



Building Skills for Independence in the Mainstream

**Developing Independent Hearing Aid Use
& Self-Advocacy Skills**

Gail Wright & Karen L. Anderson

SEAM - Student Expectations for Advocacy & Monitoring Hearing Technology

The following expectations assume early identification of hearing loss, consistent amplification wear from infancy and supportive parent involvement in facilitating optimal listening and effective communication strategies. Adjust age expectations as necessary.

Expected participation and/or skill to be consistently performed	1 st day of school, PS/ Kdgn	By end of Kdgn	By end of gr 1	By end of gr 2	By end of gr 3	By end of gr 4	By end of gr 5	MS and HS
Inserts (or attempts) earmolds and puts on hearing aid(s) or cochlear implant processor(s) independently.	(X)	X	X	X	X	X	X	X
Does self-test, listening to each device after it has been turned on (put aid on ear, turn on aid, test baa baa mmm mmm, repeat with next aid)	X	X	X	X	X	X	X	X
Wears hearing device(s) full time (remove only for monitoring).	X	X	X	X	X	X	X	X
Demonstrates that he needs to ask adult before device(s) are removed (e.g., discomfort or malfunction).	X	X	X	X				
Knows that he is expected to report all issues with device(s) (i.e., changes in how he is hearing, due to malfunction of hearing device or hearing changes).	X	X	X	X	X	X	X	X
Wears hearing device(s) to school every day.	X	X	X	X	X	X	X	X
Knows where extra batteries are kept at school. Supplies from home as needed.	X	X	X	X	X	X	X	X
Participates in daily functional monitoring of device(s) with adult: battery check, visual inspection, listening check of Ling sounds, listening check at 3 & 10 feet.	X	X	X					
Student responsible for recording results on a Daily Monitoring Worksheet (with supervision)		(X)	(X)	X	X	X	X	X
Student performs visual inspection of device(s) independently (looking for dirt, cracks, moisture bubbles, changes in appearance, etc.).		X	X	X	X	X	X	X
Student actively uses communication repair strategies in the classroom/socially (appropriate use of repetition strategies).		X	X	X	X	X	X	X
Student responsible for daily charging, (troubleshooting), proper use and careful handling of FM equipment.		X	X	(X)	(X)	(X)	(X)	(X)
Student requests use of the FM microphone by peers during group discussion or social activities.		X	X	X	X	X	X	X
Student reminds teacher to use FM transmitter as appropriate.		X	X	X	X	X	X	X
Student demonstrates appropriate notification of teacher when he is having trouble hearing or understanding (e.g., due to noise, distance, lack of FM use).			X	X	X	X	X	X
Student performs battery check independently with battery tester and/or cupping hands to cause feedback (quick squeak check).			X	X	X	X	X	X
Student cleans plugged earmold(s) (supervised to gr 3). Washes at home one night per week starting in grade 4, taking care to air dry thoroughly before using.			X	X	X	X	X	X
Student closes classroom door as appropriate when hallway noise is present.			X	X	X	X	X	X
Student demonstrates moving seat as appropriate due to hallway noise.			X	X	X	X	X	X
Student demonstrates informing teacher when he is having difficulty understanding the teacher or students (can use a signal with the teacher).			X	X	X	X	X	X
Adult monitors devices 3 times per week, including Ling sound check. Two days per week the student does the Ling sound check with a classmate (3 & 10 feet).				X				
Student listens to self for quality of Ling sounds daily (self-check for Ling sounds).					X	X	X	X
Adult monitors devices weekly, including Ling sound check at distance. Two days per week the student does the Ling sound check with a classmate (3 & 10 feet).					X			
Student actively uses communication repair strategies in the classroom/socially (repetition strategies with addition strategies developing by gr 4).						X	X	X
Student delivers the FM transmitter to teachers and advocates for appropriate use by teacher and students.						X	X	X
Adult monitors devices every 2 weeks; student performs Ling sound check with classmate 1 day per week.						X		
Adult monitors devices every month including Ling at distances; student self-checks daily and performs Ling sound check with classmate every 2 weeks or monthly, depending on ability to identify changes in hearing/amplification.							X	
Adult monitors devices every 3 months, including Ling sound check at distances; student self-checks.								X
Student is responsible for promptly reporting technology problems, such as calling the audiologist directly.								X

Building Skills for Independence in the Mainstream

A GUIDE TO DEVELOPING STUDENT INDEPENDENCE WITH HEARING DEVICES AND SELF-ADVOCACY SKILLS

Gail Wright, MEd & Karen L. Anderson, PhD



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Successforkidswithhearingloss.com

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**Building Skills for Independence in the Mainstream:
Developing Independent Hearing Aid Use and Self-Advocacy Skills**

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Our sincere thanks are extended to the families who generously gave their permission for their children's photographs to be used in this Guide.

We also would like to thank the many teachers in the mainstream setting who caringly and conscientiously support the children with hearing loss in their fast-paced classrooms.

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Introduction

We assume that you are reading this Guide because you are a teacher of the deaf/hard of hearing, a teacher who has students with hearing loss in a mainstream classroom, an educational audiologist, another specialist who works with children with hearing loss in the mainstream or you are a parent of a child with hearing loss.

We are all carpenters, building a house.

This book is much like the cement foundation of the house. The stronger, more stable and rock solid the foundation is, the better the rest of the house construction will go!

Gail is a teacher of students who are deaf or hard of hearing. She has worked in the mainstream setting as an Itinerant Teacher for 25 years. Karen served as an educational audiologist for over 15 years, supporting students with hearing loss.



Over the years we've worked with a variety of children and teachers in mainstream classrooms, all with different personalities and teaching styles. Despite those differences, the one thing that is consistent is that when a DHH specialist helps students and teachers lay a solid foundation of knowledge and skills, the rest of his or her job becomes so much easier! For example, when the DHH specialist is able to meet in the spring with teachers who will have students with hearing loss in the upcoming school year, those teachers or teams typically have an easier beginning to the school year. The teachers that the DHH specialist first meets in the fall are often overwhelmed and take a longer time to grasp the unique needs of the mainstream student with hearing loss.

If we are able to build a solid foundation to facilitate students and teachers developing the **daily habit** of managing the hearing devices, supporting the students other classroom needs becomes easier.

Probably, like you, we've done it right and done it wrong. We've had students where the importance of early amplification independence was not conveyed and inevitably those are the 5th graders who still resist wearing their hearing aids or using their FM systems. It is NO coincidence that the students who had teachers and parents who neglected to make hearing device management and self-advocacy a DAILY habit, and/or did not send positive messages about the use of devices, are the students who resist using their amplification. At the end of the day, those are the students who are missing the access to the fast-paced auditory classroom environment and struggle with a positive self-concept.

It is our hope that the materials contained within this guide will assist you in developing solid foundations in your students' hearing aid independence and self-advocacy. Thank you for your efforts to support the success of your students or children with hearing loss.

Gail Wright, MEd & Karen Anderson, PhD

How this Guide is Organized

Page 3	Why is it important to develop hearing aid independence & self-advocacy skills
Page 4	Student Expectations for Advocacy & Monitoring Listening and Hearing Technology (SEAM) has been included, which summarizes the hierarchy of age expectations
Pages 5-7	Table of Detailed Materials Listed: Guide to Materials Based on Skill Development by Grade RE: Specific Hearing Aid Independence & Self-Advocacy Skills to be Taught/Learned
Pages 8-9	Table specifying examples of using the SEAM expectations in developing a Communication Plan
Pages 10-24	Table including extensive examples for writing Common Core Standards based IEP goals for the SEAM expectations
Pages 25 -34	SECTION 1 MATERIALS: Understanding the importance of consistent hearing device use (Information for the DHH professional to use to make the case for daily monitoring)
Pages 35-55	SECTION 2 MATERIALS: Supporting the Classroom Teacher's Understanding of the Amplification Issues of the Student with Hearing Loss (How and why the teacher monitors hearing aids)
Pages 56-67	SECTION 3 MATERIALS: Supporting the Student's Consistent Use of Amplification (How I check my hearing aids)
Pages 68-86	SECTION 4 MATERIALS: Supporting the Student's Understanding of Hearing Technology, Function and Issues (What I do if there is a problem)
Pages 87-102	SECTION 5 MATERIALS: Supporting Positive Interactions with Peers Regarding Amplification Use (How I tell others about my hearing loss. What I do if someone teases me.)
Pages 103-127	SECTION 6 MATERIALS: Supporting Student Recognition of Listening Challenges (What I do if I can't understand)
Pages 128-129	List of Downloadable Files and Coupon Code

Why it is Important to Develop Hearing Aid Independence & Self-Advocacy Skills

- 1) Most children with hearing loss attend their neighborhood school as the only student with hearing devices, or perhaps only one of a couple of students in the school.
- 2) Working amplification provides the only effective means for children who are hard of hearing to access communication in the classroom. Accommodations provided by the teacher help to address access challenges due to the hearing loss. However, accommodations, can never replace typical hearing. Even with optimal hearing via devices, children miss information.
- 3) If the hearing devices are not functioning appropriately, the child's ability to listen, learn, socialize and participate in all classroom activities is severely impacted.
- 4) Individuals with training and expertise in specifically supporting students with hearing loss are typically not in the school on a daily basis to be able to identify or troubleshoot issues with amplification devices.
- 5) Hearing devices – the hard of hearing student's lifeline to accessing education - can malfunction at *any time*. This is why IDEA specifies that it is the responsibility of schools to ensure that hearing devices are functioning.
- 6) Classroom teachers have many students with needs and usually cannot attend to malfunctioning hearing devices in a timely way or with sufficient expertise.
- 7) It is only the student who, with training, that is able to recognize when an issue occurs with the hearing devices as soon as it occurs, and can deal with the issue to the maximum extent with sufficient knowledge and expertise in a timely manner.



SEAM - Student Expectations for Advocacy & Monitoring Hearing Technology



The following expectations assume early identification of hearing loss, consistent amplification wear from infancy and supportive parent involvement in facilitating optimal listening and effective communication strategies. Adjust age expectations as necessary.

Expected participation and/or skill to be consistently performed	1 st day of school, PS/Kdgn	By end of Kdgn	By end of gr 1	By end of gr 2	By end of gr 3	By end of gr 4	By end of gr 5	MS and HS
Inserts (or attempts) earmolds and puts on hearing aid(s) or cochlear implant processor(s) independently.	(X)	X	X	X	X	X	X	X
Does self-test, listening to each device after it has been turned on (put aid on ear, turn on aid, test baa baa mmm mmm, repeat with next aid)	X	X	X	X	X	X	X	X
Wears hearing device(s) full time (remove only for monitoring).	X	X	X	X	X	X	X	X
Demonstrates that he needs to ask adult before device(s) are removed (e.g., discomfort or malfunction).	X	X	X	X				
Knows that he is expected to report all issues with device(s) (i.e., changes in how he is hearing, due to malfunction of hearing device or hearing changes).	X	X	X	X	X	X	X	X
Wears hearing device(s) to school every day.	X	X	X	X	X	X	X	X
Knows where extra batteries are kept at school. Supplies from home as needed.	X	X	X	X	X	X	X	X
Participates in daily functional monitoring of device(s) with adult: battery check, visual inspection, listening check of Ling sounds, listening check at 3 & 10 feet.	X	X	X					
Student responsible for recording results on a Daily Monitoring Worksheet (with supervision)		(X)	(X)	X	X	X	X	X
Student performs visual inspection of device(s) independently (looking for dirt, cracks, moisture bubbles, changes in appearance, etc.).		X	X	X	X	X	X	X
Student actively uses communication repair strategies in the classroom/socially (appropriate use of repetition strategies).		X	X	X	X	X	X	X
Student responsible for daily charging, (troubleshooting), proper use and careful handling of FM equipment.		X	X	(X)	(X)	(X)	(X)	(X)
Student requests use of the FM microphone by peers during group discussion or social activities.		X	X	X	X	X	X	X
Student reminds teacher to use FM transmitter as appropriate.		X	X	X	X	X	X	X
Student demonstrates appropriate notification of teacher when he is having trouble hearing or understanding (e.g., due to noise, distance, lack of FM use).			X	X	X	X	X	X
Student performs battery check independently with battery tester and/or cupping hands to cause feedback (quick squeak check).			X	X	X	X	X	X
Student cleans plugged earmold(s) (supervised to gr 3). Washes at home one night per week starting in grade 4, taking care to air dry thoroughly before using.			X	X	X	X	X	X
Student closes classroom door as appropriate when hallway noise is present.			X	X	X	X	X	X
Student demonstrates moving seat as appropriate due to hallway noise.			X	X	X	X	X	X
Student demonstrates informing teacher when he is having difficulty understanding the teacher or students (can use a signal with the teacher).			X	X	X	X	X	X
Adult monitors devices 3 times per week, including Ling sound check. Two days per week the student does the Ling sound check with a classmate (3 & 10 feet).				X				
Student listens to self for quality of Ling sounds daily (self-check for Ling sounds).					X	X	X	X
Adult monitors devices weekly, including Ling sound check at distance. Two days per week the student does the Ling sound check with a classmate (3 & 10 feet).					X			
Student actively uses communication repair strategies in the classroom/socially (repetition strategies with addition strategies developing by gr 4).						X	X	X
Student delivers the FM transmitter to teachers and advocates for appropriate use by teacher and students.						X	X	X
Adult monitors devices every 2 weeks; student performs Ling sound check with classmate 1 day per week.						X		
Adult monitors devices every month including Ling at distances; student self-checks daily and performs Ling sound check with classmate every 2 weeks or monthly, depending on ability to identify changes in hearing/amplification.							X	
Adult monitors devices every 3 months, including Ling sound check at distances; student self-checks.								X
Student is responsible for promptly reporting technology problems, such as calling the audiologist directly.								X

Materials to Use from this Guide for Skill Development by Grade

Specific Hearing Aid Independence & Self-Advocacy Skills to be Taught/Learned:

Prior to School Entry or Preschool	Page Numbers
1. When/how to ask an adult before device(s) are removed (through about age 7)	34, 36, 69, 70, 96
2. How to insert earmolds/hearing aids independently	44, 57, 58, 61, 62
3. How to participate in the Ling sound listening check from close and far	46, 49, 50
4. How to do self-test (bah, bah, bah, sh, sh, sh) with each device after it has been turned on	59, 60, 62, 64, 66
5. When/how to report all issues with hearing changes/ hearing aid malfunctions to an adult	63, 72, 73, 93, 95, 96
6. Asks for repetition when he did not hear the message	80, 95, 118, 119, 120, 121
Kindergarten	
7. Explain why it is important to have extra batteries and how to request assistance when a battery is dead	71, 72, 81
8. How to perform a visual inspection of the hearing aid	48, 61, 62, 64, 65, 73, 74
9. How to charge the FM daily and explain/demonstrate proper use and careful handling	62, 79, 80, 81
10. How to appropriately remind teacher to turn on/off the FM transmitter	63, 95, 96
11. How to appropriately request that the FM microphone be used during group interactions	96, 109, 110, 111, 112, 113, 114, 115
12. Demonstrates completion of daily monitoring by completion of check-off form (under supervision)	64, 65, 66, 67, 70
13. Provide at least 3 ways to respond when another person asks about the hearing aids	42, 90, 92, 96, 97, 98, 99, 100, 101, 102
14. Explain how distance makes it harder/easier to hear speech	47, 49, 51, 107, 108, 109, 110, 111, 112, 113, 114
15. Demonstrates self-selecting a seat where he can hear best	111, 112
Grade 1	
16. How to appropriately inform the teacher that s/he is having trouble hearing or understanding	63, 65, 67, 80, 95

17. How to perform a battery check and change batteries when needed	62, 71, 72, 75
18. How to recognize when an earmold is plugged and needs cleaning; clean under supervision	48, 65, 74, 81
19. Demonstrates knowledge of the effect of interfering noise by closing the classroom door, moving away from noise, or requesting reduction	110, 111, 112, 113, 116, 117, 118, 120
20. How to appropriately inform the teacher she s/he is having trouble hearing/understanding peer answers	67, 86, 95, 96, 108, 109, 116, 120
21. Uses pre-determined signal with teacher to indicate challenges in listening/understanding	80, 105, 106, 115, 116, 117, 118, 119, 120
22. How to appropriately request that FM microphone be passed or remind teacher to turn on FM microphone	78, 96, 119, 120, 121
23. Reports the names of the parts of the hearing aid (and FM) and their function	42, 74, 75
Grade 2	
24. Participates in the Ling sound listening check with a class peer (2x/week)	50
25. Demonstrates completion of daily monitoring by completion of check-off form (responsibility)	64, 65, 66, 67
26. How to actively use communication repair strategies (i.e., repetition, keyword requests) in class	67, 116, 118, 119, 120, 121
27. Provide at least 3 ways to respond if a peer teases about the hearing aids	42, 97, 98, 99, 100, 101, 102
28. Describes purpose and use of FM in simple terms to classroom teacher, with assistance	63, 78, 79, 80, 92, 92, 96
29. Be able to report "When it is hard to listen/hear/understand"	CHILD*, LIFE-R* checklists
30. Begin to demonstrate limited abilities to troubleshoot hearing aid	73, 74, 75, 78, 79, 80, 81, 82, 83, 84, 85, 86
Grade 3	
31. How to daily perform Ling sound listening check on self	65, 66, 67
32. How to troubleshoot a hearing aid (and FM) when it is not working	73, 74, 75, 76, 77, 79, 80, 81, 82, 83, 84, 85, 86
33. Explain why it is necessary to perform hearing aid & FM monitoring	29, 31, , 69, 70

34. Describe purpose and use of FM with classroom teacher, with oversight	37, 63, 78, 79, 91, 92, 96, 121
35. Identify challenging listening situations in school	**LIFE-R: Listening Inventory For Education-Revised
36. Identify if the source of the listening difficulty was due to speaker, listener or environmental issues	102, 113, 116, 119, 120, 121, 122, 125
37. Describe the self-advocacy strategies to address challenging listening situations and implement use of strategies in some situations	93, 105, 106, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 125
Grade 4	
38. How/when to use a Dri-Aid kit if moisture accumulates in earmold tubing	77
39. How to advocate appropriately for use of FM; responsible for delivery between classes	42, 78, 80, 93, 95, 96, 110, 111, 112, 113, 114, 115, 116, 117, 120
40. How to actively use advanced communication repair strategies (i.e., addition) in classroom	116, 118, 119, 120, 121
41. Describe purpose and appropriate use of FM, set up signal system and request accommodations with classroom teacher, with assistance	37, 63, 78, 79, 92, 93, 96, 116, 117, 120, 121, 125
Grade 5	
42. Responsible for hearing aid/FM troubleshooting, knowing when to refer to an adult for next steps	63, 65, 74, 76, 77, 79, 80, 81, 82, 83, 84, 85, 86, 95
Responsible for completion of daily hearing aid/FM check sheet (under adult supervision)	64, 65, 66
Middle School/High School	
43. Responsible for hearing aid/FM troubleshooting and calling educational audiologist to report issues	73, 76, 77, 95

Resources

*Children's Home Inventory of Listening Difficulties (CHILD)

<http://successforkidswithhearingloss.com/tests/tests-by-karen-anderson>

**Listening Inventory For Education - Revised (LIFE-R) <http://successforkidswithhearingloss.com/tests/life-r>

Using the SEAM to Support Communication Plan Development

Many states have developed Communication Plans to be included as part of the documentation that supports IEP development for students who are deaf or hard of hearing to ensure that their communication needs are thoroughly addressed in the IEP. Designed to document the child's communication mode as well as the need for related accommodations, the Communication Plan further ensures that the child has complete communication access. This access is vital to providing FAPE, a free and appropriate public education, which is the ultimate right promoted and guaranteed by IDEA. For more information on Communication Plans, go to cohandsandvoices.org/resources/complan.htm

The following text provides examples of how data generated by the SEAM, an informal evaluation tool, can be used to comprehensively complete a child's Communication Plan. It in no way suggests that the SEAM is the only tool which should be used or that documentation should be limited to the items indicated below. In fact, the more information included, the more accurately the Communication Plan will represent the needs of the child. The ultimate purpose of the completed Plan is to provide a foundation upon which goals, objectives, services and accommodations can be developed and an educational setting identified that will provide appropriate communication and instructional access for the student with hearing loss.

Typical Critical Elements of Communication Plans and Corresponding SEAM Data

Communication Plan Element	Examples of Related SEAM Items	Discussion
Primary receptive and expressive communication mode in school and at home; adequacy of communication mode in school and at home	• Student understands how to appropriately let the teacher know when he is having trouble hearing or understanding. • Student is responsible to close classroom door if bothered by hallway noise. • Student actively uses communication repair strategies in the classroom and socially.	While identifying the student's primary communication mode, it is critical to document the student's management of said mode, including his ability to repair communication and manage the environment to maximize comprehension.
Opportunities for direct instruction and direct communication with professional staff and other service providers and peers	• Student knows that he must inform teacher when he is having difficulty understanding the teacher or other students speaking. • Student responsible for delivering the FM transmitter to teachers and advocating for use. • Student actively uses communication repair strategies in the classroom and socially. • Student is responsible for promptly reporting technology problems, such as calling the audiologist directly. • Student reminds teacher to use FM transmitter as appropriate.	In addition to documenting specific time frames during which the student has opportunities for direct communication in his preferred mode, it is again important to delineate how the student manages these opportunities to ensure communication access. This would also include the appropriate use of hearing technology.

