen the things you have seen.
20. **Use Humor:** Cool people always use humor and ease in any situation. They don't get annoyed and angry, and no matter how many bad things happen to them they don't take it too harsh they make jokes about it.

Adaptation of Be Cool (n.d.) In *Wikihow*. Retrieved November 29, 2010 from <http://www.wikihow.com/Be-Cool>

Coming to Feel Like I Belong

Every student in middle and high school feels like they are ‘different’ in some way from other kids their age. Each person works through the following four issues as a part of growing up.

- a) Coming to feel like I belong to my peer group and immediate community
- b) Coming to feel like I am an integrated part of the community of persons with hearing loss
- c) Internally integrating how much I am like my peer group along with my differences
- d) Coming out – or feeling okay with how I present myself as a person with hearing loss (disclosure)

Students with hearing loss are a minority – few other kids use hearing devices or experience the same communication needs. The following points need to be discussed as a vehicle for the student with hearing loss to work through issues of belonging.

Discussion Points for Small Groups of DHH Students or 1:1 DHH Teacher/Student

- What is the impact of the hearing loss? How does a ‘smaller listening bubble’ impact listening, learning, interaction? How can I tell when I do not hear everything? How is my communication/listening/learning like my peer group/classmates? What are the few ways in which it is different? These are all teaching objectives in the early school years.
- How am I alike or different from other students with hearing loss? What do they do to deal with their communication challenges? Who are adult role models that ‘made it’ despite having hearing loss? Who are awesomely successful people who are Deaf? How can I ‘hang’ with other kids who are ‘like me’ so I can be around others who ‘get it’ without having to work so hard to always ‘be on’ or remind them what I need to understand?
- If I want to really be all that I can be, I will have to stand up for myself! Hearing loss makes you stronger (Teacher Tools - *Kool Kidz Vidz* - Brian!)? Hearing loss is a discrimination issue, just like when someone in a wheel chair can’t get through a door. Discrimination is not right!
- Because hearing loss is invisible, hearing people need to constantly be reminded of what I need to be able to understand and participate. No one is going to do this for me. Disclosing the hearing loss is a choice, and how and when I do so is up to me. I need help to learn how to experience just how much my hearing loss matters much to my friends and classmates with typical hearing*. I need to practice how to remind others to help me to understand – all I need to do is to remind them when needed.

As students work through these issues, starting in the elementary school grades, they strengthen their sense of identity and their ability to deal with being a minority in their peer group.

*Use the *Significant Other Assessment of Communication – Adolescent* and the *Self-Assessment of Communication – Adolescent* <http://successforkidswithhearingloss.com/for-professionals/tests-informal-assessments-for-parents-students-teachers/>

Living in the World with Hearing Loss: What Other People May Think (1)

The following appears on a bumper sticker that you may see:

Your hearing loss is more obvious than your hearing aid.

What do you think it means to say that your hearing aid is not as obvious (noticeable) as if you have a hearing loss and don't wear your hearing device?

(Hint: it may help to think first if you had a friend who REALLY needed glasses to see, but chose not to wear them when he came to spend time with you, went to the movies, shopping, learning at school, etc.)

How do people realize you have a hearing loss if you don't wear your hearing device?

Think about meeting someone for the first time, and you both are looking at the same neat stuff at a friend's house or in a store.

What DO you want people to notice about you?

What DON'T you want people to notice about you?

When that new person thinks about you later, what are some things you would like him/her to remember about you?

When that new person thinks about you later, what are some things you don't want him/her to remember about you?

What could using your hearing device(s) at school or outside of school have to do with making friends?

What does this make you want to learn to do better?

Living in the World with Hearing Loss: What Other People May Think (2)

There are differences between people who have a hearing loss and wear hearing devices and people who have a hearing loss and choose not to wear hearing devices.

LIFE EARNINGS: One difference is that throughout their lifetimes, people who wear their hearing devices make 50% more than people who need hearing devices who do not wear their hearing devices (For example, a person who wears his hearing devices earns \$60,000 a year, and a person who does not wear his hearing devices earns \$40,000 a year*).

What are some things that people need to know or do in order to do really well at work?

Why do you think it is true that people who have a hearing loss and wear their hearing devices earn more money at work than people with hearing loss who do not wear their hearing devices?