Communication Plan Element	Examples of Related SEAM Items	Discussion
Language and communication supports needed to make progress in the general ed. curriculum	• Wears hearing aid(s) or cochlear implant (CI) processor(s) full time. • Knows that he is expected to report all issues with device(s). • Student reminds teacher to use FM transmitter as appropriate. • Student is responsible to close classroom door if bothered by hallway noise.	While identifying instructional strategies that reduce language and communication issues is integral to academic progress, it is also critical that the student's ability to access communication with and without working hearing technology, as well as manage his auditory environment is prominently addressed in this context.
Supports needed to facilitate involvement in extracurricular activities	• Student requests use of the FM microphone by peers during group or social activities. • Student is responsible to close classroom door is bothered by hallway noise.	Efficient communication in often auditorially-challenging extracurricular environments is critical for optimal student participation. To ensure that the student has the supports needed to be successful, he must not only have access to appropriate assistive technology but have the management skills necessary to use the technology effectively.
Need for and use of assistive technology	• Student responsible for daily charging, proper use and careful handling of FM equipment. • Student is responsible for promptly reporting technology problems, such as calling the audiologist directly. • Student will use a Dri-Aid kit if moisture accumulates in earmold tubing.	Identifying the student's ability to appropriately utilize assistive technology is a key component of the communication plan. It can also provide important information regarding the need for compensatory skills development which should be reflected in the student's IEP.
Appropriateness of educational options (LRE)	• Wears hearing aid(s) or cochlear implant (CI) processor(s) full time. • Student understands how to appropriately let the teacher know when he is having trouble hearing or understanding. • Student actively uses communication repair strategies in the classroom and socially.	In determining the student's potential for success in a general education environment, it is crucial to have sufficient data re: his competencies in the areas of assistive technology management and self-advocacy.

In order to maximize the impact of the student's Communication Plan on the development of his IEP, the IEP team must address the specific characteristics of the child's communication and his ability to manage his assistive technology and environment to optimize his access to communication and thus, instruction. Using data generated by tools whose primary purpose is to record the development of self-advocacy and compensatory skills, such as the SEAM, can ensure a comprehensive basis upon which the Plan and the resulting IEP can be built

EXAMPLE IEP GOALS – Written to Common Core Standards					
Pre-K, Kindergarten					
Role of the Classroom Teacher	Role of the Pre-K, Kindergarten Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
Teacher to perform listening check on hearing aids at least daily.	Experience consistent use of functioning hearing aids in school setting, throughout full school day	Assist teacher in feeling comfortable monitoring aids. 1. inservice: legal underpinnings requiring checks 2. inservice: simulation 3. inservice: results of Functional Listening Evaluation 4. inservice: photo steps 'How to check hearing aids' 5. review of daily monitoring check sheet	Teacher-focused		
Class peer discussion	Participates in telling peers about hearing devices/responding appropriately to spontaneous questions	Teaching classmates	Speaking and Listening: Comprehension and Collaboration: 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	During a 20-minute class period, (Student) will ask at least one question to get assistance or clarification and respond to one question re: current discussion by (date) as measured by teacher tally.	After presenting information about his hearing loss to peers, (Student) will accurately answer at least three out of five questions from peers by (date) as measured by teacher observation.

Role of the Classroom Teacher	Role of the Pre-K, Kindergarten Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
			Speaking and Listening: Presentation of Knowledge/Ideas: 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Given support by the teacher, (student) will give a 10-minute presentation about himself by the end of the school year as measured by teacher observation.	With teacher support, (Student) will give a 5-minute presentation to peers re: his hearing loss containing at least the following: listening challenges; purpose of hearing aid and strategies for facilitating communication by (date) as measured by teacher observation.
Check to see that hearing aids are inserted properly	Inserts earmolds/hearing aids independently	Teach student to put hearing aids on independently; 1. magnetic mirror on cabinet 2. step-by-step photos/instruction (child level) 3. photo booth/ camera app 4. provide teacher with real picture of properly inserted device.	Speaking and Listening: Comprehension and Collaboration: 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	After listening to a three-minute presentation at his/her developmental level, (Student) will answer questions about key details with 80 % accuracy by the end of the school year as measured by teacher observation.	After watching a presentation on inserting earmolds, (Student) will demonstrate comprehension by inserting earmolds independently in 4 out of 4 trials, asking questions for clarification as needed by (date) as measured by teacher observation.
Perform daily Ling Sound Listening/Device Checks; provide oversight to ensure student is checking off daily monitoring sheet.	Participates in the Ling sound listening check from close (if no FM) and far (if FM + HA). If kindergarten, student checks daily monitoring sheet.	Teach student to respond to Ling Sounds/device check 1. point to picture representing Ling Sounds 2. repeat back input 3. do action	Speaking and Listening: Comprehension and Collaboration: 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions	After listening to a series of sentences at his developmental level, (Student) will repeat the sentences, asking for restatement or clarification as needed with 80% accuracy as measured by teacher	While listening to a series of Ling sounds, (Student) will match the sound to the corresponding picture with 80% accuracy as measured by teacher tally.

Role of the Classroom Teacher	Role of the Pre-K, Kindergarten Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
			about key details and requesting clarification if something is not understood.	recording.	
Reinforce the need for an adult to remove the hearing aids – child must ask for help/permission	Appropriately ask an adult before removing device(s) (through ~ age 7)	Teach child when it is appropriate to take off hearing aids (i.e., not working/broken). -Provide teacher with strategies on how to respond when child removes aids independently -Why does he want them off? -Make changes to environment so he is more comfortable wearing amplification -Address peer acceptance issues	Writing: Text Types and Purposes 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Given a topic, (Student) will draw, dictate and/or write to describe an event with 80% accuracy by the end of the school year as measured by teacher observation.	By the end of the school year, (Student) will identify situations when it is appropriate to remove his hearing aid and ask an adult for permission before doing so in 4 out of 5 possible opportunities as measured by teacher observation.
Monitor student's performance of hearing aid self-test (bah, bah, sh, sh, sh) when hearing aids are put on	Doing self-test (bah, bah, bah, sh, sh, sh) with each device after it has been turned on and reporting all issues with hearing changes/hearing aid malfunctions to an adult [combined 2 tasks]	Teach student to say (bah, bah, bah, sh, sh, sh) as part of a self-test to recognize if amplification is working/not working. Train child to recognize hearing aid on/off, working/not working	Speaking and Listening: Comprehension and Collaboration: 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if	After watching a three-minute presentation at his/her developmental level, (Student) will answer questions about key details with 80 % accuracy by the end of the school year as measured by teacher observation.	After watching a demonstration on conducting a hearing aid check, (Student) will demonstrate comprehension by using "bah,bah,bah,sh,sh) independently to determine if hearing aid is working in 3 out of 4 trials, asking questions

Role of the Classroom Teacher	Role of the Pre-K, Kindergarten Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
			something is not understood.		for clarification as needed by (date) as measured by teacher observation.

EXAMPLE IEP GOALS – Written to Common Core Standards					
Grade 1 SKILL BUILDING IS CUMULATIVE. THE FOLLOWING GOALS ASSUME MASTERY OF SKILLS LEARNED IN PREVIOUS GRADES.					
Role of the Classroom Teacher	Role of the Grade 1 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
Perform daily Ling Sound Listening/Device Checks; provide oversight to ensure student is checking off daily monitoring sheet.	Participates in the Ling sound listening check from close (if no FM) and far (if FM + HA). If student responsible for checking daily monitoring sheet.	Teach student to respond to Ling Sounds/device check 1. Point to picture representing Ling Sounds 2. Repeat back input 3. Do action	Speaking and Listening: Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	After listening to a series of sentences at his developmental level, (Student) will repeat the sentences, asking for restatement or clarification as needed with 80% accuracy as measured by teacher recording.	While wearing his FM/hearing aid, (Student) will listen to a series of Ling sounds in close proximity and from 15 feet away, and will match the sound to the corresponding picture with 80% accuracy as measured by teacher tally.
Class peer discussion	Participates in telling peers about hearing devices/responding appropriately to spontaneous questions	Teaching classmates	Speaking and Listening: Comprehension and Collaboration 3. Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.	During a 20-minute class period, (Student) will ask at least one question to get assistance or clarification and respond to one question to re: current discussion by (date) as measured by teacher tally.	After presenting information about his/her hearing loss to peers, (Student) will accurately answer at least three out of five questions from peers by (date) as measured by teacher observation.
			Speaking and Listening: Presentation of Knowledge/Ideas: 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Given support by the teacher, (Student) will give a 10-minute presentation about himself/herself by the end of the school year as measured by teacher observation.	With teacher support, (Student) will give a 5-minute presentation to peers re: his/her hearing loss containing at least the following: listening challenges; purpose of hearing aid and

Role of the Classroom Teacher	Role of the Grade 1 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
					strategies for facilitating communication by (date) as measured by teacher observation.
Provide student with batteries when requested; oversight for changing batteries as needed. Ensure request is sent home when more batteries are needed.	Student independently performs battery check and changes batteries as needed-	Teach student how to perform a battery check and change batteries when needed	Speaking and Listening: Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	After watching a three-minute presentation at his/her developmental level, (Student) will answer questions about key details with 80 % accuracy by the end of the school year as measured by teacher observation.	After watching a presentation on hearing aid maintenance, (Student) will demonstrate comprehension by completing the following tasks accurately in 4 out of 5 trials, asking questions for clarification as needed by (date) as measured by teacher observation: -performs battery check -changes battery -cleans earmold
Provide permission/ oversight for student to clean earmold when plugged	Student recognizes when earmold is plugged and informs teacher. Cleans under supervision.	Teach student how to recognize when an earmold is plugged and needs cleaning; clean under supervision			
Recognize student's need for minimal classroom noise; encourage him to close classroom door during excessive hallway noise	Student recognizes what 'excessive noise in hallway' means and closes door appropriately at these times	Teach student when it is appropriate to close the classroom door (i.e., excessive noise present)	Speaking and Listening: Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	After watching a three-minute presentation at his/her developmental level, (Student) will answer questions about key details with 80% accuracy by the end of the school year as measured by teacher observation.	After listening to a presentation on classroom noise, (Student) will list at least three possible sources and how to minimize their impact on his/her understanding by (date) as measured by teacher observation.
Encourage student to inform (verbally, prearranged signal,	Student recognizes when he is having difficulty hearing verbal	Teach student how to appropriately inform the teacher that s/he is	Speaking and Listening: Comprehension and Collaboration:	During a 20-minute class period, (Student) will ask at least one question to	After a 20-minute class period, (Student) will answer three questions

Role of the Classroom Teacher	Role of the Grade 1 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
clearly presented nonverbal cues) teacher if he cannot hear or understand verbal instruction as well as expected	instruction and appropriately requests assistance from teacher	having trouble hearing or understanding verbal instruction (i.e., excessive noise, FM off, etc.) 1. Reinforce ability to identify when a hearing device is not working 10/10 times 2. Student is able to recognize when noise in classroom is interfering with understanding 3. Via role play of situations, teach language to use when informing the teacher	3. Ask and answer questions in order to gather additional information, or clarify something that is not understood.	get clarification and respond to one question re: current discussion by (date) as measured by teacher tally.	related to the lesson with 10% accuracy by (date) as measured by teacher record. Given a classroom scenario, (Student) will list at least three of the following means of ensuring comprehension during instruction: -Wear hearing aid -Sit away from sources of noise -Make sure hearing aid is working appropriately -Ask for restatement or clarification when needed
Encourage student to inform (verbally, prearranged signal, clearly presented nonverbal cues) teacher if he cannot hear or understand peer communication as well as expected	Student recognizes when he is having difficulty hearing responses/communication by class peers and appropriately requests assistance from teacher	Teach student how to appropriately inform the teacher she s/he is having trouble hearing/understanding peer answers	Speaking and Listening: Comprehension and Collaboration: 3. Ask and answer questions in order to gather additional information, or clarify something that is not understood.	During a 20-minute class period, (Student) will ask at least one question to get clarification and respond to one question re: current discussion by (date) as measured by teacher tally.	During a class discussion, (Student) will ask the teacher to repeat or clarify peer contributions in three out of 5 trials by (date) as measured by teacher comprehension checks.

EXAMPLE IEP GOALS – Written to Common Core Standards					
Grade 2 SKILL BUILDING IS CUMULATIVE. THE FOLLOWING GOALS ASSUME MASTERY OF SKILLS LEARNED IN PREVIOUS GRADES.					
Role of the Classroom Teacher	Role of the Grade 2 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
Perform Ling Sound Listening/Device Checks Monday, Wednesday, Friday	Participates in the Ling sound listening check from close (if no FM) and far (if FM + HA). If student responsible for checking daily monitoring sheet.	Teach student to respond to Ling Sounds/device check 1. point to picture representing Ling Sounds <i>[differentiated instruction?]</i> 2. repeat back input 3. do action	Speaking and Listening: Comprehension and Collaboration: 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	After listening to a series of sentences at his/her developmental level, (Student) will repeat the sentences, asking for restatement or clarification as needed with 80% accuracy as measured by teacher recording.	While wearing his/her FM/hearing aid, (Student) will listen to a series of Ling sounds in close proximity and from 15 feet away, and will match the sound to the corresponding picture with 80% accuracy as measured by teacher tally.
Select class peers to work with student Tuesday, Thursday to perform Ling sound listening check (i.e., as a reward for exceptional work/behavior)	Student explains to class peer how to perform a Ling sound listening check; responsible for checking daily monitoring sheet	Teach student how to ask a peer to help present the Ling sound listening check 2x/week	Speaking and Listening: Presentation of Knowledge/Ideas: 4. Tell a story or recount that experience with appropriate fact and relevant, descriptive details, speaking audibly in coherent sentences.	Given support by the teacher, (Student) will give a 5-minute presentation about himself/herself by the end of the school year as measured by teacher observation.	With teacher support, (Student) will give a 3-minute accurate presentation to peers re: using Ling sounds to conduct hearing aid self-checks by (date) as measured by teacher observation.
Teacher spot checks student's knowledge of parts of hearing aid/FM. Once basic knowledge is demonstrated teacher spot checks what would	Student is able to describe the parts of the hearing aid / FM and how each part can malfunction to contribute to poorly working amplification	Teach student the names of the parts of the hearing aid (and FM) and their function	Speaking and Listening: Presentation of Knowledge/Ideas: 6. Produce complete sentences when appropriate to task and	By the end of the school year, (Student) will describe a process using at least five complete sentences as measured by teacher	With 80% accuracy, (Student) will list the following parts of his hearing aid (list...) and indicate how each part can malfunction

Role of the Classroom Teacher	Role of the Grade 2 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
happen if a part was malfunctioning.			situation in order to provide requested detail or clarification.	observation.	as measured by teacher observation.
Encourage student to request clarification when he indicates that he cannot hear or understand verbal instruction (as indicated verbally, prearranged signal, clearly presented nonverbal cues)	Student recognizes when he is having difficulty hearing/understanding verbal instruction and appropriately requests clarification	Teach child when/how to actively use age-appropriate communication repair strategies (repetition, keyword requests) in classroom 1. Student will reply during communication in noise, using age-appropriate communication repair strategies	Speaking and Listening: Comprehension and Collaboration: 3. Ask and answer questions about what the speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	During a 20-minute class period, (Student) will ask at least two questions to get clarification and respond to one question re: current discussion by (date) as measured by teacher tally.	During a class discussion, (Student) will ask the teacher to repeat or clarify in three out of 5 trials by (date) as measured by teacher comprehension checks.
As no class inservice regarding the student with hearing loss occurs 2 nd grade on, the teacher should provide oversight when possible if a peer is curious about the student's amplification or support the student in successful handling of any teasing situation	Student is able to provide examples of peer questions and teasing about hearing aids and provides at least 3 appropriate responses	Teach student to provide at least 3 ways to respond if a peer teases about the hearing aids 1. Use Children's Peer Relationship Scale to identify emerging self-concept issues (SSCHL website) 2. Teacher student how to appropriately respond in teasing situations	Writing: Text Types and Purposes: 2. Writing informative/explanatory text in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.	Given a topic, (Student) will write at least paragraph including facts, definition(s), and a concluding statement by (date) as observed by teacher recording.	Given the topic of peer teasing, (Student) will list at least three questions potentially posed by peers regarding hearing loss and provide an appropriate response for each one by (date) as measured by teacher observation.

EXAMPLE IEP GOALS – Written to Common Core Standards					
Grade 3 SKILL BUILDING IS CUMULATIVE. THE FOLLOWING GOALS ASSUME MASTERY OF SKILLS LEARNED IN PREVIOUS GRADES.					
Role of the Classroom Teacher	Role of the Grade 3 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
Perform Ling Sound/hearing device checks one day per week	Perform self-check with Ling Sounds. Participates in a hearing device check. Student is responsible for checking daily monitoring sheet.	Teach student to perform daily Ling sound listening check on self	Speaking and Listening: Presentation of Knowledge/Ideas: 4. Report on a topic or text, tell a story, or recount of experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace	(Student) will give a 5-minute presentation about himself/herself by the end of the school year as measured by teacher observation.	(Student) will give a 2-minute demonstration to his teacher re: conducting a daily listening check with Ling sounds and completing the monitoring sheet, by (date) as measured by teacher observation. (Student) will report on the condition of his his/her hearing aid by completing the daily monitoring sheet each day as measured by teacher observation.
Select class peers to work with student two days per week to perform device check (i.e., as a reward for exceptional work/behavior)	Student explains to class peer how to perform a listening check; responsible for checking daily monitoring sheet	Teach student how to appropriately explain why it is necessary to perform hearing aid monitoring to peers. Address other social communication skill issues Identify issues via the Pragmatic Language Observation Scale	Speaking and Listening: Presentation of Knowledge/Ideas: 4. Report on a topic or text, tell a story, or recount of experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace	(Student) will give a 5-minute presentation about himself/herself by the end of the school year as measured by teacher observation.	(Student) will give a 3-minute accurate presentation to peers re: a daily listening check, including completing the monitoring sheet, by (date) as measured by teacher observation.

Role of the Classroom Teacher	Role of the Grade 3 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
Teacher spot checks what a student would do if the hearing aids or FM were malfunctioning. Be flexible in allowing student to use class time to troubleshoot hearing devices when necessary	Student is able to troubleshoot malfunctioning amplification devices independently	Teach student how to troubleshoot a hearing aid and FM when it is not working	Speaking and Listening: Presentation of Knowledge/Ideas: 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace	(Student) will give a 5-minute presentation about himself/herself by the end of the school year as measured by teacher observation.	(Student) will give a 5-minute accurate demonstration re: troubleshooting his/her amplification device, by (date) as measured by teacher observation.
Encourage student to request clarification when he indicates that he cannot hear or understand verbal instruction (as indicated verbally, prearranged signal, clearly presented nonverbal cues)	Student recognizes when he is having difficulty hearing/understanding verbal instruction and appropriately requests clarification	Teach child when/how to actively use age appropriate communication repair strategies (i.e., repetition, simple addition) in classroom 1. Student will reply during communication in noise, using age-appropriate communication repair strategies	Speaking and Listening: Comprehension and Collaboration: 3. Ask and answer questions about information from a speaker, offering appropriate elaboration in detail.	During a 20-minute class period, (Student) will ask at least two questions to get clarification and respond to one question re: current discussion by (date) as measured by teacher tally.	During a class discussion, (Student) will ask the speaker to repeat or clarify in three out of 5 trials by (date) as measured by teacher comprehension checks.
As no class inservice regarding the student with hearing loss occurs in 3 rd grade, the teacher should provide oversight when possible if a peer is curious about the student's amplification or support the student in	Student is able to describe why children tease one another and how to respond appropriately	Teach student how to appropriately respond in teasing situations 1. Discuss information on teasing 2. Administer the "How do you feel about your hearing aids/cochlear implants" section of The Secondary School	Writing: Text Types and Purposes: 2. Write informative/explanatory text to examine the topic and convey ideas and information clearly.	Given a topic, (Student) will write at 2 paragraphs including facts, definition(s), and a concluding statement by (date) as observed by teacher recording.	Given the topic of peer teasing, (Student) will list at least three reasons why peers tease each other and provide an appropriate response for each one by (date) as measured by teacher observation.

Role of the Classroom Teacher	Role of the Grade 3 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
successful handling of any teasing situation		Survey (pg. 341, 343 Of <i>Building Skills for Success in the Fast-Paced Classroom</i>) and discuss results in relation to how other students with hearing devices feel			

EXAMPLE IEP GOALS – Written to Common Core Standards					
Grade 4+ SKILL BUILDING IS CUMULATIVE. THE FOLLOWING GOALS ASSUME MASTERY OF SKILLS LEARNED IN PREVIOUS GRADES.					
Role of the Classroom Teacher	Role of the Grade 4 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
Perform hearing device checks with student intermittently and a Ling Sound listening check every 2 weeks	Perform self-check with Ling Sounds. Participates in intermittent hearing device checks. Student is responsible for checking daily monitoring sheet.	Teach student a) the speech sounds that are most challenging for him/her to hear, 1. administer the Auditory Discrimination Test b) how they impact listening, and how to use contextual cues to fill in what they do not completely hear	Speaking and Listening: Presentation of Knowledge/Ideas (Grade 4): 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	(Student) will give a 10-minute presentation about himself/herself by the end of the school year as measured by teacher observation.	(Student) will give a 2-minute demonstration to his/her teacher re: conducting a daily listening check with Ling sounds and completing the monitoring sheet, by (date) as measured by teacher observation. (Student) will report on the condition of his his/her hearing aid by completing the daily monitoring sheet each day as measured by teacher observation.
Select class peers to work with student two days per week to perform device check (i.e., as a reward for exceptional work/behavior)	Student explains to class peer how to perform a Ling sound listening check; responsible for checking daily monitoring sheet	Address specific social communication skill issues 1. identify issues via the Pragmatic Language Observation Scale	Speaking and Listening: Presentation of Knowledge/Ideas (Grade 4): 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak	(Student) will give a 10-minute presentation about himself/herself by the end of the school year as measured by teacher observation.	(Student) will give a 3-minute accurate presentation to peers re: a daily listening check, including completing the monitoring sheet, by (date) as measured by teacher observation.