RELATIONSHIP HAPPINESS: Another difference is that people who have a hearing loss and wear hearing their hearing devices are happier in their personal relationships than those who choose not to wear their hearing devices (For example, they have less break ups, divorces and fewer problems getting along with other people*).

What are some things that people need to know or do in order to do really well in personal relationships?

Why do you think it is true that people who have a hearing loss and wear hearing devices are happier in relationships than people with hearing loss who do not wear their hearing devices?

What feelings do you have about the differences in the life earnings or happiness between people who wear hearing devices and those who choose not to wear them?

What does this make you want to learn to do better?

*Kochkin & Rogin, (2000)

Living in the World with Hearing Loss: What Other People May Think (3)

Some researchers investigated what students and teachers may think about a student who wears hearing devices^{1, 2}. These researchers asked students and teachers to make judgments about student success. What does it mean to make a judgment or to be asked to judge something?

For example, imagine you had two friends, and one always wore old, ripped up clothing and the other friend always wore new, neat clothing. What would that make you think about the amount of money each family had? _____

Do you REALLY know anything about these friends' families, or are you making *a judgment* based on what you see and *think* it *may* mean? _____

These students and teachers judged students with hearing devices as being less smart than students without hearing devices. They also judged these students to not do as well in school. *This is **NOT TRUE** – just because someone wears hearing devices does NOT mean that he is not smart or will have learning problems.* Why do you think teachers and students made these judgments?

How does this make you feel?

Some researchers³ investigated how people judge other people with communication problems. Not hearing everything and missing information in conversations or at school is a communication problem. These people compared: 1) people with hearing loss who let others know what they needed from communication partners to be able to understand and participate, and 2) people with hearing loss who did not admit their communication problems. People judged individuals in group 1 as more likeable, truthful and dependable than individuals in group 2. People also chose individuals in group 1 as conversational partners over individuals in group 2. What do you think all this means?

How does this make you feel? _____

Why do you think this is true? _____

How can you show that you are 'smart,' even though you have a hearing loss?

What does this make you want to learn to do better?

1. Dengerink and Porter (1983) 2. Lass, Tecca, and Woodford, (1987). 3. Collins and Blood, (1990).

Key Points for Administrators and School Staff

Regarding the Educational Needs of Students with Hearing Loss

REALITIES OF HEARING DEVICE USE: Hearing aids and hearing assistance technology (DM/FM systems) are the doorway to these student's brains. They are the primary means that students with hearing loss have of accessing the general education curriculum. Approximately ¼ of students resist or refuse to use their devices, especially as concerns with 'fitting in' with mainstream peers increase in grade 3 through middle school.

The downside of mainstreaming: Although some students do not use their hearing devices because of lack of family support, most students begin to resist hearing device use due to a lack of peers and role models who also use hearing devices. Students who come into informal contact with peers with hearing devices are 2 times more likely to consistently use hearing devices than those who are 'one and only' students with hearing devices in their grade or school. Students who see and interact with other students with hearing devices on a daily basis are 5 times more likely to retain use of their hearing devices than 'one and only' students with hearing devices.

Prerequisite to access to instruction: Using academic performance as a measure of school success is common. If a student rejects hearing aids because he feels he must do so in order to be accepted by his or her peers, the student has chosen to perform (more) poorly in school. A free and appropriate public education can only be obtained by students with hearing loss if they can access the curriculum. With ¼ of students with hearing loss rejecting hearing devices (and a higher proportion in secondary) it is the responsibility of educators to work together to develop the skills and resilience the student needs to truly succeed in school.

Bullying and teasing as a way of life: A 2013 study reported that students who with hearing loss experience bullying rates 2-3 times higher than hearing students AND that school personnel intervened less often when this behavior occurred.

WHAT CAN EDUCATORS DO? – Early Elementary

1. **Extra knowledge and skills required:** Recognize that student who is hard of hearing does not know what they do not hear. In general, they will hear some part of speech, but often not enough to fully comprehend all that is said. Any speech beyond 3 feet is likely to be fragmented, which is why the teacher's consistent use of the FM microphone is critical to performance. They specifically need to be taught the following (via the support of the DHH teacher and/or other staff, parents).
 - a. They miss information due to their hearing loss and need to work harder than peers to understand. Without this teaching, many students believe they are less smart than peers.
 - b. They are responsible for focusing on what is said in the classroom. No one will 'save them' or guarantee that they have understood. They must pay attention, not rely on constant help.
 - c. They need to learn good listening skill behaviors. They do not just 'pick it up' from exposure.
 - d. They will need to take 'listening breaks' but they must be timed to fit into more lax periods in the classroom than during academic instruction times. Teachers help shape this understanding.
 - e. Over the first 5 years of schooling, they need to be taught specific self-advocacy skills and accept the responsibility to appropriately ask for clarification as needed. There is much to learn!
 - f. They must realize that peers probably have never seen a child with hearing devices and that they will need to be prepared to not only answer questions, but also respond to teasing.
 - g. Receive instruction to close the many gaps in auditory, syntax, vocabulary, phonological awareness skills that are 'spotty' or delayed due to lack of access to spoken communication.

2. **Daily classroom needs:** Be prepared to support the student's development of self-confidence as an 'okay person' even though they use hearing devices. Ideas for this type of support are:
 - a. Early in the school year, have a 'differences' discussion with the class (grades Preschool through 2). Differences can include hearing loss. Allow the student to talk about his hearing loss and hearing devices. Show off the advantages of using FM (he can hear you ask questions from outside the classroom!). Create a culture of acceptance.
 - b. After instruction, ask random classmates to repeat what it is they are supposed to do next. If you call on the student with hearing loss repeatedly to check comprehension, he will soon feel singled out and embarrassed. Students who know they may 'be on the spot' to repeat the directions will all expend extra effort to listen carefully.
 - c. Recognize that the student will only be hearing fragments of what you are saying and will take longer to process the information. Compare this to listening to talk radio when someone with a heavy accent is talking. You can 'hear' and you 'know' the words, but it takes longer and more effort to comprehend. To support this processing time, try to pause for a few seconds and then say key points a different way. It is especially difficult to recognize new vocabulary as being different from a partially heard word that sounds similar. It would help to:
 - i. Write key page numbers and new vocabulary on the board and point to this information when you mention it.
 - ii. Reinforce the new vocabulary by having the whole class repeat the word alone, and then in a sentence.
 - d. Aid understanding, in reading or speaking via chunking, or breaking down large amounts of information into smaller units, identifying similarities and patterns, then organizing the information into more manageable units. Include use of chunking as you present new information to support many students with language, learning and listening issues in your class.
3. **Social interaction issues:** Students with hearing loss have multiple issues that impact their interactions with peers and can gradually result in them being left out by peers.
 - a. Many students with hearing loss will miss what a peer says if they are not looking at them, especially when there is any noise. Peers then feel as though the student is a snob or ignoring them. Peers need to be taught that if the student with hearing loss does not respond to them, it is because he didn't know they were talking to him. Reinforce the need to face the student and get their attention before speaking.
 - b. It is typical for children with hearing loss to be delayed in their ability to understand facial expressions and what people may be feeling, based on their behavior. A second grader may have understanding more like a 3-year-old in this area. They are often too direct in asking something. Talk about feelings in your classroom and the need to respect other people's feelings. We sometimes need to tell other people how we feel. We always need to be sensitive to other people's feelings.
 - c. Because they do not overhear other people talking to one another, the child with hearing loss is often out of step with new slang, popular trends, and information that is commonly known among peers. If it is possible to place the student with hearing loss and a few peers in a quiet, set-aside area, it will allow the student to be a more involved participant in conversations and give them a chance to forge friendships.

YOUR SUPPORT MAKES THE DIFFERENCE FOR STUDENT SUCCESS

Key Points for Administrators and School Staff

Regarding the Educational Needs of Students with Hearing Loss

REALITIES OF HEARING DEVICE USE: Hearing aids and hearing assistance technology (DM/FM systems) are the doorway to these student's brains. They are the primary means that students with hearing loss have of accessing the general education curriculum. Approximately ¼ of students resist or refuse to use their devices, especially as concerns with 'fitting in' with mainstream peers increase in grade 3 through middle school.