Role of the Classroom Teacher	Role of the Grade 4 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
Teacher spot checks what a student would do if the hearing aids or FM were malfunctioning. Be flexible in allowing student to use class time to troubleshoot hearing devices when necessary	Student is able to troubleshoot malfunctioning amplification devices independently and knowing who/when to call a DHH specialist; responsible for delivery of FM between classes	Teach student a) when to call in a DHH specialist as the end step of troubleshooting a malfunctioning hearing device b) how/when to use a Dri-Aid kit if moisture accumulates in earmold tubing b) how to advocate appropriately for use of FM;	clearly at an understandable pace. Speaking and Listening: Presentation of Knowledge/Ideas (Grade 4): 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	(Student) will give a 10-minute presentation about himself by the end of the school year as measured by teacher observation.	(Student) will give a 5-minute accurate presentation re: the following by (date) as measured by teacher observation: -Trouble-shooting his/her amplification device - When to call a DHH professional, -The importance of delivering the mic to teachers each class period.
Encourage student to request clarification when he indicates that he cannot hear or understand verbal instruction (as indicated verbally, prearranged signal, clearly presented nonverbal cues)	Student recognizes when he is having difficulty hearing/understanding verbal instruction and appropriately requests clarification	Teach child when/how to actively use age appropriate communication repair strategies (i.e., repetition, complex addition) in classroom 1. Student will reply during communication in noise, using age-appropriate communication repair strategies	Speaking and Listening: Comprehension and Collaboration: 3. Identify the reasons and evidence speaker provides to support particular points	After listening to a presentation, (Student) will identify at least 2 supporting details included by the speaker by (date) as measured by teacher tally.	During a class discussion in an acoustically-challenging environment, (Student) will ask the speaker to repeat or clarify in three out of 5 trials by (date) as measured by teacher comprehension checks.

Role of the Classroom Teacher	Role of the Grade 4 Student	Role of the DHH Professional	Related Standard	Example: IEP Goals	Example: IEP Objectives
The teacher should be sensitive to evidence of student feeling as though s/he does not 'fit in' and provide oversight when possible to maximize social inclusion with class peers	Student is able to describe how he feels about his hearing loss, communication issues due to hearing loss, and how he can appropriately advocate with peers for optimal communication in social situations	Teacher student how to appropriately respond in teasing situations 1. Administer the "How do you feel about your hearing loss and communication" section of The Secondary School Survey (pg. 341, 342, 344 from <i>Building Skills for Success in the Fast-Paced Classroom</i>) and discuss results in relation to how other students with hearing devices feel.	Writing: Text Types And Purposes: 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	By the end of the school year, (Student) will write a three- paragraph narrative about an experience, including details and a sequence of events as measured by teacher analysis.	Given the topic of his hearing loss, (Student) will write a three- paragraph narrative containing the following by (date) as measured by teacher analysis: -how he feels about having a hearing loss; -communication issues related to having hearing loss; -strategies for communicating with peers in social situations.

Suggested Data Collection Resources:

- Ling Sound Daily Listening Check (data collection sheet)
- Hearing Technology Daily Listening Check (data collection sheet)
- K-1 Listening is MY responsibility
- 2-5 Listening is MY responsibility
- Cumulative Hearing Device Monitoring Results
- Listen Right, Listen Left, Listen All Around! Data Collection Sheet
- Listening Inventory For Education –Revised: After LIFE Questions for Students
- Student Advocacy & Independence Development: SAID Teacher Checklist
- Self-Advocacy Tool Use Data Collection Sheet

Understanding the Importance of Consistent Hearing Aid Use

**Information for the DHH professional to use to make the case
for daily monitoring of student hearing devices**

Page 26	Evidence Basis for Focusing on Skill Development for Hearing Aid Independence
Page 27	Evidence of Poor Outcomes from Early Childhood
Page 28	Need for Independence with Hearing Technology
Page 29	Hearing Aid Monitoring and the Law
Page 30	Rejection may be due to problems with amplification!
Page 31	Checking Hearing Aids – Why do I need to do that? (Summary of evidence pages)
Page 32	Only for Students who are Deaf/Hard of Hearing – The Power of Special Considerations
Page 33	Attitude is Taught, Not Caught

Evidence Basis for Focusing on Skill Development for Hearing Aid Independence

One of the byproducts of newborn hearing screening and early identification of infants with hearing loss is that we know that language and learning delays can be minimized or prevented.

The single most effective action we can take to improve the development of verbal language and resulting social and academic skills of children with hearing loss is to provide them with well-fit amplification worn during all waking hours. This is the primary *preventative* action we can take.

Research (2010) was conducted during which the number of hours that children's hearing aids were on was collected by means of hearing aid data logging. This data was collected from 60 pediatric clinics and schools in the US for a period of 9 months on nearly 5000 children from early infancy through age 18.

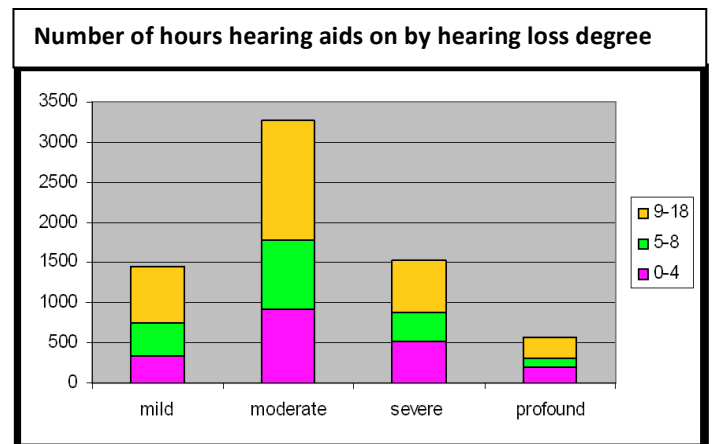
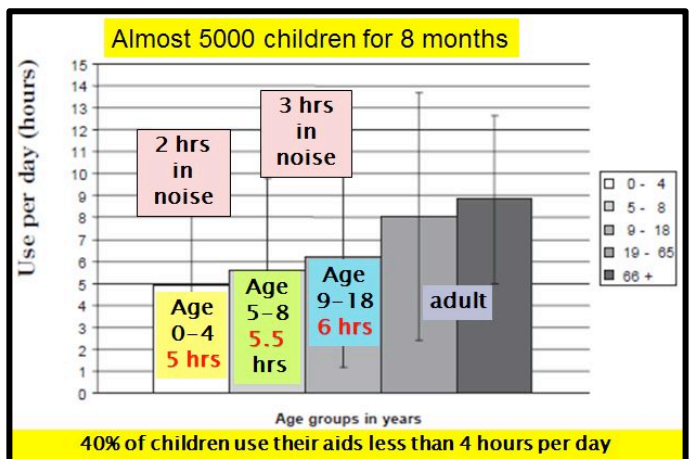
The results were disturbing in that 40% of the children were found to wear their hearing aids 4 hours or less per day with only 10% achieving full-time wear (12+ hours).

School-age children did not fare much better with ages 5-8 averaging 5.5 hours and ages 9-18 averaging 6 hours. In short, the average child with hearing aids receives only 1/3 to 1/4 the amount of auditory stimulation as their hearing peers.

With 40% of children wearing hearing aids for 4 hours or less per day it is clear that full-time wear throughout each school day is not a basic expectation and requirement, although approximately 90% of students have useable hearing for listening and learning.

http://www.phonakpro.com/content/dam/phonak/gc_hq/b2b/en/events/2010/Proceedings/Pho_Chap_12_Jones_Final.pdf

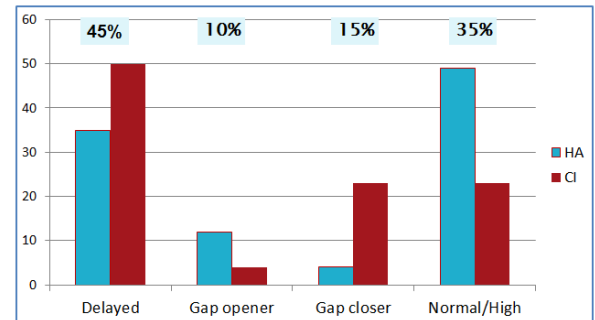
Clearly, we need to expect students to wear their hearing aids throughout every school day and provide support to families so that hearing device wear during all waking hours is achieved.



Evidence of Poor Outcomes from Early Childhood

The 'promise' of early hearing loss detection has resulted in improved early childhood outcomes, with age-appropriate developmental skills by 3 years being attainable for children with hearing loss and typical cognitive development. As the data logging research shows, average young children with hearing loss are receiving substantially less than full time wear. The result of this hearing aid wear issue can be observed in 2010 results of research that assessed the language development of 135 children 3-4 times from 48-84 months of age (tests used: MCDI, EOWPVT, TACL). All children were cognitively normal from English speaking families with hearing parents. There were 49 cochlear implant users and 38 children with hearing aids (mild-profound loss).

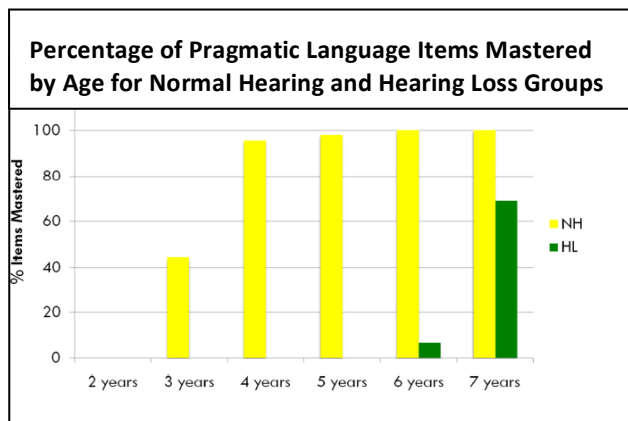
Language Learning during age 4–7 years



Potentially, all of these children could have been in the Normal/High language skills category at age 4 and also at age 7. Of the children with hearing aids studied (blue on chart), almost 50% were in this category. Recognizing that the average child with hearing loss wears hearing aids only 5-6 hours per day it is not surprising that 50% of the hearing aid group had language delays that were still present at the age of 7. It is very disappointing to see that only about 15% closed their language delay gaps by age 7. It is alarming to recognize that just over 10% of children who entered school with typical language developed a language delay by the time they were age 7, meaning lack of access, possibly due to malfunctioning hearing aids, and insufficient specialized support contributed to gaps in learning. Experience teaches us that the number of gap openers only increases in grade 3 and above.

[Reference: Yoshinaga-Itano, Christine (2010). The Longitudinal Language Learning of infants and Children with Hearing Loss. ASHA Virtual EHD Conference, October.]

Amplification increases the size of the child's 'listening bubble' allowing him access to more incidental language occurring around him. In addition to new words learned from exposure to language, children also learn to use language for social communication, or pragmatics. Similar to



the findings above, 2012 research has indicated that children with hearing loss are woefully delayed in pragmatic language skills. Again, if only approximately 1/3 of incidental language is perceived, and that is at a lower volume and only occurring within 6 feet or so of the child (depending upon hearing ability), it is not surprising that delays in social communication are one of the results. [Reference: <https://www.thieme-connect.de/ejournals/pdf/10.1055/s-0032-1326916.pdf>]

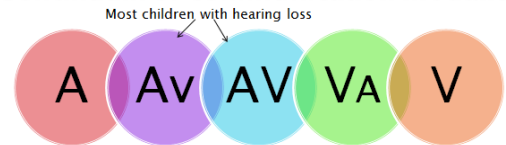
Inconsistent or limited hearing aid wear has long term negative consequences.

Need for Independence with Hearing Technology

The widespread implementation of newborn hearing screening and improvements in hearing technology has resulted in children being identified with hearing loss at a very young age. If they are fit with hearing technology they benefit from greatly improved access to speech as compared to previous generations. In addition, approximately 1/3 to 1/2 of children who are candidates, are receiving cochlear implants (unilateral or bilateral), usually between the ages of one and two years. This greater number of implanted children has had a trickledown effect with more professionals now having the needed skills to provide appropriate early intervention skills.

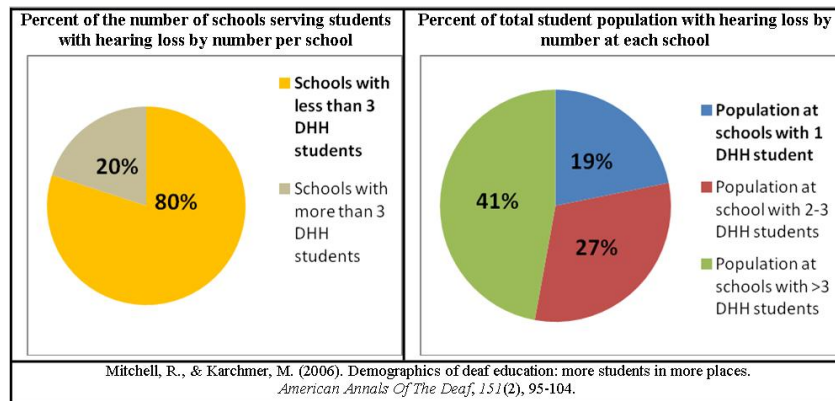
The result of these combined phenomena has changed the landscape of deaf education. There are fewer children who are deaf visual communicators and of those that use sign language, an increasing proportion have additional disabilities and/or are from non-native English speaking families who require a more intensive level of services. The increasing majority are children who are hard of hearing, and they are being educated in their neighborhood schools.

Continuum of communication modality



Research from 2006 indicates that 80% of students with IEPs for hearing loss are in schools with an average of 1-2 students who are deaf or hard of hearing. Of the total number of students with IEPs due to hearing loss, just under 50% are in schools with 1-3 students and 19% of the total are 'one

and only' students with hearing loss in their school.



Although some school districts have educational audiologists and/or itinerant teachers of the deaf/hard of hearing, in most situations there will NOT be a professional with a hearing loss background readily available to

the school staff/student every school day. Therefore, it is increasingly clear that the student (who may be the only person at the school with hearing devices) needs to be as independent as possible in their use of the hearing technology.

Hearing technology is the key component to providing optimal access to verbal instruction for most students with hearing loss. It is assumed that cognitively typical students will be fully independent with their hearing aids by the time they leave high school. They are usually resistant to having someone monitor their amplification on a daily basis long before they complete the 12th grade.

When the technology is not working the student needs to be able to recognize this access barrier and respond to it appropriately. To achieve true independence, the student needs to learn the skills and practice the skills under supervision before he can be expected to be fully responsible.

Hearing Aid Monitoring and the Law



Although the law provides no specifics on who, how or how often hearing device monitoring will occur, there is clear intent that the school bears the responsibility to ensure that this monitoring occurs. In order to verify that this activity has occurred, the school needs to have a record of data that provides evidence of hearing device monitoring.

The educational system has basic expectations for student participation. For example, we expect preschoolers to dress themselves, interact appropriately and play in ways that require both fine and gross motor skill development. We expect children to be able to state their addresses and tie their shoes by the end of kindergarten. As children become older they assume more responsibility for appropriate work completion and full participation in school activities. In other words, we expect children to perform tasks that are appropriate to their developmental age.

The skills specific to independence with hearing aids and self-advocacy (pages 5-7) are appropriate to a typically developing child's level of motor and cognitive ability. As a student gains skills over time it is customary that he become responsible for these operations. Although it is ultimately the responsibility of the school to collect and maintain records verifying that hearing device monitoring has occurred, this does not dictate that only an adult be responsible for every aspect of the monitoring process.

The teacher of a busy 3rd grade class may have never touched a hearing aid before and having a student with hearing loss may be a new experience for her. By the age of 8 a student should have the capability to perform most of the hearing aid monitoring activities independently, needing only supervision by an adult to ensure monitoring occurs.

Studies have shown that 50% of hearing aids worn by children are functioning poorly at any given time, which is why it is essential to monitor hearing aid performance.

Pg 233 Educational Audiology Handbook

It is to the student's benefit to be his own 'technology specialist' and able to monitor/troubleshoot/report when issues occur as they can arise at any time throughout the school day, not just when the teacher may have the time to monitor hearing aid function. Because hearing aids can malfunction anytime, it is only the student who can verify

he is receiving his typical level of access to classroom communication throughout the day. **US Law has made the school responsible for ensuring that hearing devices worn by children who are deaf or hard of hearing are functioning properly. Since only the child (if trained) can identify when issues occur, to truly make certain that devices are working, schools must ensure that children have the skills they need to be able to accurately self-monitor and report arising issues.**

IDEA Sec. 300.113. (a) Each public agency must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. (b) (1) Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

Rejection May be Due to Problems with Amplification

In 2008 a study (Franks) investigated why students age 8-18 resist wearing amplification. Results indicated that there was no correlation between type of hearing loss (unilateral, bilateral) and resisting hearing aid wear. At least half (53%) believed that the primary reason for non-use was social. Students said:

- *It makes you stand out.*
- *Students ask me "What is that?" I really dislike that.*
- *Mine used to always make weird loud noises that attracted attention to me*
- *It is annoying.*
- *If students didn't grow up using the FM units, they don't feel comfortable with them.*
- *Teacher forgets to use it.*
- *I don't feel it makes a huge difference because I can just ask my friend if I think I missed something.*
- *I don't like the fact that I have to give it to the teacher.*
- *I feel bad teachers have to use it.*

Notice that some of these issues are due to poor functioning equipment, others to resistance from teachers and others from the student's lack of self-esteem on the part of the student to have the resilience to endure standing out when wearing the technology or self-advocating. Results indicated reasons for resisting using FM equipment as: 15% mechanical issues, 10% comfort, 10% questioned benefit, 15% lack of support of teachers, 10% inconvenient to manage FM between classes/recharging.

Problems that are Solvable with Aggressive Management (Johnson, 2011)

Technology	School/Teachers/Staff
• <i>Provides more flexibility to hear peers</i> • <i>No bulk or less bulk to hearing technology</i> • <i>Connectivity options</i> • <i>Cool technology</i> • <i>Must include <u>aggressive troubleshooting</u></i>	• <i>Hearing loss awareness: hearing vs. understanding</i> • <i>Classroom support</i> • <i>Orientation and training</i> • <i>Enforcement: If in IEP or 504 use of hearing technology is not a teacher's choice</i>

If a student resists using their hearing devices, be sure that the devices are working properly, comfortable and that the student and staff clearly understand their benefit and use. Making sure that these issues are aggressively and consistently addressed and providing social/group support discussions of emotional issues seem to be an appropriate means to support students with hearing loss so they can perform as competitively as possible in the mainstream. Better student outcomes at graduation mean a better future!

Franks, J. (2004). *Why do students with hearing impairments resist wearing FM amplification?* Unpublished Masters Thesis.

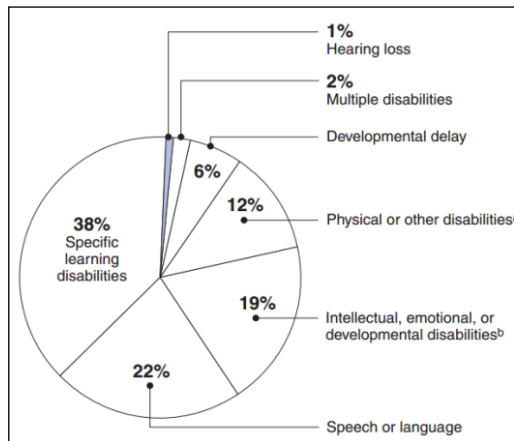
Johnson, C. (2011). "I don't want to be different!" *Strategies for Reluctant FM Users*. Clarke Mainstream Conference, Northampton, MA (October). <http://successforkidswithhearingloss.com/resources-for-professionals/social-needs>

Checking Hearing Aids – Why do I need to do that?

Summary of Evidence for the Need to Use and Monitor Hearing Technology

- Historically, children who are deaf or hard of hearing had substantial language delays, reduced speech intelligibility, poor social skills and academic delays. In this age of early hearing loss identification and hearing aid fitting on infants, this historic outcome can now be prevented!
- **The single most effective action to improve language development resulting in social and academic skills of children with hearing loss is provide them with well fit amplification worn all waking hours.**
- Inconsistent or limited hearing aid use in early childhood has long term consequences on a child's language, social and academic achievement.
- Hearing technology is the key component to providing optimal access to verbal instruction for most students with hearing loss. Most of these students have usable hearing that, with hearing aids, can be greatly improved. Hearing devices do NOT restore normal hearing but they usually do make a huge difference in how well a student can comprehend speech from more than a foot away.
- When the technology is not working, the student needs to be able to recognize this access barrier and respond to it appropriately. To achieve independence, the student needs to learn the skills and practice under supervision before he's expected to be fully responsible.
- Although the IDEA Sec. 300.113. (a) law provides no specifics on who, how or the required frequency of hearing device monitoring, there is clear intent that the school bears the responsibility to ensure that this monitoring occurs. In order to verify that this activity has occurred, the school needs to have a record of data that provides evidence of this monitoring.
- Studies have shown that 50% of hearing aids worn by children are functioning poorly at any given time, which is why it is essential to monitor hearing aid performance.
- For a great demonstration of the use of hearing aids and FM systems in a classroom setting visit:
<http://www.youtube.com/watch?v=1l37lzLlgQU>

Only for Students who are Deaf or Hard of Hearing – The Power of Special Considerations



For every 100 students who are served via special education, only 1 will be due to hearing loss. The needs of those few students may have been VERY different from the needs of the next student who comes to that school. Fewer children are entering school with large language delays and learning via sign language – hearing loss is invisible so that those who have ‘good speech’ may be assumed to ‘be okay.’ The IDEA has a requirement that the IEP team must consider special factors.

The communication driven, “child-centered” approach is essential to creating educational programming that is DRIVEN BY THE RIGHT TO FULLY AND EFFECTIVELY ACCESS COMMUNICATION that makes benefitting from his education possible.

Discussions of Communication Modality Should Include:

- Delineating when/how different communication modes are used at different times
- Objective measurement of the student’s ability to access information in the preferred mode
- Impact of transitions throughout the day (fatigue, extra time to reorient or extra directions)
- Adequacy of the student’s language level, in comparison to language level of instruction, to support keeping pace with class activities and grade-level achievement
- Planning for ways the student can access inferential learning (repeating student comments, pre-teaching vocabulary, opportunities for social communication in a quiet setting with 1-2 peers)
- Access to verbal communication in a room with excess reverberation/noise (teacher management of class noise, use of FM, need for adequate acoustic treatment in room, passable FM mic, etc.)
- Functional listening ability in the classroom (performance of Functional Listening Evaluation)
- Back-up plan when the hearing assistance technology or communication access breaks down.