The downside of mainstreaming: Most students begin to resist hearing device use due to a lack of role models/peers who also use hearing devices. We develop our identities from the groups we believe we belong to. If the student does not see any others with hearing devices, a healthy identify and self-acceptance as a person with hearing loss will not occur. Too often, students feel they must become a part of the 'slow' group because it is intolerable to be seen as the lone student with a hearing loss.

Prerequisite to access to instruction: Using academic performance as a measure of school success is common. If a student rejects hearing aids because he feels he must do so to be accepted by his or her peers, the student has chosen to perform (more) poorly in school. A free and appropriate public education can only be obtained by students with hearing loss if they can access the curriculum. With ¼ of students with hearing loss rejecting hearing devices (and a higher proportion in secondary) it is the responsibility of educators to work together to develop the skills and resilience the student needs to truly succeed in school.

Bullying and teasing as a way of life: A 2013 study reported that students who with hearing loss experience bullying rates 2-3 times higher than hearing students AND that school personnel intervened less often when this behavior occurred. Be prepared to step in when bullying occurs.

WHAT CAN EDUCATORS DO? – Late Elementary and Secondary

1. **Impact of distance and noise:** Recognize that student who is hard of hearing does not know what they do not hear because they didn't hear it. In general, some parts of speech will be heard, but often not access enough of all speech sounds to fully comprehend all that is said. Any speech beyond 3 feet and/or presented in any noise will be fragmented, which is why the teacher's consistent use of the FM microphone in the classroom is critical to performance. It doesn't matter how loud your voice is - only hearing assistance technology will allow students to hear consonant sounds.
2. **More time and energy to process:** The student will only be hearing fragments of what you are saying and will take longer to process the information. Compare this to listening to talk radio when someone with a heavy accent is talking. You can 'hear' and you 'know' the words, but it takes more time and effort to comprehend.
 - a. To support this processing time, try to pause for a few seconds after you present a conceptual block of information and then emphasize key points by saying them in a different way.
 - b. Check for understanding. After instruction, ask random classmates to repeat what it is they are supposed to do next. If you call on the student with hearing loss repeatedly to check comprehension, he will soon feel singled out and embarrassed. Students who know they may 'be on the spot' to repeat the directions will all expend extra effort to listen carefully.
3. **Listen OR look, not both:** The student cannot look at written material or take notes and still comprehend what you are saying. Most students rely heavily on being able to see your face to

understand what you are saying. If you roam a lot in the classroom, realize that the student will be missing substantial amounts of information by not being able to see your face.

- a. Write key page numbers and new vocabulary on the board and point to this information when you mention it.
4. **Recognizing new vocabulary from similar sounding words:** It is especially difficult to recognize new vocabulary as being different from a partially heard word that sounds similar. For example, the words comfortable and convertible may be perceived as the same. To support understanding:
 - a. Provide a hard copy of lesson material, including new vocabulary, preferably the day before it is presented. This is also true for instructional videos. Students must preview and be able to review any recorded material to try to understand it, even when the video is captioned.
 - b. Use Google images or something similar to provide a visual reference for the concept you are presenting. Remember, the student cannot look at the image and also understand what you are saying. Every time the student looks away from your face, it is likely they will miss information.
 - c. Aid understanding, in reading or speaking by chunking, or breaking down large amounts of information into smaller units, identifying similarities and patterns, then organizing the information into more manageable units. Include use of chunking as you present new
 - d. Providing opportunities to review vocabulary and concepts after a lesson to reinforce learning will be highly beneficial. These opportunities are likely to benefit many students in your class with language, learning and listening issues in your class.
5. **Group communication/social awkwardness:** Most peer-to-peer speech occurs in background noise, often with students moving down hallways or turning their heads in conversation with other group members. With approximately 1/3 of teaching activities relying on group discussions, it can be very challenging for students with hearing loss to successfully access communication with peers and not be left out, socially or in cooperative learning situations.
 - a. Many students with hearing loss will miss what a peer says if they are not looking at them, especially when there is any noise. Peers then feel as though the student is a snob or ignoring them. Peers need to have it explained to them that if the student with hearing loss does not respond to them, it is because he didn't know they were talking to him. Ideally, the student should be sharing this information with peers. If not, it is important for the teacher to reinforce the need for peers to face the student and get their attention before speaking.
 - b. Perspective-taking, whether it is with peers or in understanding literature, is often delayed. Not being in step with what peers are saying, either due to mis-communication or not understanding the perspectives of others, contributes to social issues. The teacher of the deaf/hard of hearing and/or the school counselor, or another staff member in your building can act as a 'safe port in the storm' for the student to discuss these issues and receive instruction on dealing with challenging social issues. If you see social isolation occurring, do not hesitate to refer the student for assistance.
 - c. If it is possible to place the student with hearing loss and a few peers in a quiet, set-aside area, it will allow the student to be a more involved participant in conversations and give them a chance to forge friendships. If appropriate, pair the student with a peer who wants to be with them. The paired students need to recognize that the student with hearing loss will have some communication issues that will take patience, and that use of hearing aids and the FM/DM system when working together is not only needed, it is a polite consideration so that the hearing peer does not have to make up for the information missed due to lack of device use.