Discussions Regarding Opportunities for Direct Communication Should Include:

- Opportunity to communicate and have meaningful relationships with peers who have hearing loss and classmates with typical hearing (communication access challenges can create isolation and loneliness even in a room full of students)
- Effective facilitation of peer and professional interactions should be discussed, regardless of communication mode (even students with good speech will have functional listening issues)

20 U.S.C. § 1414 (B) Consideration of special factors. --The IEP Team shall--

- (iv) consider the **communication needs of the child**, and in the case of a **child who is deaf or hard of hearing**, consider the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode; and
- (v) consider whether the child requires assistive technology devices and services.

Example: Julie is a fourth grade student in her neighborhood school. She has bilateral CIs and is the only deaf student in school. She typically accesses communication effectively in the classroom, but struggles to engage socially with peers during lunch in the noisy cafeteria.

Action Plan: The school principal arranges a small room off the side of the cafeteria during the lunch period where Julie and three friends can eat lunch in a quieter setting. This also gives her an opportunity to create more meaningful friendships that carry over to other parts of the day.

Discussions about Academic Level should include:

- Present Levels of Academic Achievement and Functional Performance, including assessment of functional performance in the classroom (social communication, functional listening, listening comprehension, level of language in relation to level of verbal instruction, etc.)
- An action plan to address the student's needs relative to the student's academic level.
- An understanding by all team members that academic level is driven by communication access, based on the student's language and communication needs. Even if a student has a learning disability in addition to hearing loss, access to communication in the classroom will still be a primary need to address.
- Measurable academic goals – not based solely on teacher observation
- Support for best practice strategies such as pre-teach, teach, re-teach methods
- Consider placement in the context of communication access need and academic level

Discussions about Full Range of Needs Should Include:

- Opportunities for social learning and self-esteem building (to include contact with other DHH students)
- Needs encompasses academic, expanded core curriculum (including skill building in areas such as independence, self-advocacy, communication repair) and determining the skills and supports needed for the student to fully participate in the classroom setting (per requirements of Common Core Standards)
- Address social issues, communication and keeping pace in the classroom plus academic performance

Discussions about Direct Instruction Should Include:

- Matching of the language of instruction to the child's language level to increase relevancy and allow comprehension
- Increasing the general educator's knowledge about the impact of hearing loss in the educational setting. This is necessary for him/her to be able to effectively teach the student.

Optimal outcomes from early identification of hearing loss, early intervention, and listening through advanced hearing devices does NOT inoculate a child from learning challenges in the classroom. You would not expect a student who is in a wheel-chair to gain his education from the hallway because the door is too narrow for the chair to go through. This is absurd. Yet children with hearing loss have learning barriers due to limited access to incidental language and listening in a typically noisy classroom that cannot be fully addressed by technology. They need the skills to be able to compensate for these barriers to accessing verbal instruction and classroom communication.

The expanded core curriculum consists of those skills that must be mastered in order to benefit from the general education curriculum. For most students with hearing loss, this requires working hearing devices all waking hours and the skills needed to recognize communication breakdowns and self-advocate.

The Common Core Standards require students to fully participate in the classroom setting. For a student with hearing loss, this **REQUIRES** that Special Considerations be discussed and an appropriate educational plan developed that includes expanded core curriculum skills.

Special Considerations information excerpted from *Educational Advocacy for Students who are Deaf or Hard of Hearing* – Hands & Voices Guidebook.

Attitude is Caught, Not Taught



Actions Speak Louder Than Words

The behavior of teachers sends powerful messages to their students. Your student learns about himself from you, and his peers.

If you allow him to not wear his hearing aids/ FM/ CI

- He will believe that his amplification is not necessary or required in the classroom.
- He will never become comfortable and confident in wearing and using their amplification.
- Future use of amplification will be jeopardized.

If he is not wearing his hearing aids in the classroom

- You are showing that it is okay with you if he does not participate fully in the classroom.
- The child receives the message that it is someone else's responsibility to make sure he understands or get him the information he needs.
- Without hearing all of the language, he can't keep up with the vocabulary and language learning of the other students.
- Every minute not hearing his best contributes to growing gaps in learning.

If you minimize the impact of hearing loss (*I think his hearing really is okay...*)

- He is learning that you do not like that part of him - And that you reject him for who he is, a child with a hearing loss.
- 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.

If you ignore the need to address the hearing loss, you put your student at risk for being a victim.

- Children with hearing loss often mishear and misunderstand oral communication.
- This can contribute to bullying or greater feelings of not fitting in.
- Your student may grow to believe that there is some reason why he deserves to be treated badly by others, like being stupid or weird.

Teachers are in the best position to help their students 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 student wants to please you. Many students **purposely damage** or lose their hearing aids because they believe their teacher would rather not have them use the devices. Your subtle body language and attitude about using the transmitter is picked up by the student. Students don't want to be a burden to you.

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

If your student 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.

Adapted from <http://successforkidswithhearingloss.com/resources-for-parents-of-children-with-hearing-loss/hearing-aids-and-your-child/hearing-aids-really>

Supporting the Classroom Teacher's Understanding of the Amplification Issues of the Student with Hearing Loss

(How and why does the teacher monitor hearing aids?)

Making Sense of the Hearing Loss

Page 36	The Name of the Game is Access
Page 37	Example Teacher Inservice PowerPoint Presentation (11 slides)
Page 39	Hearing Loss: Tips for Teachers (handout to accompany inservice presentation)
Page 40	Student Listening Challenges – Understanding the Missing Parts (interpreting the results of the functional listening evaluation for teachers)
Page 41	The Listening Bubble in the Classroom
Page 42	Teacher Self-Talk: Modeling Appropriate Use of Language and Self- Advocacy

Information About Monitoring Hearing Devices

Page 43	Setting the Stage for Daily Ling Sound Checks
Page 44	Inserting Hearing Aids Correctly
Page 45	Hearing Aid Monitoring – An Important Daily Activity: Summary for Classroom Teachers
Page 47	Listening is My Responsibility: Supporting Independent Daily Hearing Device Monitoring
Page 48	Inspecting a Hearing Aid
Page 49	Daily Sound Check (Ling sound check across distance)
Page 50	Paired Student Listening Checks
Page 51	Performing the Ling Sound Listening Check with Young Children

Daily Listening Check Data Collection Resources

Page 53	Ling Sound Daily Listening Check (3, 6, 10 feet)
Page 54	Hearing Technology Daily Listening Check
Page 55	Cumulative Hearing Device Monitoring Results (full school year)

The Name of the Game is Access



Students may tell you they want to take their hearing aids out or that they don't **need their FM** for certain situations.

Students entering school probably had their hearing loss identified when they were quite young. If they were lucky enough to have had Early Intervention services, the mantra is: "Hearing Aids should be worn all waking hours". In broad general terms students should then wear their hearing aids throughout the entire school day.

Each student is unique. These are general guidelines. Please always refer back to your individual students IEP and team members who know the student and their unique needs best.

School is an auditory world. Students who come to your classroom with hearing aids/ FMs have undergone significant testing to demonstrate that the technology helps them access auditory information. For a district to commit to an FM that carries a significant cost, the IEP team has data that demonstrates the student benefits from the hearing assistive technology. (FM/ Hearing aids)

When should my student use their hearing aids/ FM?

You talk all day long every day. Hearing Aids and FMs should be used **all day**. This includes PE, Art, Music, field trips and assemblies.

Put the microphone on "mute" until you talk during the test.

What about during a test?

Please use the FM transmitter and leave it on your body even during a test. You **OFTEN** give directions, explain a particular question, or make changes to directions during the test. The student with hearing loss has the right to all of that information as well.

When is it acceptable to take Hearing Aids or FM off?

Some students need "listening breaks". Learning in an auditory environment through electronics can be exhausting. If your student is experiencing exhaustion during the school day, they may need a listening break. Definitely chose art rather than reading class for the listening break.

The loud atmosphere of a cafeteria or gym bothers some students. Again, taking a break during lunch or gym is better than not being ready to learn during Math.

What's the difference between Hearing Aids and FM?

Hearing aids amplify sound and do a great job for kids when the speaker is within about 3 feet of the student. Background noise and distance are very challenging.

FM's send the teacher's voice right to the student's ear! The teacher can be across the room and it's as if they were right next to the child. FM's also overcome background noise.

Should my student wear their FM to gym?

YES!! The gym is the noisiest place and typically has the most distance between listener and speaker!N

WHEN HEARING DEVICES ARE NOT WORN, THE STUDENT DOES NOT HAVE FULL ACCESS TO SOUND OR SPEECH. **DO NOT BE FOOLED!** THEY ARE SPEECHREADING, USING VISUAL CUES, AND USING CONTEXT CLUES. THEY MAY *DETECT* SPEECH BUT NOT *COMPREHEND* IT. THEY CAN 'HEAR' YOU, BUT NOT UNDERSTAND ALL OR PART OF WHAT WAS SAID. IT IS IMPORTANT FOR YOU TO ENCOURAGE AND REINFORCE STUDENTS USE OF TECHNOLOGY!

Having a Student with Hearing Loss In The Classroom

Insert Teacher Name
Insert Teacher Contact Information

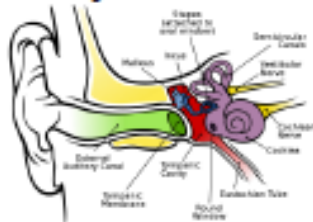
Impact of Hearing Loss

- Misunderstanding of Oral Communication
 - Language delays
 - Articulation errors
 - Social delays
 - Exhaustion
 - Safety
- 

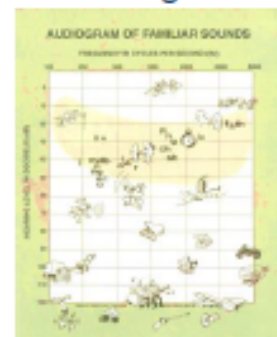


Types of Hearing Loss

- Degree of Hearing Loss
- Conductive/Sensorineural
- Bilateral versus Unilateral Loss
- Cause of Hearing Loss



Audiogram



5 Things Students are Doing When Taking Notes

- Listening to you Speak through amplification
- Speech Reading you
- Looking at the Board
- Writing Notes
- Processing New Information

So....

- Help students identify a note buddy
- Even if movies are captioned- allow for assistance with study guides.
 - When head is down, can't read captions!

Classroom Tips

- Face the student when speaking
 - They are using speech reading way more than we think!
- Use the FM / HAT system
- Favorable seating
 - Best Seat depends on their specific hearing loss
- Use Closed Captioned Films as much as possible
 - Rate of speech in movies is quick
 - Multiple people talking at same time
 - Speaker could be narrator and completely off camera
 - Limited ability to speech read
 - Background music adds to challenge
 - "penguins don't have lips" cartoons or live animals can't be speech read
- Proper lighting
 - Too bright and glare is as challenging as too dark

7

Classroom Tips -continued

- Identify who is speaking
 - Toss a toy?
- Rephrase student responses
 - Student with hearing loss can't necessarily hear the student in the back
- Control background noise
- Ask a specific question rather than "Can you hear me?"
- Provide outlines of lectures and films as needed.
- Speak naturally

8

Amplification in Your Building

- Personal Hearing Aids
- Hearing Assistance Technology
 - Personal FM/ DM System
 - Desktop Amplification (table top speakers)
 - Sound Field / Classroom Audio Distribution Systems

9

Please Do Not...

- Turn your back when speaking
- Speak in an unnatural rhythm, pattern or volume
- Treat the student differently
- Assume the student can hear you

10

Links to more Information

- <https://successforkidswithhearingloss.com>
- www.tinyurl.com/hearstoyou
- www.hearstoyou.wetpaint.com

11

Refer to the following page for a handout to accompany this inservice presentation

Hearing Loss: Tips for Teachers



Background noise is challenging for students with hearing loss-

Hearing, Listening and Understanding are 3 different concepts!

Ask a student a comprehension question or to repeat back a direction rather than say, "Can you hear me?" (They all say yes)

Be aware of giving students visual access to your face.

- Try not to talk while facing the board

- Be aware of talking from the back of the room when using a projector

Lighting:

- Dark

- Too Bright- Glare from Windows

To FM or Not to FM, that is the question.

- FM overcomes distance and noise.

- Distance (you walk around) and Noise (kids, mowers, fans, etc) happen all the time at random moments.

Student does NOT have to be in front seat.

- Best seat takes into consideration many factors:

- Visual access to you and the board

- Auditory access to other students in the class

- Environmental noise (heater, hall, windows/outside)

FYI: approximately 20% of students in front of you have mild hearing loss due to:

- Ear infections

- Tubes

- Noise induced hearing loss

- Allergies

- Colds



Student Listening Challenges – Understanding the Missing Pieces

Student _____ Date tested _____ Grade _____

The student was required to repeat ☐ 5-word sentences ☐ phrases ☐ Ononsense phrases ☐ words

Amplification used: Hearing aid 1 2 Cochlear implant 1 2 FM/HAT 1 2 Other 1 2

Listening from a close distance (___ feet) while watching speaker's face in quiet

%

100%

Fran had a sore throat. She loved to jump on lily pads. Twilight and morning were the best time for her to eat. It made her happy to eat big juicy flies. But it hurt Fran to croak!

Listening from a close distance (___ feet) while watching speaker's face in noise

%

90%

Fran had a sore throat. She loved to jump on lily pads. Twilight and morning were the best time for her to eat. It made her happy to eat big juicy flies. But it hurt Fran to croak!

Listening from a close distance (___ feet) without watching speaker's face in quiet

%

85%

Fran had a sore throat. She loved to jump on lily pads. Twilight and morning were the best time for her to eat. It made her happy to eat big juicy flies. But it hurt Fran to croak!

Listening from a close distance (___ feet) without watching speaker's face in noise

%

Listening from a far distance (___ feet) while watching speaker's face in quiet

%

80%

Fran had a sore throat. She loved to jump on lily pads. Twilight and morning were the best time for her to eat. It made her happy to eat big juicy flies. But it hurt Fran to croak!

Listening from a far distance (___ feet) while watching speaker's face in noise

%

75%

Fran had a sore throat. She loved to jump on lily pads. Twilight and morning were the best time for her to eat. It made her happy to eat big juicy flies. But it hurt Fran to croak!

Listening from a far distance (___ feet) without watching speaker's face in quiet

%

Listening from a far distance (___ feet) without watching speaker's face in noise

%

70%

Fran had a sore throat. She loved to jump on lily pads. Twilight and morning were the best time for her to eat. It made her happy to eat big juicy flies. But it hurt Fran to croak!

The puzzle stories represent listening to new information with a bit of background noise, so there is less contrast so it is more realistic of the effort needed to comprehend classroom speech.

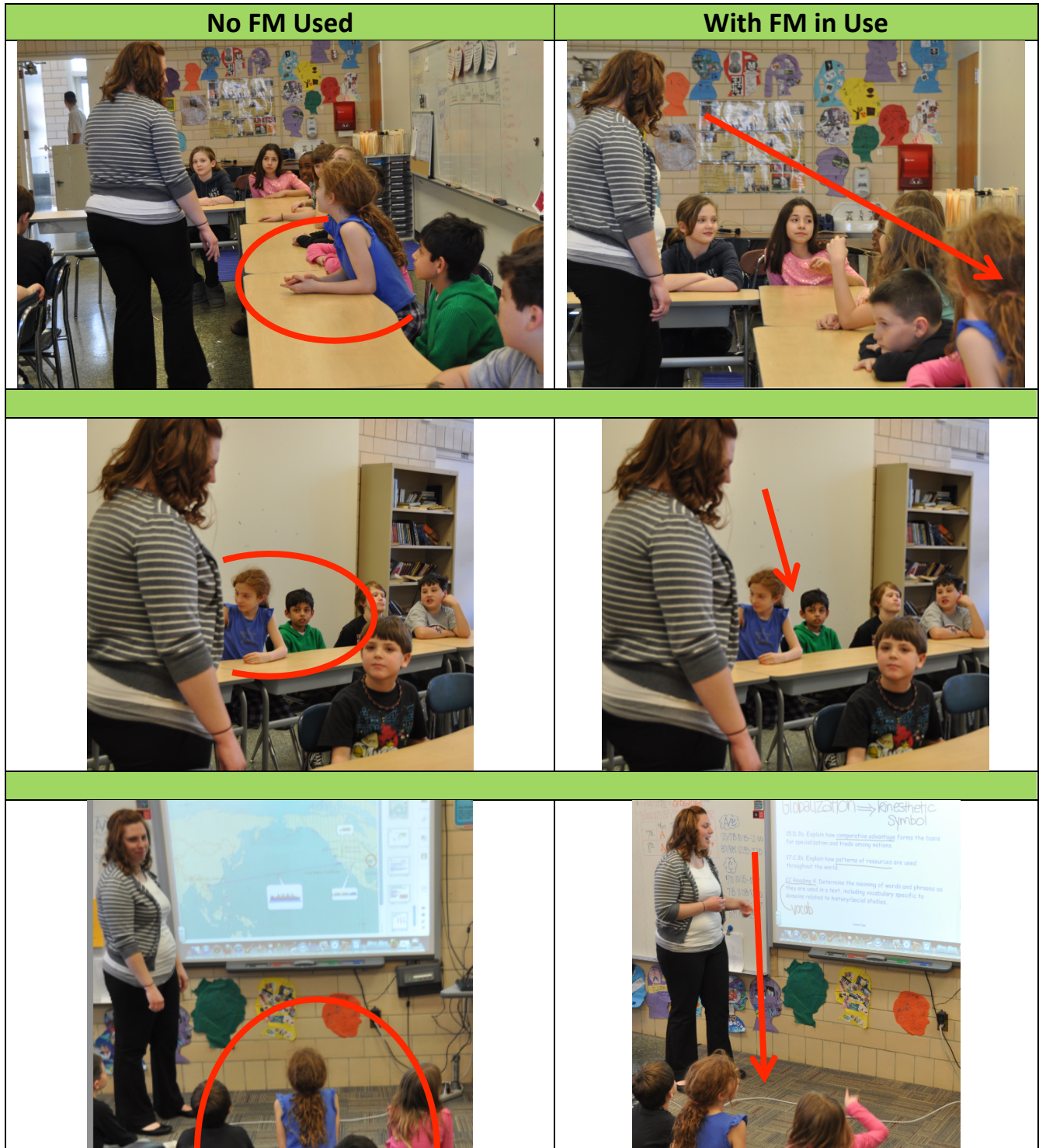
The Listening Bubble in the Classroom

Hearing aids and cochlear implants are most effective at distances of 3-6 feet.

Beyond this distance, the student is likely to not hear all of the speech sounds.

This is especially true for endings, plurals, brief words and all soft or distant speech.

Students may “hear” but struggle with missing pieces of speech that interferes with comprehension.



Teacher Self-Talk: Modeling Appropriate Use of Language and Self-Advocacy



Classroom teachers and professionals trained to work with students who are deaf or hard of hearing communicate to the large group of students or the student with hearing loss frequently throughout the day. Children learn language and uses of language through overhearing, especially when something is of interest to them. Everyone experiences communication difficulties due to distance and background noise. Children with hearing loss will face many future listening and communication challenges. Consistent modeling of language and problem-solving not only provides the student with examples, but also informs class peers indirectly of the challenges of the student with hearing loss.

- **Parts of the hearing aid and careful handling.**
 - We need to check your hearing aid batteries. They can sometimes run out of power so your hearing aid stops working.
 - I don't see anything in the ear tube and your earmold looks very clean.
 - Let's see if you have your listening ears on today! (Proceed with the Ling Sound Listening Check – finish with an easy/ funny question).
- **Awareness of listening in noise challenges and what to do.**
 - Tony has something to say. We need to be polite and listen to him without making noise. When it is your turn to talk you wouldn't want people to be noisy, right?
 - Can you say that again Sally, people were still talking and I couldn't hear what you said.
 - I will say that instruction again. I heard some people making noise and I would guess that some of you had a hard time understanding what I said.
- **Awareness of listening at a distance challenges and what to do.**
 - Thanks for your answer Marguerite. You are all the way across the classroom from me and it was hard for me to hear all of your words. Could you say it again, louder please?
 - When we break into groups to work we need to remember that everyone must be able to hear. If it is too noisy then everyone will need to yell to be heard over the other voices. What do you think we should do?
 - It sounds like people are using their 'outside voices.' Remember, when it is noisy it is hard for everyone to understand what is being said. We need to use our quiet 'inside voices.'
- **Commenting on or responding to questions about hearing devices** (What are those things.)
 - It's an ear computer – like a Bluetooth phone but even more special!
 - Chris wears glasses so he can see better, right? Well Terri wears hearing aids so she can hear better. I love how colorful they are. You can change the covering right Terri, so that there are different colors to go with your outfits. Neat!

Setting the Stage for Daily Ling Sound Checks

When asking a Mainstream teacher to “do one more thing” it is critical to help them understand the importance of the daily listening check. Teachers are more compliant when they understand:

- The young child most likely is not an accurate reporter if their listening devices are working correctly.
- We are the front line in catching potential problems with listening devices.
- A daily listening check could catch a potential change in hearing.
- It is our legal obligation to ensure listening devices are in working order.

Depending on the student and the Mainstream Teacher, two options can be provided for listening checks: words or LING sounds.

As the Teacher of the Deaf or Educational Audiologist, part of your session with a student you should include:

- A Ling sound check
- Inspection assistive listening devices
- Listening to devices

It is important for the DHH specialist to recognize that, realistically, some teachers will not do a Ling test while others will become skilled and competent with troubleshooting!

In an ideal world: The mainstream teacher would do a Ling test daily through grade 1 (refer to the SEAM for expectations – page 3). Teachers need guidance in HOW to correctly do a Ling test. Refer to materials in this section for step-by-step guidance.

Older students who are skilled with their own daily listening checks, may only need a teacher to do a quick word test. Students with unilateral hearing loss who utilize FM only are also candidates for mainstream teachers to do a quick word test.

Explain to Mainstream Teachers:

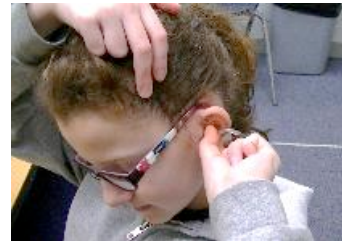
- Hearing Aid checks are different than FM checks.
- Each ear must be tested separately.
- Students with Unilateral Hearing Loss are challenging to do an FM listening test. It is often best to ask the student to step outside the room, say a word, and then have the student return to the room and tell the ‘secret’ word.

Inserting Hearing Aids Correctly

Grab Hearing aid close to the earmold and with earmold facing the right direction.



Some young children have trouble inserting the earmold first. They are sometimes more successful if they “hang” the hearing aid over their ear first. This puts the earmold in the correct position over their ear.



With the earmold in the correct position over their ear, they are able to work their earmold into their ear.



Correct positioning of an earmold and an iSense.



Hearing Aid Monitoring – An Important Daily Activity

A Summary for Classroom Teachers



Why is it important?

1. It is required by law! A hearing aid check form needs to be completed to verify that hearing aid monitoring has been performed in case the school district is monitored for compliance.
2. Studies have shown that 50% of hearing aids worn by children are functioning poorly at any given time, which is why it is essential to monitor hearing aid performance.

IDEA Sec. 300.113. [\(a\)](#) Each public agency must ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. [\(b\)](#) [\(1\)](#) Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly.

When should I perform daily hearing aid monitoring?

When the child arrives at school (before learning for the day begins) and whenever it seems that the student is not hearing as usual. The hearing aid listening check should take less than 5 minutes. Ultimately, with support and skill development, the student will perform much of the daily listening/device check independently, under classroom teacher supervision (by grade 3).

How do I perform daily hearing aid monitoring?

1. Check the battery of each hearing aid.
 - a. Best way – remove the battery and put it in the battery check device to determine level of charge. Batteries with borderline charge should be replaced prior to the school day. Be sure to insert battery with + side up!
 - b. Quick way – good for middle of the day checks. When the hearing aid is removed from the child's head, cup it in both hands and listen for a whistle (feedback), which means the battery is still working. NOTE: A battery may go 'dead' within an hour after this sort of quick test. Also, some hearing aids may have feedback control which prevents this type of quick test.
2. Take a good look at the hearing aid and earmold
 - a. Does the earmold seem plugged with wax? This will prevent the sound from being delivered to the child's ear. Does the tubing easily pull out of the earmold?
 - b. Are there any cracks or bubbles of moisture in the tubing or earhook that goes above the child's ear?



- c. Is there any dirt, visible cracks or any other sign that indicates that the hearing aid may have been dropped or mistreated?
3. Listen to the hearing aid
 - a. Place the stethoset in your ears. Put the earmold into the 'cup' and slowly turn up the volume. Say the sounds aw, oo, ee, sh, s, th, m. All should sound clear without any scratchiness or interruptions.
4. Monitor the child's performance of the hearing aid self-test as he puts on one hearing aid at a time. He will put on one hearing aid, turn it on and then say bah, bah, bah, sh, sh, sh as a way to test that the hearing aid is providing amplification and that it sounds typical. Then the second aid is put on. If both hearing aids are put on and then the self-test is performed it is very hard for a child to be able to hear if one hearing aid is not performing as it should.
5. Check to see if the hearing aids have been inserted properly. The top 'peak' should be tucked in to the skin folds of the ear and the bottom part of the earmold should be pushed in all the way.
6. Finally, perform the Ling Sound Listening Check.
 - a. Present one sound.
 - b. Have the child either point to a picture or repeat the sound you present.
 - c. Document the results. You are looking for consistency in their performance.
 - d. Some students for example will not be able to discriminate between and "sss" and a "shh". If their responses are consistent, there is no need for alarm.
 - e. If a student previously could identify a sound, and now they can not- this is a signal to check their listening device.
 - f. If the device doesn't sound clear, contact your Hearing Itinerant.
 - g. If the device sounds clear and the child has a change in their ability to respond to a listening check, this is also a signal that you need to contact the Hearing Itinerant. The child may need to see a doctor or audiologist.



Use motivating pictures for the child. For example, use pictures from current cartoons or TV shows, to represent the 6 sounds! Motivation, fun and consistency are the most important part!!





Listening is My Responsibility: Supporting Independent Daily Hearing Device Monitoring

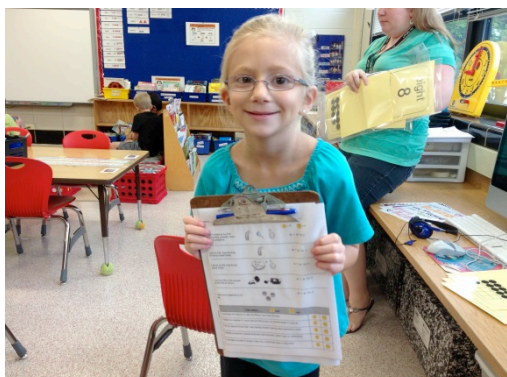
The Hearing Itinerant and student need your support monitoring their hearing assistive technology.

Enclosed in this Guide are four checklists that students can complete so you can select the version that is most appropriate for your student. The younger or picture version can also be used with late readers. Students as young as Kindergarten can use a hearing monitoring checklist to develop the critical lifelong habit of monitoring their assistive listening devices on a daily basis.

The younger students will need an adult to help them with the daily check. If you are committed to walking the young child through this checklist, they will quickly gain these skills at the independent level.



Keep weekly sheets on a clipboard near the charging station. Cumulative Data sheets can be kept on the clipboard as well.



The Hearing Itinerant has most likely written IEP goals surrounding the skills outlined in the daily hearing aid monitoring checklist.

The checklists serve multiple purposes.

1. Helps the mainstream teacher, know how to help the student become independent with their listening devices.
2. Guides the child through the steps they need to take on a daily basis.
3. Provides a format for data collection for use in accurately updating the IEP goals.

Daily Listening Checks

It is the school's legal responsibility to monitor a child's assistive listening devices on a regular basis. The younger the child, the more critical it is for an adult to monitor their devices on a daily basis as they are likely to not be an accurate reporter if their equipment stops working in proper order. Not only must we monitor the devices, but YOU could be the first person to be aware if there is a change in a child's hearing. Any time a child responds in an unusual or inconsistent manner, let your Hearing Itinerant, educational audiologist or school nurse know immediately. They will be able to follow up if devices need to be repaired or if the child needs to see their audiologist.

For Early Childhood through First Grade students the daily listening check needs to be done with an adult. As children move into second grade, it becomes developmentally appropriate and fun for the child with hearing loss to do listening checks with a friend.

Again, the daily listening check is critical because of monitoring hearing assistive devices, and also as a required data collection tool.

Many teachers keep a printed copy of the Daily Listening Checks on the clipboard with the hearing monitoring checksheets. Other teachers prefer a shared document online such as google docs.

Inspecting a Hearing Aid



There are simple things that even very young children can do to learn the all-important habit of checking their hearing aid.



The Earmold

Look at the earmold. You are looking for wax as well as tears. The earmold should be free of wax, not torn or cracked and feel soft. If the earmold is torn or extremely hard the child will need to have a new earmold made. Wax- can be wiped off or may need to be washed.



Cleaning the Earmold

If there is wax on the outside of the earmold, it may be able to be cleaned by wiping it off with an “audio wipe”. If there is wax stuck inside the earmold: **DO NOT USE A SHARP OBJECT TO PICK IT OUT!** You could tear the earmold. Often, you are able to just rinse it out. If not, your Itinerant will provide you with tools that are safe.

Inspecting the Tubing

The tubing connects the earmold to the ear hook. The tubing should be clean (no earwax) and not have any tears. It should also be attached firmly to the earmold. If the tubing is torn, or doesn’t stay in the earmold the tubing will need to be replaced and or re-glued. Contact your Itinerant.



DAILY SOUND CHECK

Listening at a Distance in the Classroom



You are with the student with hearing loss EVERY day! The Hearing Itinerant most likely sees the student once a week. YOU play a critical role in making sure the student has ACCESS to you and your classroom.

Talk with your hearing itinerant about what type of listening test is best for your student.

Some children need to have what we call the Ling Sounds presented. These are 6 sounds that represent low, middle and high frequencies. Other students may need you to present a single word or have them follow a direction.

For young children or new listeners- print 2 copies of the pictures. Give the child one page, you keep the other. If the child wears two hearing devices have the child take 1 out - test, and then repeat for the other ear.

- Present one sound.
- Have the child either point to a picture or repeat the sound you present. (talk to your Hearing Itinerant).
- Document the results. You are looking for consistency in their performance.
- Some students for example will not be able to discriminate between and “sss” and a “shh”. If their responses are consistent, there is no need for alarm.
- If a student previously could identify a sound, and now they can not- this is a signal to check their listening device.
- If the device doesn’t sound clear, contact your Hearing Itinerant.
- If the device sounds clear and the child has a change in their ability to respond to a listening check, this is also a signal that you need to contact the Hearing Itinerant. The child may need to see a doctor or audiologist.

Fun ways to do a listening word test:

- Have the student with hearing loss at the end of the line. Quietly say a word. Have the child repeat it.
- When at a distance, have the child follow a direction such as “touch your nose”

Use motivating pictures for the child. For example, use pictures from current cartoons or TV shows, to represent the 6 sounds! Motivation, fun and consistency are the most important part!!



Paired Student Listening Checks



As you already know, you have been asked to doing a Listening check daily with your student who has hearing loss.

The Itinerant Teacher of the Deaf/Hard of Hearing or Educational Audiologist who you work with has determined that this student is reliable in reporting if their assistive technology is working or needs attention.

Here's a "win, win, win" opportunity for you!

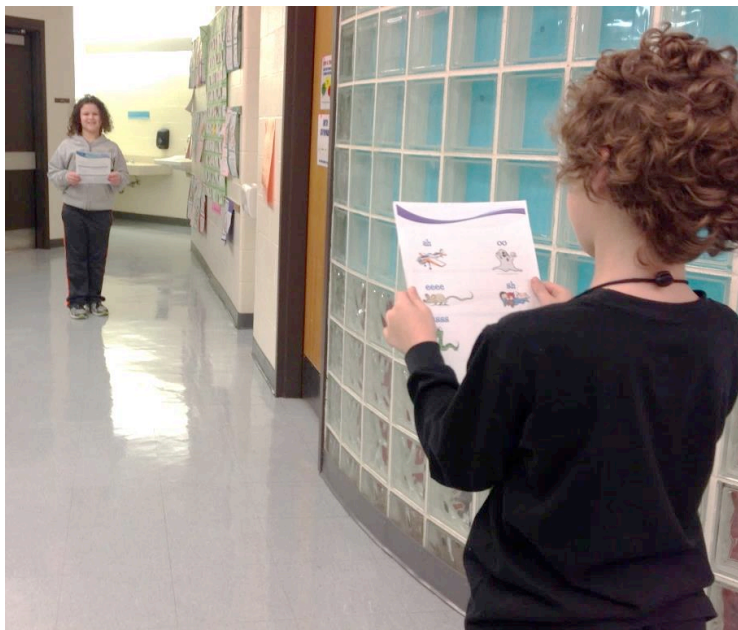
You can have one less thing to do during the week.

Your student with hearing loss can gain more independence.

Your student with hearing loss and a friend can improve their friendship.

Have your student with hearing loss chose a friend to do the listening check. Alternately, this activity could be assigned as a reward to classmates for good work or behavior. You and/or the DHH specialist can show the student with hearing loss and the peer how to do a listening check. What the chosen friend presents is dependent on the student with hearing loss' auditory needs. Some students need the chosen student to present sound, others can just have the student with hearing loss repeat a word or follow a direction.

Your Itinerant Teacher of the Deaf/Hard of Hearing or Educational Audiologist will work with you to determine what is best!



The Ling Sounds

Performing the Ling Sound Listening Check with Young Children

Background noise: It is important to teach students to listen to the Ling Sounds while in a quiet environment and at a close distance.

Tasks: There are three levels of response to the Ling Sound Listening Check:

- a) Detection - The initial task is a yes/no, did he detect the Ling Sound or not.
- b) Discrimination - the student will discriminate between two of the Ling Sounds.
- c) Identification – the student will say the sound back or identify a picture or object that represents the sound.

Collect data to verify that the student is able to correctly complete the task with the deaf/hard of hearing professional at each level before expecting him to perform the Ling Sound Listening Check within the classroom setting with the teacher or another adult. For example, he can be performing the detection task in the classroom while working on the discrimination task 1:1 with the deaf/hard of hearing professional.

Distance from the student to the presenter is important. Routinely, distances of 3 and 10 feet are selected. Students who are still new to the task or who have very limited hearing ability may need closer distances in order to achieve a feeling of success at being able to do the task well. Listening in quiet is critical for optimal performance however, if a child is able to do the task readily then performance in noise provides good practice and also a clear indication of how noise will impact student listening. If an FM system is used then the presence of noise in the environment is moot unless it is very loud or occurring close to the FM transmitter.

Visual access: During all Ling Sound presentations, the student must not be able to see the presenter's face.

Response formats: How the student responds to the Ling Sound Listening Check can vary considerably. Response formats can be very creative but should not take more than a moment of response time. Suggestions are below:

Detection:

1. For the yes/no detection task, this can be accomplished by having the student stand in front of the presenter and provide a non-verbal response, such as thumbs-up (yes) or thumbs-down (no or quiet trial).

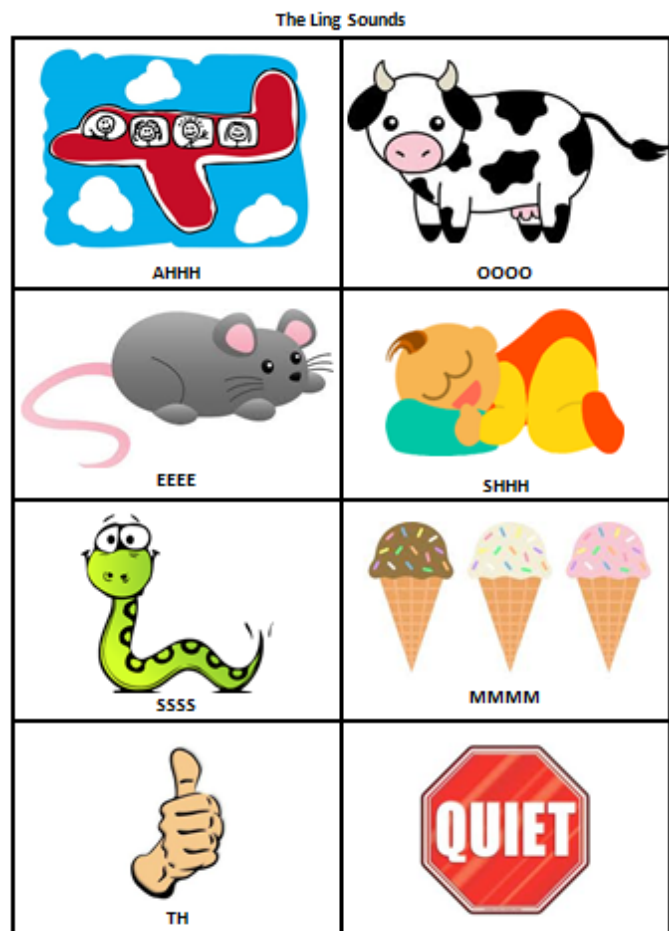
Discrimination:

1. For the discrimination task, the student can have his back to the presenter and then hold up an appropriate card to signify which of the two sounds he heard. The student will learn to discriminate the most acoustically different sounds first. Once these are mastered he will move toward discrimination of the more acoustically similar sounds. After discrimination of

two sounds has been mastered, the student can increase the set to 3, 4, 6 and finally all sounds. Once he can discriminate all sounds he should be expected to perform the Ling Sound Listening Check identification task in the classroom. It is not necessary for the student to perform the discrimination task in the classroom as this is a learning phase between detection and identification and is best mastered in a setting with the deaf/hard of hearing professional.

Identification:

1. For the identification task, the presenter will need to have the student facing them in order to clearly hear verbal responses or to see various visual responses. Therefore an acoustically transparent screen should be used in front of the presenter's face, or the student should be trained to look down during the presentations (look at your knees, look at the table, look at the back of the blue chair, etc.).
2. Have a picture representation of each Ling Sound. The student touches the picture or places a chip on the picture each time he hears the sound.
3. Have real objects that represent each sound. The student will be instructed to make each one do an action when the sound is heard. For example: "Today I want you to make the Ling Things jump (twirl, skip, fly, hover, gamble about, hop)."



Signaling the end of the task:

It is always a good idea to end the Ling Sound Listening Check with some kind of question to which he would usually be able to readily answer or an action that he would enjoy doing. This provides a bit of a challenge to a routine task and a silly question can signal a fun end to the task.

Data collection needs to occur each time the Ling Sound Listening Check is performed.

NOTE: The above Ling Sound chart has been made available as a one-page downloadable file.



Ling Sound Daily Listening Check



Name: _____ Who performed Check _____

Mark (X) the distance, right, left or both ears checked. It is not necessary to do all distances or both ears each time you do the Listening Check. All should be checked within the course of a week.

Week of:		AW			OO			EE			SH			S			M			TH			QUIET		
		3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft			
Monday	R																								
	L																								
Tuesday	R																								
	L																								
Wednesday	R																								
	L																								
Thursday	R																								
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Friday	R																								
	L																								
Saturday	R																								
	L																								
Sunday	R																								
	L																								

Week of:		AW			OO			EE			SH			S			M			TH			QUIET		
		3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft	3 ft	6 ft	10 ft			
Monday	R																								
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	L																								

Student Name

[illegible]

Cumulative Hearing Device Monitoring Results

[illegible]

Supporting the Student's Consistent Use of Amplification (How do I check my hearing aids?)

Page 57	Putting in your own hearing aids is easy (cartoon)
Page 58	Inserting Hearing Aids
Page 59	Listen Right, Listen Left, Listen All Around! Tuning in to how your hearing aids are working
Page 60	Listen Right, Listen Left, Listen All Around! Data Collection Sheet
Page 61	Inspect Your Hearing Aid Every Day! (cartoon)
Page 62	Test, Test, Test – My Turn to Check
Page 63	A Special Connection (cartoon)

Data Collection Sheets for Students to Complete

Page 64	Hearing Aid Monitoring Checklist (picture version for pre-readers)
Page 65	Hearing and listening is MY responsibility (hearing aid + FM/HAT checks)
Page 66	Hearing Aid Monitoring Checklist (for readers – elementary grades)
Page 67	Hearing and listening your best is MY responsibility (students Grade 2 through 5+)



PUTTING IN YOUR OWN HEARING AIDS IS REALLY EASY YOU CAN DO IT ALL BY YOURSELF!



GRAB THE TUBING CLOSE TO
THE EARMOLD.

MAKE SURE THE EARMOLD IS
HOW YOU WOULD PUT IT IN
YOUR EAR.

"SCREW IN" THE EARMOLD!

LOOK IN A MIRROR OR USE A
PROGRAM LIKE "PHOTOBOOTH" ON A
COMPUTER



HANG THE HEARING AID UP
AND OVER THE TOP OF YOUR
EAR!

THIS IS NOT IN RIGHT!!!



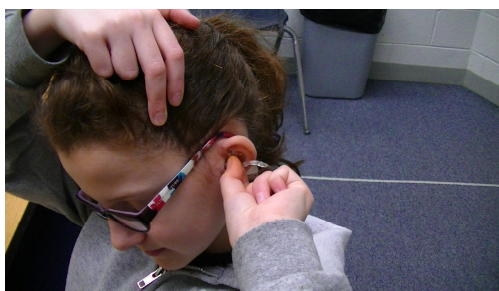
DON'T FORGET TO TAKE YOUR
HEARING AID OUT THE RIGHT WAY.
GRAB THE EARMOLD. DON'T YANK
ON THE TUBING!!!

Inserting Hearing Aids

Grab Earmold close to tubing



Have hand rotated towards nose. Rotate hand backwards "screwing in" earmold. Rotate your hand so your pinky rotates towards the ceiling.



Push earmold in completely.



Tuck aid behind the ear.



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Listen Right, Listen Left, Listen All Around!

Tuning in to how your hearing aids are working

Why? Even though you wear hearing aids every day you may not be paying attention to whether both aids are working well. Unless you have been taught to listen for differences, you may not be tuning in when one hearing aid stops working well.

When? Everyday as you are putting your hearing aids on!

How? You will need to learn first with a helper, like your Itinerant Teacher. Once you know what to listen for you can do this as a quick part of putting your hearing aids.



TUNING YOUR EARS TO LISTEN FOR DIFFERENCES

1. Put your right hearing aid on your ear. Turn it on and say “bah, bah, bah, sh, sh, sh.” Can you hear that your hearing aid is making your voice louder?
2. Your helper (teacher) will stand behind you and you will feel her touching your hearing aid. Sometimes she will turn it off and other times she will leave it on. Each time she will ask you if the sound is on or off. Say “bah, bah, bah, sh, sh, sh” to check. Can you get 5 out of 5 right?
3. Leave your right hearing aid in your ear but turned off. Now put on your left hearing aid and say “bah, bah, bah, sh, sh, sh.” Your helper will give you 5 tries to see if you can identify when the sound in your left hearing aid is on or off.
4. Turn on both hearing aids. Your helper will now ask you which hearing aid is making sound louder – both on, right or left aid on. You can point to the aid that is on and making sound louder. Can you get 10 out of 10?
5. Some hearing aids have a ‘T’ switch. When the hearing aids are turned to ‘T’ they are not making sound louder. If your hearing aids have a ‘T’ switch your helper will also turn it on and off as part of testing your ability to tune in to differences in how your hearing aid sounds.
6. If your hearing aids have a volume wheel, your helper will also test you to see if you can identify when one hearing aid has low volume.

Right hearing aid on: ‘bah, bah, bah, sh, sh, sh’

Left hearing aid on: ‘bah, bah, bah, sh, sh, sh’

Test, test, test! Does something sound wrong?