YOUR SUPPORT MAKES THE DIFFERENCE FOR STUDENT SUCCESS

Evidence-Based Decision-Making for Access Accommodations For Students with Hearing Loss

Title II of the ADA requires that schools ensure that communication is as effective for students with hearing loss as it is for peers to afford an equal opportunity to reach the same level of achievement provided to others. This includes assessment of level of communication effectiveness/needs and reassessment of effectiveness of communication regularly as a situation changes. For more information on ADA requirements for schools go to [Frequently Asked Questions on Effective Communication for Students with Hearing, Vision, or Speech Disabilities in Public Elementary and Secondary Schools](#)

Evidence-based decision-making regarding the level of effectiveness of communication is based on gathering functional performance data generated by formal or informal assessments, observation and student interview. Communication effectiveness needs to be reconsidered as situations change.

What is this student's level of communication effectiveness during the following situations?

Teacher instruction: necessary to process extensive, important and complex information.

Data examples: Results of Functional Listening Evaluation (with and without amplification, hearing assistance technology), fine auditory discrimination measure, listening comprehension testing, auditory memory as a precursor to listening comprehension, language processing evaluations, spot classroom comprehension checks, Listening Inventory For Education Student Appraisal, After LIFE self-advocacy strategy use appraisal, indication of function in various communicative situations per family completion of the Children's Home Inventory of Listening Difficulties, etc. Grades or progress on curriculum based measures are not specific enough to determine the level of communication effectiveness.

Class discussion: necessary to process brief communication, varying complexity; must effectively receive both question and peer responses.

Data examples: comprehension questions as part of a student interview following class discussion, student data collection (i.e., note with hash marks for each student/teacher exchange and an indication of if each was understood), After LIFE self-advocacy strategy use appraisal, etc. Asking student "Did you understand?" does not constitute gathering evidence for how effectively the student is able to access communication during class discussion.

Small group learning: necessary to process student discussion from near distance typically in the presence of noise; information shared builds on contributions by all group members as a vehicle for completing a specific learning goal.

Data examples: Group members rate each other for level of contribution to group performance, including ratings of how well each group member understood the point of what other members said; record group discussion (i.e., via a Smart Phone) and review as part of an interview with the student to gather data about how effectively he or she understood the comments of peers; observe student use of self-advocacy skills to obtain clarification if information was not understood, etc. Asking student "Did you understand?" does not constitute gathering evidence for how effectively the student is able to access communication during small group learning activities.

Learning via media (computers, television, videos, SmartBoard, etc.): May include access to high stakes testing with auditory components, audio/video segments to enhance learning to communicate important or complex information.

Data examples: Listening comprehension check of presented material without visual supports as compared to a small number of typical class peers. Reliance on visual supports to understand information (i.e., captioning). Ability to connect hearing devices to technology to receive high fidelity audio input. Interfacing hearing devices with media can often result in audio interference. It cannot be assumed that media interface is working well without assessment.

School announcements: specific information with social elements important for self-concept and social acceptance.

Data examples: comprehension spot check in class; student writes down each item covered in the announcement for a specified number of days and the result is checked for accuracy. Asking student "Did you understand?" does not constitute gathering evidence for how effectively the student is able to access communication during school announcements.

School assemblies: specific, sometimes complex, information, often with social elements.