1. Right aid on, left aid off

2. Left aid on, right aid off,

3. Both aids on

4. Both aids off

5. Volume low on one aid

6. Volume low on both aids

**7. One aid on T (not M/T) and other on M
(creates a humming sound)**



This isn’t a skill that is learned in one session. It may take you weeks before you consistently identify which hearing aid is off or sounds different. If you have very limited hearing aid benefit this task may be very difficult for you but practice tuning in will really help!

Once you have tuned your ears to listening for hearing aid differences you can let your teacher know when there is a problem. FM to!

Listen Right, Listen Left, Listen All Around!

Tuning in to how your hearing aids are working



Student's Name _____ **Gr** _____ **School** _____

Your teacher/audiologist will stand behind you and may make changes to one, both, or neither hearing aid. Your job is to listen, test with bah, bah, bah, sh, sh, sh and then say if there is something wrong with the hearing aid(s). After more practice, you will need to identify what you think is wrong!

They will be mixed up and not all of the choices will be presented to you each time. The goal is to get 10 correct out of 10 turns. Your teacher/audiologist will make marks next to each listening choice.

+ Correct identification of problem O Incorrect identification of problem

DATE										
Right aid on, left off										
Left aid on, right off										
Both aids on										
Both aids off										
Volume low right										
Volume low left										
Volume low both										
Right aid on T switch										
Left aid on T switch										
Both aids on T switch										
Fingertip rub noise right										
Fingertip rub noise left										
Fingertip rub noise both										
TOTAL CORRECT of 13										

Goal 1: By _____ the student will be able to correctly identify if there is something wrong with his/her hearing aid (yes/no).

Goal 2: By _____ the student will be able to state what is wrong with the hearing aid.



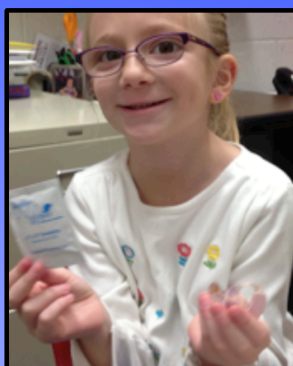
INSPECT YOUR HEARING AID EVERY DAY!



UH OH, MY EARMOLD AND TUBING HAS SOME WAX IN IT!

I'LL TRY THE AUDIO WIPE FIRST!

NEVER USE ANYTHING SHARP TO CLEAN IT OUT! STICKING THINGS LIKE PENCILS, TACKS OR PAPERCLIPS IN THE EARMOLD COULD TEAR THE EARMOLD OR TUBING!



THE AUDIO WIPE DIDN'T WORK! I NEED TO WASH OUT MY EARMOLD AND TUBING!

PHWEW! THAT WORKED.

NOW I HAVE TO MAKE SURE THE TUBING AND EARMOLD ARE 100% DRY!

TAKE THE EARMOLD AND TUBING OFF OF YOUR HEARING AID! HEARING AIDS DON'T LIKE WATER!!!!!!



LOOK AT THE HEARING AID. NO CRACKS.

LOOK AT THE BATTERY. ALL CLEAN. IN THE RIGHT WAY!

THE BATTERY DOOR CLOSSES NICE AND TIGHT TOO!

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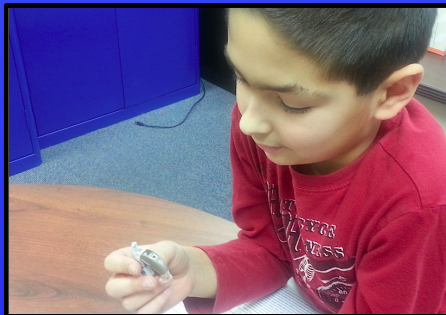


TEST, TEST, TEST MY TURN TO CHECK

We Ling every morning! AH-OO-EE-SH-SS-MM



I said mmm, bababa, chchch after putting on each hearing aid (CI/baha/ FM) I checked to be sure I could hear all the Ling Sounds. (S can be tricky!)



When I looked at my hearing aids, CI or FM receiver carefully , I didn't see any problems.



I tested my battery and it was still good.



I turned my transmitter off. I put my FM transmitter on the charger. I made sure it was charging!

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A Special Connection

YOU HAVE A SPECIAL CONNECTION TO YOUR TEACHER THROUGH YOUR HEARING AIDS AND F.M. YOUR AMPLIFICATION ALLOWS YOU TO HEAR YOUR TEACHER WHICH IS SUPER COOL. HOWEVER- THERE ARE TIMES WHEN YOUR TEACHER DOESN'T REMEMBER TO TURN THE FM ON OR YOUR HEARING AIDS STOP WORKING. THE LAST THING YOU WANT TO DO IS MAKE A BIG DEAL IN THE MIDDLE OF CLASS! SO... HOW SHOULD YOU HANDLE THAT?



THE FM MICROPHONE IS OFF...
MY BATTERY JUST DIED!

I CAN'T HEAR!

SHOULD I JUST SIT HERE AND BE FRUSTRATED? I DON'T WANT TO RAISE MY HAND AND MAKE A BIG DEAL.

NO!

YOUR TEACHER REALLY CARES ABOUT YOU! THEY WANT TO HELP YOU. IN FACT YOUR TEACHER WOULD BE SAD IF YOU DIDN'T TELL THEM POLITELY WHAT YOU NEED.

HANDLE IT AND KEEP ON LEARNING!



use a signal!

BUT, BUT, BUT, I DON'T WANT TO MAKE A BIG DEAL IN CLASS. HOW DO I TELL MY TEACHER I CAN'T HEAR? HOW DO I TELL MY TEACHER THEY FORGOT TO TURN THE MIC BACK ON??

MAYBE YOU;
* POINT TO YOUR EAR
* RAISE YOUR HAND HALF WAY UP
* HOLD UP A COLORED CARD
WORK IT OUT WITH YOUR TEACHER

whatever you do....don't just sit there!
Listening is YOUR responsibility

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Hearing Aid Monitoring Checklist

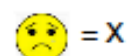
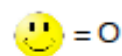
Student _____ Grade _____ School _____ Week of _____
 Review choices with student daily. They can circle the day of the week if the answer is YES; place an X if the answer is NO.

I brought my hearing aid(s) or cochlear implant(s) to school today.		= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			
When I looked at my hearing aids or CI carefully, I didn't see any dirt, cracks or problems.		= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			
When I checked my hearing aid batteries, they were good		= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			
I put on my hearing aids, cochlear implants or FM all by myself today		= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			
I said mmm bababa chchch after I put each hearing aid, cochlear implant or FM on	1. 2.	= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			
I did OK on the Ling sound check today (close) – no changes from before		= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			
I did OK on the Ling sound check today (far) – no changes from before		= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			
I put my FM in the charger at the end of the school day (can check it off for yesterday)		= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			
I know who to tell if I am NOT hearing the way I should be hearing (it changed)		= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			
I have extra batteries at school today		= O = X <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 15%;">M</td> <td style="border: 1px solid black; width: 15%;">T</td> <td style="border: 1px solid black; width: 15%;">W</td> <td style="border: 1px solid black; width: 15%;">TH</td> <td style="border: 1px solid black; width: 15%;">F</td> </tr> </table>	M	T	W	TH	F
M	T	W	TH	F			

Hearing and listening is MY responsibility



Name: _____ Grade _____ Teacher: _____ Week of: _____



When I looked at my FM / Hearing Aids carefully I didn't see any problems.



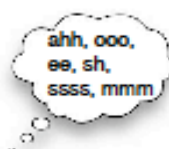
M T W T H F

I put my FM / Hearing Aids on all by myself today.



M T W T H F

I did ok on the Ling Sound check today.



M T W T H F

I put my FM on the charger at the end of school.



M T W T H F

I have more batteries in my bag.



M T W T H F

Use Tally Marks

There was a problem with my FM or Hearing aids. I told a Teacher that there was a problem.

I fixed a problem with my FM or Hearing Aids all by myself.

THIS WEEK I.....	YES	NO
I reminded the teacher to use the FM so I can hear my best.		
I asked my teacher if I could use my FM to hear my friends better in a group.		
I let my teacher know that I was having trouble hearing other students in class		
I asked someone to repeat what they said because I didn't hear or understand.		
I changed my seat or closed a door so I could hear when it was noisy		



Hearing Aid Monitoring Checklist

Hearing aids or cochlear implants can stop working at any time. Law requires that the school monitor hearing devices to ensure that they are functioning properly. It is important to check hearing devices every day. Record results on this page. The student should be expected to let the teacher know when hearing changes, such as a hearing device stops working and should be encouraged to advocate for his or her communication needs.

Student _____ Grade _____ School _____

Classroom Teacher _____ Person overseeing monitoring* _____

*educational audiologist, teacher of the deaf and hard of hearing, speech language pathologist.

YEAR : MONTH:	Monday		Tuesday		Wednesday		Thursday		Friday	
	DATE		DATE		DATE		DATE		DATE	
Mark X under the happy/sad face. Mark A if child was ABSENT.										
I brought my hearing aids or CI to school today.										
When I looked at my aids or CI carefully I didn't see problems like dirt, cracks, wrong settings.										
When I checked my batteries were good today.										
I put my hearing aids or CI on by myself.										
I said mmm baba chch after I put each one on.										
I did okay on the Ling sound check (close).										
I did okay on the Ling sound check (far).										
I put my FM in the charger at the end of school.										
I know who to tell <u>right away</u> if one of my hearing aids or my CIs are not working right.										
I have extra batteries at school.										
THIS WEEK I... Yes - I don't think I needed to do this - I should have done this but didn't										
I reminded the teacher to use the FM so I can hear my best (announcements, groups).										
I asked my teacher if I could use the FM to hear my friends better in group or during social times.										
I let my teacher know that I was having trouble hearing other students talking in class.										
I asked someone to repeat what they said because I didn't hear it all.										
I changed my seat or closed the door so I could hear better when it was noisy.										
I looked at my earmolds and cleaned them if there was earwax.										
I let my family or an adult at school know that my ears hurt or my hearing changed.										



Hearing and listening your best is MY responsibility.

A learning Guide and Checklist for Students Grade 2 through 5+

Being a student means you have many responsibilities. You need to get to school on time, pay attention in class, do your part when working in a group with others and return your homework on time. Because you wear hearing aids or a cochlear implant you will be expected to become more responsible for your own hearing devices and listening needs.

Student: _____ Grade: _____ School: _____

Month: + Yes O No	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
I used my hearing aids / FM at school today.																				
I said mmm, baba chch after I put each one on.																				
I didn't see dirt, cracks or wrong settings.																				
My batteries are good today.																				
I did okay on the Ling sound check.																				
I brought the FM to every class for my teachers to use.																				
I went to an adult right away when my FM/ HA's/ CI were not working.																				
I fixed a problem with my HA's/FM/CI all by myself.																				
I charged my FM transmitter at the end of the school day.																				
I put my receiver(s) away in the safe place.																				
I have extra batteries at school.																				
THIS WEEK I..... "+" = Yes "/" = I did not think I needed to this week. "O" = I know I should have, but didn't.																				
I reminded the teacher to use the FM so I can hear my best (announcements, groups, social time)											+	/	O							
I let my teacher know I was having trouble hearing other students talking in class											+	/	O							
I asked someone to repeat what they said because I didn't hear it all (communication repair)											+	/	O							
I changed my seat or closed the door so I could hear better when it was noisy											+	/	O							
I looked at my earmolds and cleaned them if there was earwax or they seemed dirty.											+	/	O							
I let my family or an adult know that my ears hurt or my hearing seemed different.											+	/	O							
I know what to say if another person asks me about my hearing loss or hearing aids/ implant											+	/	O							

Supporting the Student's Understanding of Hearing Technology, Function and Issues (What do I do if there is a problem?)

Page 69	In Your Ear, Not in Here cartoon
Page 70	In Your Ear, Not in Here activity
Page 71	Hearing Aid Battery Placement
Page 72	Batteries cartoon
Page 73	Troubleshooting a Hearing Aid (cartoon)
Page 74	Tell Me About Your Hearing Aid – Learning Farts, Function, Fixes
Page 75	Hearing Aid Troubleshooting card
Page 77	Sweaty Kid Syndrome cartoon

FM Specific Use and Monitoring

Page 78	The Football Helmet = FM Unit / Hearing Aids (cartoon)
Page 79	Can You Hear Me? cartoon
Page 80	The Power of 'L' FM microphone placement cartoon
Page 81	AACK! I Can't Hear! Try these troubleshooting tips first
Page 82	Visual Guide to Using an FM System
Page 85	Daily Check Cards for different FM/HAT systems (one example, others downloadable)

IN YOUR EAR, NOT IN HERE

WHERE SHOULD YOU KEEP YOUR HEARING AID?? IF YOU WANT TO SEE A GRUMPY FACE..... THEN PUT YOUR HEARING AID IN YOUR JEANS, YOUR LOCKER OR JUST LAYING ON A TABLE.



CAN YOU SAY "WASHING MACHINE?" BTW, HEARING AIDS DON'T SWIM.



LOCKERS ARE KNOWN FOR "EATING" HEARING AIDS AND HOMEWORK. BOTH NEVER TO BE SEEN AGAIN.



TINY LITTLE HEARING AID ON THE BIG SCARY TABLE. DO YOU LIKE CRAWLING ON THE FLOOR LOOKING FOR SMALL EXPENSIVE OBJECTS?



NOT ONLY IS YOUR AID SAFE HERE..... IT HELPS YOU HEAR TOO!



I KNOW, I KNOW.... HEARING AID, IN A HEARING AID CASE. CRAZY CONCEPT.



AS LONG AS YOU USE A CASE, YOUR DESK IS A PRETTY SAFE PLACE!

HEARING AIDS AND FM'S NOT ONLY HELP YOU HEAR, THEY ARE EXPENSIVE! KEEP THE ADULTS IN YOUR LIFE GIVING YOU A BIG THUMBS UP!

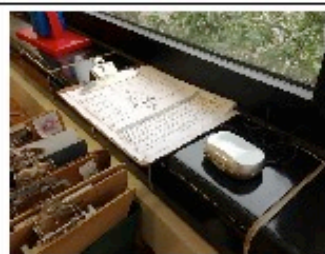
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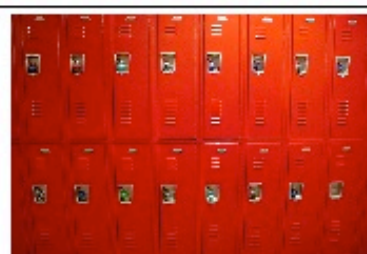
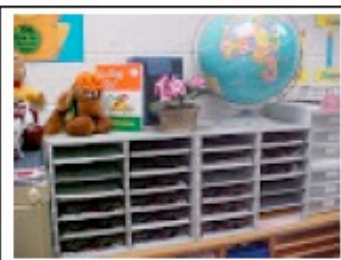
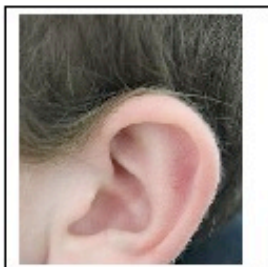
In Your Ear, Not in Here!

Circle the places that you **SHOULD** put your hearing aids.

Put an **X** on the places you **NEVER** put your hearing aids

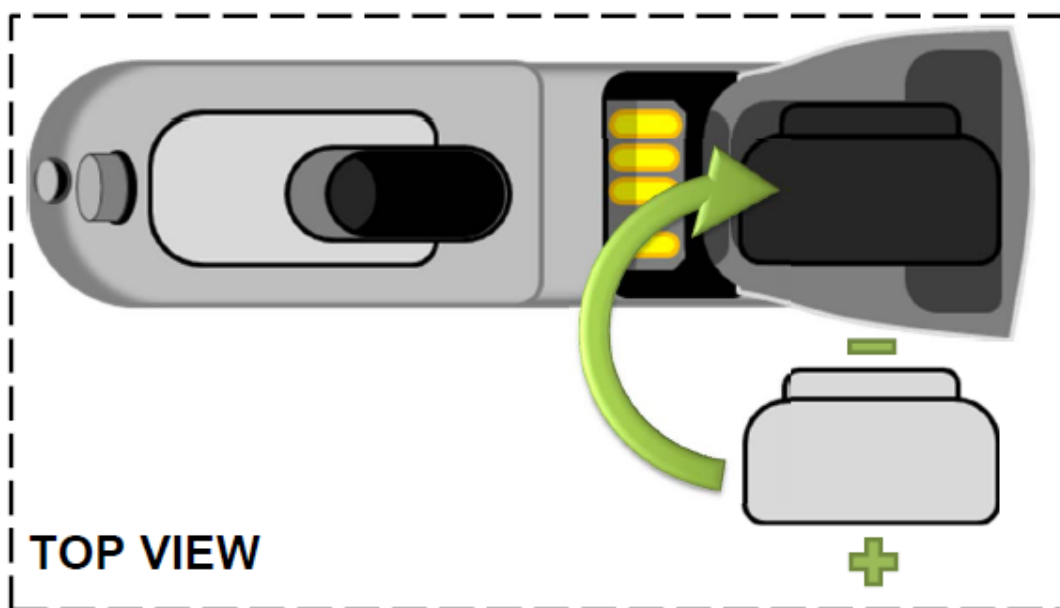
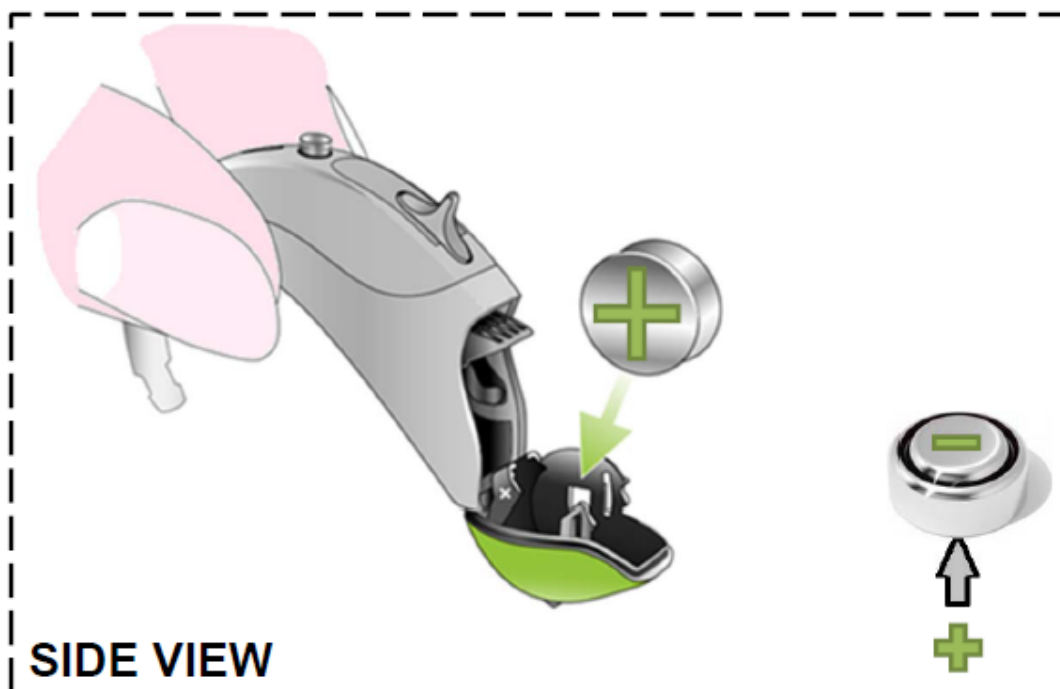


Hearing Aids are expensive important tools needed for you to learn your very best! You must take good care of them!.



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HEARING AID BATTERY PLACEMENT



Images created by: Niels Nicolajsen

ONCE UPON A TIME THERE WAS A KID WHO WORE HEARING AIDS.....

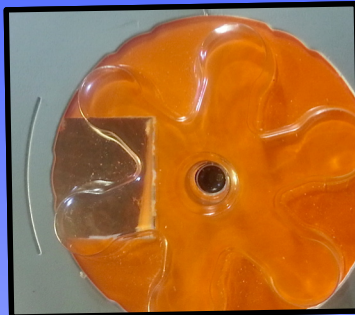


HEARING AIDS NEED BATTERIES TO WORK. YOU NEED YOUR HEARING AIDS TO WORK SO YOU CAN HEAR.

IF YOU DON'T HAVE YOUR HEARING AIDS YOU WILL MISS OUT ON WHAT IS BEING SAID AT SCHOOL. MAYBE YOU WON'T HEAR ABOUT A BIRTHDAY PARTY OR WHAT TO PLAY AT RECESS.

BATTERIES DON'T APPEAR MAGICALLY IN YOUR BACKPACK OR DESK.

DO YOU KNOW HOW LONG YOUR BATTERIES LAST? YOU SHOULD! IS IT 1 WEEK? IS 2 WEEKS?



THIS IS AN EMPTY PACKAGE OF BATTERIES!

IF YOU USE UP YOUR LAST BATTERY AND THEN DECIDE TO TELL A TEACHER - THIS IS WHAT YOU WILL SEE.....

WHY IS THIS TEACHER GOING CRAZY?

SHE IS THE TEACHER WHO BRINGS YOU MORE BATTERIES.

SHE SEES MANY STUDENTS WHO WEAR HEARING AIDS.

SHE IS SAD THAT YOU ARE OUT OF BATTERIES AND CAN'T HEAR. NOW SHE HAS TO GO FAST TO HELP YOU.



A MUCH BETTER IDEA.....



WHEN YOU HAVE 3 BATTERIES LEFT-

SPEAK UP! TELL AN ADULT YOU NEED MORE BATTERIES.

THEN THE ADULTS WILL HAVE TIME TO GET YOU MORE BATTERIES.

NOW YOU WON'T MISS OUT ON HEARING AT SCHOOL!!!!



Trouble Shooting a Hearing Aid

THE HEARING AID AND BATTERY

IS THE HEARING AID ON THE CORRECT PROGRAM?

IS THERE A VOLUME CONTROL?

CHECK THE BATTERY!

THE EARMOLD

DOES IT HAVE WAX IN IT? THEN IT NEEDS TO BE CLEANED WITH THE PROPER TOOLS.

THE PROGRAM BUTTON IS ON THE BACK OF THE HEARING AID.

IF POSSIBLE-
TURN UP THE VOLUME.

CHANGE THE BATTERY. BE SURE IT'S IN THE RIGHT WAY!

PROPER TOOLS:

WAX PICK
PIPE CLEANER
WARM WATER

NOT GOOD:
PAPERCLIPS
PENCILS
TACKS

YOU CAN TEAR



RECEIVER AND AUDIO SHOE

IS THE RECEIVER ON 2 GREEN DOTS? ONE OPEN DOT IS "OFF"

IS THE RECEIVER CLICKED INTO THE AUDIO SHOE CORRECTLY?

IS THE AUDIO SHOE ON THE HEARING AID PROPERLY?

SOME RECEIVERS HAVE A SWITCH FOR DIFFERENT POSITIONS (2 DOTS, 1 DOT AND OFF)

THE AUDIO SHOE MUST BE ON THE HEARING AID NICE AND TIGHT!

TUBING AND EARHOOK

IS THE TUBING TORN?
DOES THE TUBING OR EARHOOK HAVE EAR WAX STUCK INSIDE?

IF THE TUBING IS TORN IT WILL NEED TO BE REPLACED.

IF THERE IS WAX STUCK IN THE TUBING OR EARHOOK IT NEEDS TO BE CLEANED OUT WITH THE PROPER TOOLS SUCH AS THE WAX PICK, PIPE CLEANER OR WASHED.

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Tell Me About Your Hearing Aid – Learning Parts, Function, Fixes



Copy this page and the following page on cardstock, back to back. Cut out cards

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Tell Me About Your Hearing Aid – Learning Parts, Function, Fixes

1. This is a battery drawer
2. What can go wrong?
 - a) Battery is in upside down
 - b) Battery gets corroded
 - c) There is a dead battery
3. What can I do?
 - a) Make sure the battery is in correctly
 - b) Use a pencil eraser to rub out all of the orange corrosion on the battery contacts
 - c) Check your batteries daily! Replace them on the same day every month (e.g. first day of month)

1. This is the earmold
2. What can go wrong?
 - a) It can be full of earwax
 - b) It can be ripped or torn
 - c) It can be hard/inflexible because it is old
3. What can I do?
 - a) Wash them weekly in soapy water, clean the earmold canal with loop tool, not something sharp
 - b) Time for new earmolds!
 - c) Time for new earmold! They should be replaced every 6 months to one year

1. This is the earmold tubing
2. What can go wrong?
 - a) It can pull out of the earmold easily
 - b) Drops of moisture can collect in it
 - c) It can get old, hard or ripped
3. What can I do?
 - a) It may be time for new earmolds or you need to get the tube glued securely into the earmold
 - b) Use a DriAid kit at night, and an earmold blower during the day if you see moisture drops
 - c) Time for new earmolds!

1. This is the hearing aid case
2. What can go wrong?
 - a) Case is dirty
 - b) Case feels wet
 - c) Case is cracked
3. What can I do?
 - a) Wipe off case with a soft cloth or tissue
 - b) Protect your aid (i.e., Ear Gear, SuperSeals)
 - c) A large crack may mean your hearing aid is damaged and not working right. Tell the audiologist. Maybe you can get cool colored cases!

1. This is the earhook
2. What can go wrong?
 - a) It can be cracked
 - b) Drops of moisture can collect in it
 - c) The earmold can easily slip off the earhook
3. What can I do?
 - a) You need a new earhook!
 - b) Use a DriAid kit at night, and an earmold blower during the day if you see moisture drops
 - c) This is a tubing problem not an earhook problem. The tubing needs to be replaced.

1. These are the hearing aid controls
2. What can go wrong?
 - a) The switch may be on M/T (you hear a hum)
 - b) They may be dirty (you hear scratchy sounds)
 - c) The controls may be set in the wrong place
3. What can I do?
 - a) Keep your hearing aid on M unless you are using the telephone
 - b) Protect your hearing aid from moisture and dirt (EarGear). Your audiologist can clean controls.
 - c) Know how your hearing aids should be set!

Copy this page and the following page on cardstock, back to back. Cut out cards



Hearing Aid Trouble Shooting Guide

Every hearing aid is different. Technology that the kids are wearing also changes rapidly! The trouble shooting guide is meant to be just that- a guide for a student or mainstream teacher to try some things before they panic and call you, the Hearing Itinerant.

Ideas/ Tips

Place the troubleshooting guide on a student's clipboard with their daily listening checklist, or in the bag where they keep their extra batteries .

Be sure to have YOUR contact information on the troubleshooting card.

Turn your business card into a luggage tag. Attach your tag to all bags that you deliver equipment in.

Turn your business card into a magnet. When you deliver equipment at the beginning of the school year, place your magnet up on a board near the teacher's desk!

Hearing Aid Trouble Shooting Guide

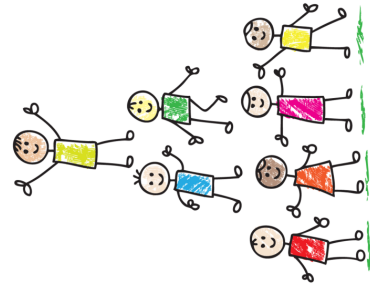
You can't hear! Try these steps first.

1. Look at your earmold. Is it icky? Clean it.
2. Look at the tubing. Is it torn? Contact your Itinerant. Is it icky? Clean it.
3. Is the earhook on tight? Is it cracked? Contact your Itinerant.
4. Battery- is it good? When did you last change it? Is the battery in the right way?
5. Audio Shoe: is it on tight?
6. Receiver- if you have green dots, is the lever on 2 dots? Open dot is OFF.



Every hearing aid is a little bit different. This is a basic troubleshooting guide meant to help you try some things to get an aid working on your own!

If you still can't get your hearing aid working: CALL or EMAIL your Hearing Itinerant IMMEDIATELY! Don't sit in class not being able to hear!!



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These Hearing Aid Troubleshooting Guide cards are to be printed two per page and folded in half for easy reference.

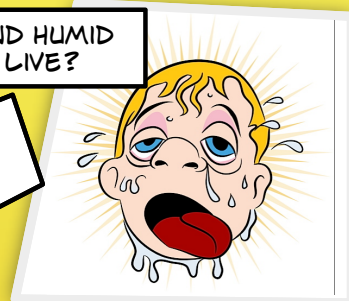


DO YOU PLAY SPORTS? SPORTS ARE AWESOME!



DOES YOUR TUBING
EVER HAVE WATER
DROPS ON THE
INSIDE?

IS IT HOT AND HUMID
WHERE YOU LIVE?



S.K.S. Sweaty Kid Syndrome

THEN YOUR HEARING AID MAY NOT WORK DUE
TO S.K.S.

SWEATY KID SYNDROME

HEARING AIDS DON'T LIKE HUMIDITY AND
SWEAT. SINCE YOU LOVE TO PLAY AND YOU
CAN'T CONTROL THE WEATHER, YOU HAVE TO
TAKE GOOD CARE OF YOUR HEARING AIDS!

..... YOU MAY HAVE TO USE SOME TOOLS AND
COMMON SENSE TO CURE YOUR HEARING AID OF
S.K.S.

PROTECT YOUR
HEARING AIDS WITH A
COVER. THEY COME IN
COOL COLORS!

STORE YOUR HEARING
AID IN A DRY KIT.



USE A BLOWER TO
DRY TUBING.



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THE FOOTBALL HELMET = FM UNIT/ HEARING AIDS

ONCE UPON A
TIME THERE WAS
A BOY WHO DIDN'T
WANT TO WEAR
HIS HEARING
TECHNOLOGY ALL
DAY EVERY DAY IN
SCHOOL.

HIS COACH TOLD THE
BOY A STORY:



YOU PLAY
FOOTBALL
RIGHT? DO YOU
MAKE A BIG HIT
OR TACKLE
SOMEONE EVERY
PLAY??



"OF COURSE NOT!
DUH!" SAID THE BOY



SO- ON THE
NEXT PLAY,
PLEASE LEAVE
YOUR HELMET
ON THE
SIDELINES.

WHAT??!

COACH ARE YOU
CRAZY? I HAVE
TO ALWAYS
BE READY FOR
THE BIG HIT!



WHEN YOU
NEED YOUR
HELMET COME
OVER TO THE
SIDELINES
AND GET IT!



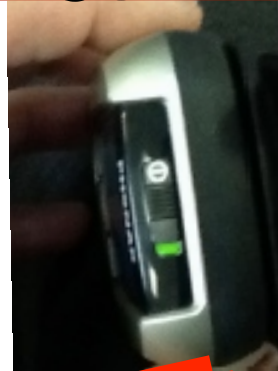
OH - IT'S JUST LIKE IN CLASS. **WORDS**, LIKE THE GUY I AM TRYING TO TACKLE, COME FLYING AT ME ALL THE TIME. I HAVE TO BE **PREPARED** AT ALL TIMES. I GET IT! I HAVE TO WEAR MY HELMET ALL THE TIME. THERE'S NO TIME TO GO GET IT. YOU AND I HAVE TO HAVE MY FM ON AND READY TO GO. YOU TEACHERS - YOU CAN TALK AT ANY TIME!!

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Can you hear me?



BE SURE THE
TRANSMITTER
IS ALREADY
"ON"



CHECK YOUR
TRANSMITTER
AS YOU
CARRY IT
FROM CLASS
TO CLASS.

UUUUGH! THAT'S THE LAST THING
YOU WANT YOUR TEACHER TO
SAY TO YOU.

YOU CERTAINLY DON'T WANT
YOUR TEACHER TO MAKE A BIG
DEAL ABOUT YOUR FM IN FRONT
OF THE WHOLE CLASS.

YOU CAN AVOID THE
WHOLE SCENE!

MAKE SURE THE
TRANSMITTER IS
CONNECTED TO
YOUR RECEIVER



IS THE MIC IN
THE "ON"
POSITION?



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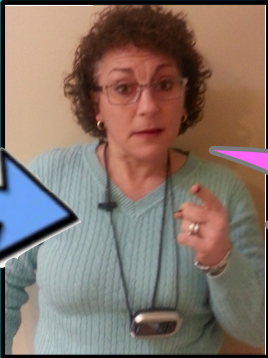
THE POWER OF "L"



IF A TEACHER PUTS THE FM ON WRONG....JUST FLASH YOUR POWERFUL "L"!

YOU HAVE THE POWER OF "L"! YOU CAN SHOW EVERY TEACHER THE PERFECT SPOT FOR YOUR FM MICROPHONE.

TEACHERS MAY HAVE NEVER USED AN FM BEFORE. THEY DON'T PUT THE MIC IN FUNNY PLACES ON PURPOSE!

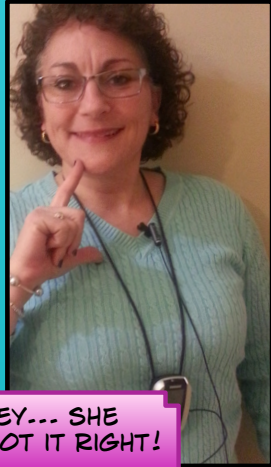


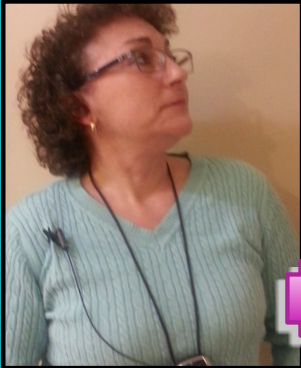
HEY... SHE GOT IT RIGHT!

YOU ARE RESPONSIBLE FOR YOUR TRANSMITTER!

IT IS YOUR JOB TO CARRY IT FROM CLASS TO CLASS.

GIVE IT TO YOUR TEACHER ALREADY TURNED "ON".





UH OH..... TOO FAR TO THE SIDE.

LOOK AT THE MIC! IT'S POINTED DOWN TOWARDS MY SHOES.

FLASH THAT POWERFUL "L" TO HELP THIS TEACHER LEARN WHERE TO CLIP THE MICROPHONE! DON'T FORGET YOUR SMILE!



TOO LOW. YOU'LL NEVER HEAR IT'S TIME FOR AN EXTRA LONG RECESS!

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AAACK! I CAN'T HEAR!

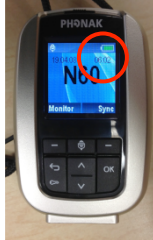
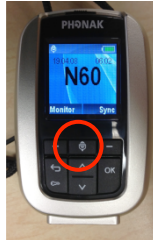
Try these trouble shooting tips first!

If you still can't hear, make sure you tell your teacher or your Itinerant DHH Teacher!

Check Your Hearing Aid

Is your earmold clean?	
Do you have a good battery? Is it in the right way?	
Do you need to change programs?	
Is your audio shoe on tight? If you have a switch- is it on the 1 or 2 green dots? NOT the open dot!	

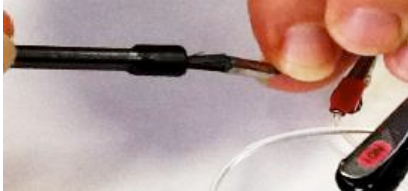
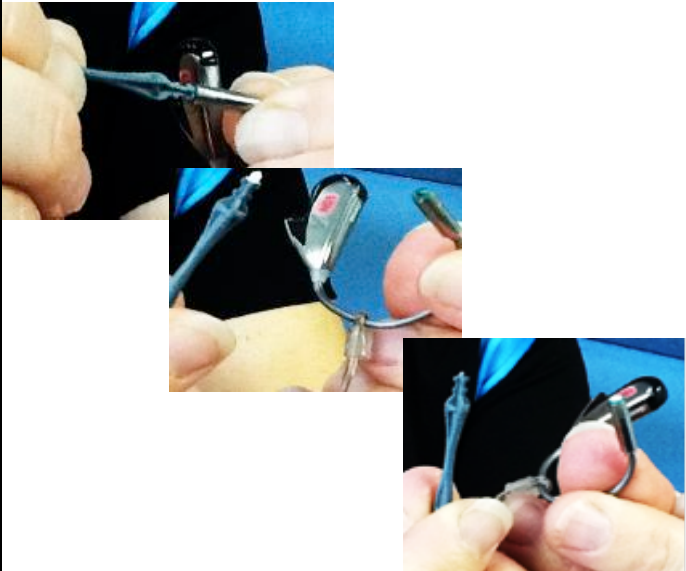
Check your Transmitter

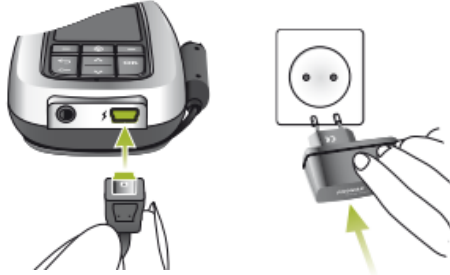
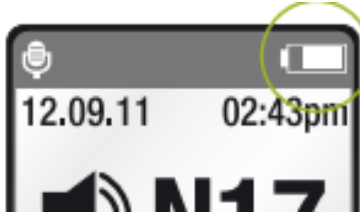
Is the transmitter "on" Slide button on top so you see green. The front screen should light up.	
Are you on the correct channel?	
Does the transmitter have a charge?	
Is the microphone muted?	
Is the microphone 4" from the teacher's mouth?	

Visual Guide to Using an FM System

This example features the Inspiro and iSense. Use this step by step guide to discuss any FM / HAT system.

Turn on the transmitter.	
Put the receiver in the student's ear.	 Right wayWrong way
Proper Mic placement ~4" below your chin. ~ Center of your body. <i>If the mic is too low, it won't pick up your voice. If the mic is off to the side, when you turn your head the mic won't pick up your voice.</i>	
Do a teacher listening check. ~Use the listening tube. Place the listening tube in your ear and the other end on the receiver. ~ Speak into the transmitter mic.	
Do a student listening check. ~ Move away from the student (At least 6'... across the room). ~Quietly ask student to repeat a word or do an action. (touch your nose, clap your hands).	

Do a transmitter check. ~Is the transmitter turned on? ~Is the transmitter on # ____? ~Does the transmitter have a charge? ~Is the mic 4" from your mouth? ~Is the cord for the mic unwound/not kinked?	
Do a receiver check. ~If there is no sound, check to see that the battery is in correctly. ~If there is still no sound, change the battery. ~If there are 3 long beeps, change the battery.	
If there are 3 short beeps, clean off the part that inserts into the student's ear. ~use the brush ~use the pick to clean the wax trap.	Brush  Pick 
~If the receiver is still beeping, change the wax trap. Remove wax trap Flip the stick Insert the new wax trap	

Ta Da!	
If there is still no FM signal: ~Sync the transmitter and receiver. ~Get close to the student. Push the top right soft key (sync) ~You should hear 3 beeps when it syncs.	
Charging the Transmitter ~Turn off the transmitter ~Insert the charging cord into the port at the bottom of the transmitter. Be sure the charger is plugged into the wall. ~ You should see battery charging on the screen of the transmitter.	 
Store the receiver in the case with the battery door open so the battery doesn't drain overnight.	



Receiver



Transmitter



Receiver

Trouble Shooting the FM!

Trouble Shooting the FM!



Transmitter



Receiver



Transmitter



Receiver

Trouble Shooting the FM!

Trouble Shooting the FM!



The example FM Troubleshooting Cards on this page and the following page are intended to be copied on both sides of cardstock paper. Place the appropriate card at the FM charging station to encourage student independence. Cards for this FM and additional types of FM equipment have been included as downloadable files.

TRY THIS FIRST. IF ALL ELSE FAILS....	
TRANSMITTER TROUBLE SHOOTING • Is the transmitter "on"? • Is the transmitter on the correct frequency? • Does the transmitter have a charge? • Is microphone 4" from your mouth? • Is the microphone cord (antennae)unwound and not kinked • Is the microphone in the "on" positions (▲ or ■) • Not The X	RECEIVER TROUBLE SHOOTING • Is the earmold "icky"? Clean out the wax! • Is the receiver "on"? • (green dot showing) • Do you need a new battery? • Is the battery in the right way? • (+ goes up) • Do you need to "sync" the transmitter and receiver?
.....THEN CALL OR EMAIL Phone Number: Email:	

TRY THIS FIRST. IF ALL ELSE FAILS....	
TRANSMITTER TROUBLE SHOOTING • Is the transmitter in the "on" position? • Is the transmitter on the correct frequency? • Does the transmitter have a charge? • Is the microphone 4" from your mouth? • Is the cord (antennae) for the microphone unwound and not kinked? • Did you "sync" to the receiver?	RECEIVER TROUBLE SHOOTING THIS RECEIVER ATTACHES TO THE STUDENTS HEARING AID VIA AN "AUDIO SHOE" • Is the audio shoe connected tightly to the hearing aid? • Is the receiver in the audio shoe correctly? • Is the Hearing Aid working? • Is the Hearing Aid on the correct program?
.....THEN CALL OR EMAIL Phone Number: Email:	

Supporting Positive Interactions with Peers Regarding Amplification Use

**(How can I tell others about my hearing loss?)
(What do I do if someone teases me?)**

Sharing Information About Hearing Loss

Page 88	Being the Only Student with Hearing Loss in the Mainstream: Social Acceptance and Identity Implications
Page 90	Tips for the Class Inservice
Page 91	Example Class PowerPoint Presentation (6 slides: Preschool, Kindergarten)
Page 92	Creating Brochures so Students can Share “About Me!” Information with Teachers
Page 93	Example “About Me!” Brochure
Page 95	Your Teacher is Not a Mind Reader cartoon
Page 96	HOW You Say It – Is as Important as WHAT You Say!

Ways to Deal with Questions and Teasing

Page 97	The Curious Friend
Page 98	Teasing – It happens to everyone!
Page 100	Friendly, Curious or Mean cartoon
Page 101	Bluffing: Teacher Guidance for Student Discussion
Page 102	What Can You Say?

Being the Only Student with Hearing Loss in the Mainstream: Social Acceptance and Identity Implications

Psychosocial development occurs in various stages. Psychosocial development for children age 4-6, is characterized by children beginning to complete tasks for a purpose, so it is an excellent period for focusing on How/Why tasks such as appropriate use of hearing aids and beginning steps toward self-advocacy. When parents and teachers encourage and support children's efforts, they will develop initiative and independence in planning and undertaking activities. If independence is discouraged, they develop guilt about their wants and needs (Schlesinger, 1978). By supporting this



skill development we are empowering children toward their own independence, which can have a lifelong impact on self-esteem and relationships with peers.

During this stage of psychosocial development children are also develop a sense of judgment. A sense of judgment is first formulated from 'no-no' and 'good boy' experiences learned from many family interactions. Once children enter school, their sense of judgment is further shaped by the spoken or unspoken messages and attitudes of peers. **This is why it is so critical for the classroom teacher and/or the specialist in deaf/hard of hearing education to provide a learning opportunity for class peers about hearing loss and hearing devices.** Early acceptance by peers, especially those who believe the hearing devices are 'cool', provides a solid foundation for future social relationships as well as long term use of hearing aids and FM systems.

Although most congenital hearing loss of 35 dB HL or greater will be identified by newborn hearing screening, not all families are willing or able to provide optimal support to their child's hearing aid wear or communication interactions. Many children entering preschool/kindergarten may not know how to appropriately handle their hearing devices and perform listening checks to determine the function. Although it is necessary for the kindergarten teacher or classroom aide to perform daily listening and device checks, it is also age appropriate for the student to begin developing the hearing device independence skills appropriate to this age level.



Families of toddlers and preschools can do much to develop a foundation awareness of communication breakdown and strategies to address these breakdowns through using self-talk during naturally occurring situations. While this is true, it is also widely observed that most children with hearing loss entering kindergarten are not aware of the impact of distance and noise on listening and how they can appropriately address these issues to improve their perception of speech by the teacher or class peers. Thus, skill development in to support student learning the reasons for the source of communication breakdowns and age-appropriate strategies is warranted.