Data examples: Student is asked to repeat the key information presented during the school assembly along with parts of the information presented that he felt he missed receiving information.

Physical education and/or school-related sports activities: specific instructions, call-out plays during activity, possibly peer-to-peer communication.

Data example: teacher observation of ability to follow instructions; student interview including a report of challenging situations.

School media center (library): Can be brief requests/answers to much more complex communication.

Data example: teacher/media center staff report of any issues; student interview including a report of challenging situations.

Accessibility Considerations for Students with Hearing Loss

What Auxiliary Aids and Services are Needed to Ensure Effective Communication?

Communication access is a key component of 504, IDEA and Title II of the ADA. A November, 2014 policy guidance from the US Departments of Education and Justice clarified that, under Title II of the ADA, schools are required to ensure that communication access is as effective for children with hearing loss as it is for their typically hearing peers through the provision of appropriate auxiliary aids and services. Auxiliary aids and services make aurally or visually delivered information available so that students can receive information from, and convey information to, others as effectively as students without disabilities. This applies to all students with hearing loss, regardless of whether they have an IEP, 504 Plan or not. Each student with known hearing loss should be assessed and accommodations provided as soon as possible after a need is identified or after it is requested, regardless of the special education evaluation process.

Auxiliary Aids	Communication Type	Examples
Passing notes	Student asking a simple question	Student giving a note to the media specialist to request a book
Exchange of written materials	Simple 2-way exchange.	Student providing a note of absence to the office; staff member writes a note asking a simple yes/no question
Note takers	Standard class lecture.	Two class peers or a hired note taker take lecture notes on carbonized paper or via a computer and share the notes with the student at the end of class.
Assistive listening systems	Large group instruction and small group activities. Could be used during controlled class discussions.	Use of hearing assistance technology (i.e., FM) to overcome the negative effects of distance, noise, reverberation during all teacher instruction. Can also be used in small group learning as long as the microphone is effectively used by group members. If the teacher routinely does not allow classmates to contribute to class discussion until the FM microphone is passed to them then formal class discussions can be accessible.
Accessible electronic and information technology	Access to instruction or to all of media material.	Providing face-to-face instructions in a quiet area before computerized testing begins. Appropriate connective cabling to ensure high fidelity reception of speech generated by the media device through the student's hearing devices.
Open and closed captioning	Access to video presentations.	Ensuring that any video materials that are required or optional learning activities are captioned and that the captions are visible to the student.
Automated speech-to-text translation	Access to large group instruction and 1:1 conversations. Access to class discussions is possible	Use of automated computer captioning (teacher uses microphone; computer/media tablet on student desk shows captions) during all teacher instruction. Microphone can be used for 1:1 conversations. With correct microphone and use, class discussions can be accessed.
Real-time computer-aided transcription services (CART)	Access to large group, small group instruction and discussions.	Verbatim transcription of all classroom communication provided via an onsite or remote CART provider. Quality of captioning depends on the CART provider's ability to hear the communication within the classroom (i.e., noisy, active discussions are difficult to transcribe).
Interpreters/Cued Speech Translators	Access to large group, small group instruction and discussions.	Translation of all verbal classroom communication into sign language or cued speech provided via an onsite interpreter or transliterator. Quality of access depends on expertise of person.
Services		
Training for staff, student and/or parents		Inservice at beginning of each year for teachers by an educator specializing in hearing loss.
Consultation/collaboration among staff, parents, and/or other professionals		Classroom observation, assessment and resulting consultation by an educator specializing in hearing loss with school staff and parents to monitor effective communication concerns.

For more information on the policy clarification go to <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-faqs-effective-communication-201411.pdf>

Karen L. Anderson, PhD (2014). Supporting Success for Children with Hearing Loss. <http://successforkidswithhearingloss.com>

A significant proportion of students with hearing loss refuse to use hearing technology necessary for their educational access, often because they feel as though they do not fit in to their peer group. **The purpose of this book** is to raise awareness for the reasons why hearing device rejection happens and specific instruction to occur at different ages to build student resilience and self-confidence, thereby increasing the likelihood that they will not reject using their hearing technology. Specific teaching activities and recommendations for instructional materials to develop identified skills have been included in this Guide.