Finally, research occurring since the 1970s has consistently demonstrated a “hearing aid effect” where class peers identify the child with hearing devices as being less acceptable or a less preferred or liked playmate. Specifically, studies indicate that both peers and teachers as less cognitively capable. Preschool children tend to prefer to choose other children with similar looks as themselves (gender, race, etc.) but they also tend to choose peers with good social skills who are easy to talk to or “fun.” Introducing the child’s hearing loss to the whole class and providing him or her with confident ways of talking about hearing loss issues with adults and peers is needed if the “hearing aid effect” is to be minimized

Schlesinger, H.S. (1978). The effects of deafness on childhood development: An Ericksonian perspective. In L. S. Liber (Ed.). *Deaf Children: Developmental Perspectives* (pp. 157-169). New York, NY: Academic Press.

http://www.aucd.org/docs/TN%20t35Poster_revised2.pdf

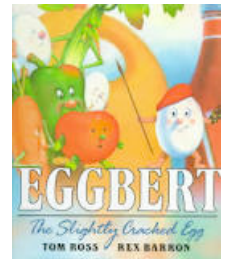
Tips for the Class Inservice

To make a big deal or not - that is the eternal question! As with all questions and answers when it comes to students: It all depends. Some students want to stand up in front of their peers and tell them all about their cool sparkly earmolds. Other students would rather wear all brown in hopes of blending in with their desk.

All classes are not created equal either. Some groups of children are more open to all types of friends; other classes need a bit more coaching. Here are some ideas to address the topic of having child with hearing loss in your classroom. Work with your Itinerant DHH Teacher or Educational Audiologist to decide how YOU would like to handle this touchy topic. Another great resource when addressing issues of acceptance and empathy is your school social worker.

Read: *Eggbert the Slightly Cracked Egg*. Eggbert is cast out of the refrigerator because of a small crack. Eventually he realizes that cracks are everywhere and reminds us all that our flaws are perfectly natural and even beautiful.

<https://successforkidswithhearingloss.com/eggbert-the-slightly-cracked-egg>



Stand Tall, Molly Lou Melon is a powerful story for accepting people's differences and dealing with bullies. <http://successforkidswithhearingloss.com/gamesmaterials/stand-tall-molly-lou-melon>

Introduce hearing loss as part of a discussion of how we learn things.

Share a PowerPoint that the student creates: Children with hearing loss are just that.... children first. It is critical that we celebrate who the child is beyond their hearing status. Speaking in front of your classmates can be a nerve wracking experience. Consider embedding a video of the child presenting the slide so they can practice rather than having to speak to the class live.



Student Presentations: Some students will WANT to tell their friends about their hearing or listening devices.

Student Created Brochures: Students can create a brochure all about themselves and their hearing loss. The student can present the brochures to their teachers. It is important to build advocacy skills while respecting a child's emotional state. Some students will be excited to present their brochure in person, other students will want to place it in a teacher mailbox or even email it.

Simulations of Hearing Loss: There are a few ways to give classmates an appreciation of what it's like to listen with a hearing loss.

- Play the Unfair Hearing Test. <https://www.youtube.com/watch?v=xzUwgJCZ1Gc> or other demonstrations from <https://successforkidswithhearingloss.com/demonstrations>
- Read a story while the students wear ear plugs <https://successforkidswithhearingloss.com/earplugs>

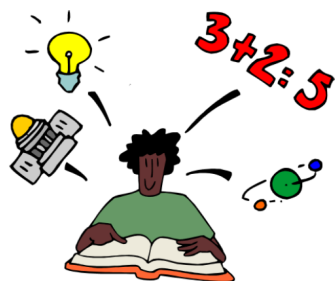


How do we learn things?

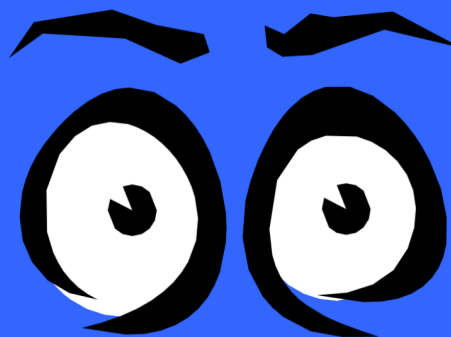
Introducing Hearing Loss to the Classroom

(Preschool, Kindergarten, Grade 1)

How do we learn things?



We See



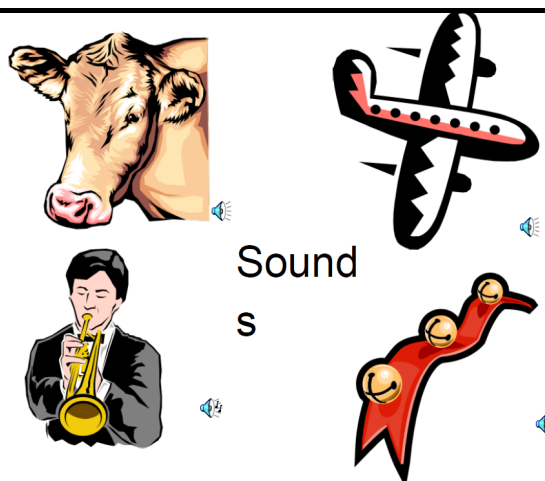
We Taste



We Touch



We Hear



Creating Brochures

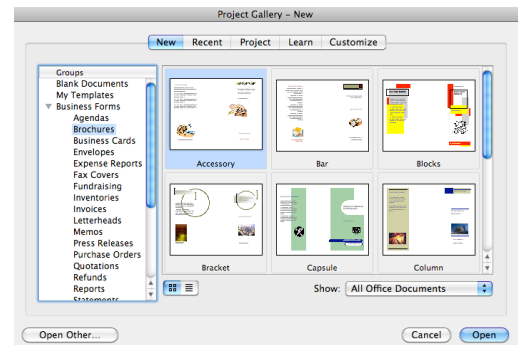
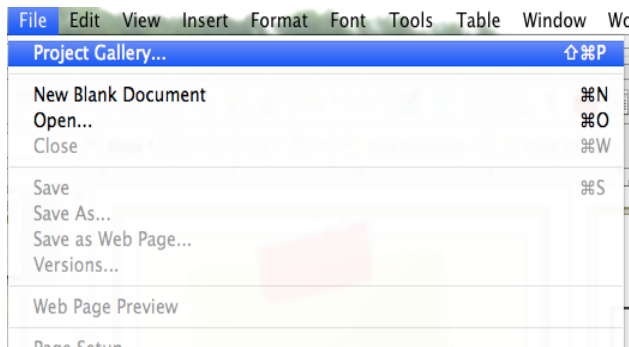
So Students Can Share ‘About Me!’ Information with Teachers

Brochures are an excellent way for students to advocate for their needs with their mainstream teachers. The *process* of creating the brochure is a great teaching/learning tool. Students include information about their hearing loss, amplification, IEP modifications and accommodations, as well as information about THEM as a person!

Both Microsoft Office and Pages for a Mac have brochure templates. Once you open the brochure template the students can choose a variety of looks, layouts and colors for their brochure.

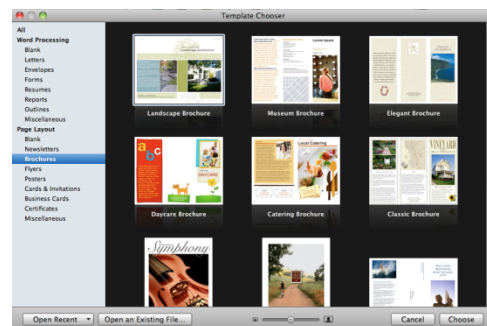
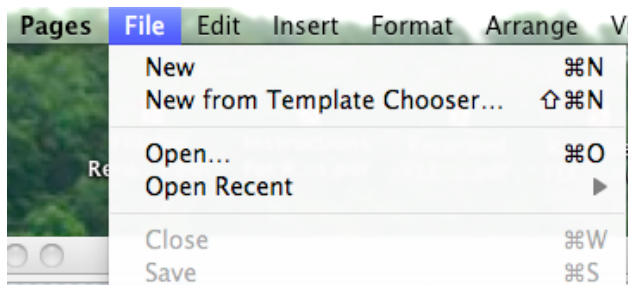
Microsoft Office (Word)

When you have Word open, choose File, Project Gallery. Under Business Forms choose Brochures. Then choose from a variety of brochure templates.



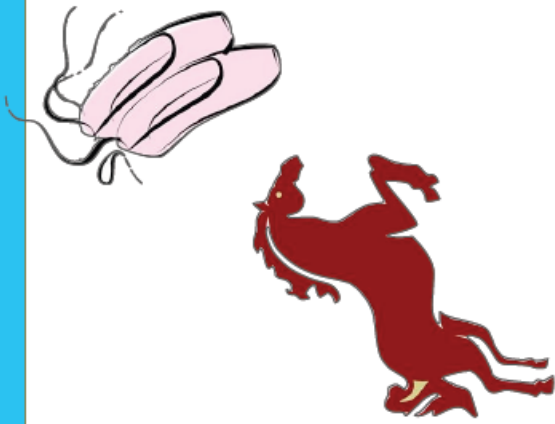
Pages for a Mac

Open Pages. Go to File, New. Under Page Layout you can choose Brochures. There are then many choices for brochure templates.



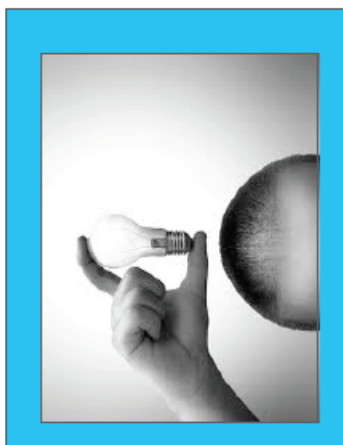
Example 'About Me!' Brochure

IMA STUDENT



Hobbies and Interests

- Dance
- Lyrical
- Ballet
- Jazz
- Horseback Riding
- Been Riding for 3 years
- Hang with Friends!
- Cheerleading



Tips for teachers

- Face me when speaking– I depend on speech reading as well as listening.
- Don't hold books/ papers in front of your face.
- Give me handouts when we are taking notes. I am listening, speechreading you, looking at the board, and trying to learn new concepts.
- When I put my head down to write– I miss auditory information.
- Don't assume I hear every word you say.
- If the room gets noisy, it is much more difficult for me to understand what is being said.
- For group work– allow me to move my group to the hall.
- Repeat what other students say. I can't hear kids in the back of the room, far away from me.
- In an EMERGENCY situation– be aware: I may miss directions. Be sure I am accounted for.
- Turn on Closed Captioning for Movies. Movies are very challenging. Many people speak, faces are not shown, narrators talk off camera and there is background music.

Causes of Communication Breakdowns

Modifications and Accommodations (as stated in my IEP)

- Preferential Seating- Left ear towards the person speaking. 2nd row is best!
- Clarification/ Repetition of directions
- Closed Captions for film when available
- Emphasis on visual presentation
- Access to notes/ handouts

Please:

Respect my privacy. I don't want to talk about my hearing during class. If I am having trouble or need something special I will talk to you after class.

Don't say, "Can you hear me?"

DO say, "What's the answer to"

Please treat me like any other student.

LISTENER: (me)

- * distance from speaker
- * no eye contact
- * not paying attention

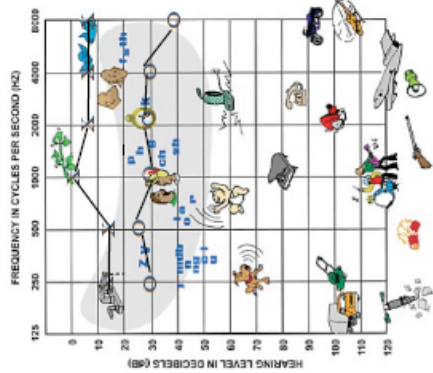
SPEAKER: (you)

- * speaks when not facing me.
- * I depend on Speech Reading
- * Speaks too quiet, or too fast

ENVIRONMENTAL:

- * poor lighting
- * background noise
- * distance of speaker/listener
- * acoustics in the room

AUDIOGRAM OF FAMILIAR SOUNDS



X= Left Ear

O= Right Ear

Anything above the line, I can not hear.

When listening in noise without my FM I only get 84% word recognition. With my FM I get 100%

My Hearing Loss

I have a mild hearing loss in my right ear. I have normal hearing in my left.

Effects of Hearing Loss

- Difficult to hear in background noise
- I need to keep my left ear towards the speaker.
- Hard to hear people reading in groups.
- Difficult to follow large group discussion

TEACHERS ARE LIKE SUPER HEROES. THEY KNOW ALL ABOUT SCIENCE, MATH AND SPELLING. THEY CAN DO LUNCH COUNT WHILE TYING SHOES. THEY CAN EVEN FIX BROKEN ZIPPERS.

MY HEARING AID BATTERY JUST DIED.

PLEASE REPEAT WHAT THE OTHER STUDENT SAID

I CAN'T HEAR YOU.

MY FM ISN'T WORKING



THE ONE SUPER POWER TEACHERS ARE MISSING IS:
MIND READING!



TEACHERS CAN'T READ YOUR MIND!

YOU HAVE TO BE IN CHARGE OF YOUR HEARING!

IF YOU CAN'T HEAR OR UNDERSTAND....
YOU MUST SPEAK UP!

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HOW YOU SAY IT – IS AS IMPORTANT AS WHAT YOU SAY!

You need to hear what is going on to do well in school and to keep up with your friends. Sometimes you will have a hard time because of your hearing loss and you need to tell other people what you need to be able to listen and understand. HOW you do this can affect how people feel about you.

Situation	Passive or Mousy	Aggressive or Bossy	Assertive or Confident
The battery died in your left hearing aid – that’s your best hearing ear!	You sit there until the end of the class (or the end of the day), then check to see if there is a spare battery.	Blurt out, “My hearing aid battery just died! You need to help me fix it right now Mrs. Smith!” Everyone turns to look at you.	You already talked about this happening with Mrs. Smith so she knows that you may get up from your seat to change a battery.
The class just started and the teacher forgot to turn on the FM transmitter.	You sit there until the end of the class (or the end of the day). Later when you don’t follow directions you tell Mrs. Smith that the FM wasn’t on.	As soon as Mrs. Smith starts talking you interrupt and say “I can’t hear you, turn on the FM!” Or you get out of your desk and grab the transmitter to turn it on. You act impatient/mad.	As soon as Mrs. Smith starts talking you raise your hand, pointing to your ear at the same time. When she notices you, smile and politely say: “Please turn on the FM Mrs. Smith.”
A student with a quiet voice answers a question from across the room. You didn’t hear her and the teacher didn’t repeat what she said.	You sit there and hope that the what the student said wasn’t important.	Say loudly, “What did she say?” in an impatient voice. The teacher frowns at you and the other students look uncomfortable.	Raise your hand. When called upon say, “Excuse me Mrs. Smith, Maria has a soft voice. What did she say?” Other students may also have missed Maria’s comments and look at you thankfully.
You have an earache and it hurts to have your hearing aid in your ear. You know you need to always wear your devices.	When no one is looking at you, take off the hearing aid and put it in your pocket. When your teacher asks you where your hearing aid is you say you forgot it.	You take off your hearing aid and put it in your pocket. When the teacher asks you where it is you say, “It was hurting my ear. I’m not going to wear it” in a way that makes her feel bad for asking.	When Mrs. Smith stops talking and the class is working or moving around you go up to her and let her know that your ear is hurting and you want to put your hearing aid away for now.
Over the FM you start hearing weird scratchy sounds.	You turn off your hearing aids to get the noise to stop. Later when you don’t follow directions you tell Mrs. Smith that the FM wasn’t working right.	As soon as it starts, in a loud voice you say, “The FM is making weird sounds Mrs. Smith.” Everyone looks at you because you interrupted the class.	You raise your hand. When called on you tell Mrs. Smith that the FM is making strange sounds and you ask her to turn it off. At a break you ask her to contact your Itinerant.

Which of these would cause other students to respect you? Which would annoy other students? Which would make it seem to other students that you don’t care about doing well or may not be very smart?

The Curious Friend

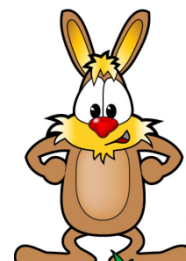


A Discussion Guide

Pretend I am a person you just met. I have just noticed 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. Can I have one?

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

Help me understand what they are:



Help me understand how they help you (when they help you)?:

What makes your hearing aids really neat? Tell me 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 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?





What is teasing?¹

- **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. Teasing can be about ANYTHING and happen to ANYONE.

Why do children tease others?²

- When kids call you names and you get mad, how do they feel? Do they feel bad for what they did? They sure don't! 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 person teased is the one who feels lousy, not them. 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.
- You see, they are not calling you names because of how you actually look, or that you wear hearing aids, 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 aids (you know that!) or are ugly or stupid 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 time 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 you do when you are teased?²

- 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. You have the power to choose how to act when someone teases you. You can get all mad and bothered (though that often makes things worse). You can get sad and cry (but 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. When you choose to believe that, you've got it made! Then you've got all kinds of ways that show the teaser that you're not giving up your power.

Good ways to respond when you are teased:²

- Until now, your attitude has 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 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 OK. They can do it all day long and it doesn't bother me at all."
- You shouldn't be angry because 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.
- So 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. And who is going to feel stupid, you or them? They are going to feel stupid, too. So let them tease away all they want, and don't feel upset because you are going to be the winner, and you are going to make them look like idiots without even trying.

REMEMBER – Everyone gets teased. Only those who get upset or show that it really matters get teased a lot.

Wikipedia ² 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>



FRIENDLY, CURIOUS OR MEAN?

THERE ARE 3 KINDS OF KIDS. FRIENDLY, CURIOUS AND MEAN.
HOPEFULLY YOU DON'T RUN INTO THE MEANIES TOO OFTEN. YOUR
TEACHER WILL HELP YOU WITH THE TRUE MEANIES...

THE HARD PART IS TELLING THE MEANIES FROM THE CURIOUS FRIEND
BECAUSE AT FIRST THEY CAN LOOK THE SAME!!



FRIENDLY

EASY TO SPOT!
BIG SMILE



CURIOUS OR MEAN?

SAME FACE. SAME WORDS.
WHAT IS THAT IN YOUR EAR?



NOW FOR THE HARD PART. YOU HAVE TO HAVE 20
SECONDS OF COURAGE!!

MAYBE YOU HAVE MET A MEANIE BEFORE. DON'T
ASSUME THEY ARE MEAN THIS TIME!!!!
IF THEY ARE A MEANIE- YOUR TEACHER WILL
HELP YOU WITH THAT. PROMISE.

JUST SAY, "IT'S MY HEARING AID. WANNA PLAY AT
RECESS?" DON'T FORGET YOUR BIG SMILE!

NEWS FLASH

CURIOUS KIDS
OUT NUMBER
MEANIES 10:1

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Bluffing: Teacher Guidance for Student Discussion

What is bluffing? When you pretend to understand something that was said, when you really did not hear or understand all of the words.

Example of bluffing: Person 1 has a hearing loss.

Person 1: I didn't see you at school yesterday. Where were you?

Person 2: My grandma had an accident and she is in the hospital.

Person 1: (nodding; she understood the word *grandma*, but nothing else) That's nice. I like visiting my grandma.

Person 2: It isn't nice! She's really hurt.

Person 1: (confused because Person 2 sounds angry) Oh. What's wrong?

What are some reasons why people would pretend they understood when they didn't?

- Not wanting to bother someone by asking them to repeat or clarify what they said
- Not wanting other people to know about the hearing loss or auditory listening problem
- People without hearing loss or auditory listening problems do not have as much difficulty understanding so by bluffing, people think they are acting 'normally'
- Belief that there really is no hearing problem; by bluffing the person does not deal with the reality of not hearing and understanding what has been said

Are people with hearing or listening problems the only ones that bluff?

Everyone experiences communication breakdowns. Sometimes people will bluff that they understood.

- They knew it wasn't important (small talk at a party)
- They didn't really care about what was said because they did not want to talk to the person in the first place (being approached by someone at a mall or on the street that tries to give you a paper flier or asks for money).
- They choose to bluff thinking that they will figure out what was said later in the conversation.

What kind of impression could you be making if you are bluffing about not understanding someone?

- You are uninterested or aren't really paying attention to the other person
- You are insensitive to their experiences (see example)
- You are really shy or you would rather be left alone than be in a conversation
- You feel as though communicating with the other person is beneath you (being a snob or snooty)
- Something is wrong with you – you are not smart, you are ill or on drugs, you may not be hearing

So, does bluffing work?

Communication is a 2-way street. If one communication partner is not doing his or her share to understand the conversation, the other partner WILL know! People would rather accommodate someone with listening difficulties than believe that what they have to say is not worthy of being heard.

From Building Skills for Success in the Fast-Paced Classroom © 2011, page 223

What can YOU say?

FACT: YOU WEAR HEARING AIDS OR A COCHLEAR IMPLANT.

FACT: KIDS IN YOUR CLASS WILL BE CURIOUS.

FACT: THERE ARE MORE NICE KIDS THAN MEAN KIDS.

FACT: HOW YOU HANDLE THE QUESTIONS WILL MAKE A BIG DIFFERENCE IN WHAT HAPPENS NEXT!

WHAT ARE THOSE THINGS IN YOUR EARS??

THEY ARE MY HEARING AIDS. WANT TO BE MY PARTNER FOR MATH GAMES?



HOW DID YOU GET A HEARING LOSS? CAN I CATCH IT FROM YOU?

I WAS BORN WITH IT. NAH...IT'S NOT LIKE A COLD. WANT TO SIT TOGETHER AT LUNCH?



CAN I TRY YOUR HEARING AIDS?

THEY ARE MADE SPECIAL FOR ME. YOU CAN'T TRY MY HEARING AIDS- BUT DO YOU WANNA BORROW A PENCIL?



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Supporting Student Recognition of Listening Challenges (What do I do if I can't understand?)

Assessment/Expectations

Page 104	Guide to Self-Advocacy Development: Suggestions for Sequence of Skill Attainment
Page 105	Listening Inventory For Education – Revised Student Appraisal with situation photos
Page 110	Listening Inventory For Education – Revised: After LIFE Self-Advocacy Assessment
Page 112	Student Advocacy & Independence Development: SAID Teacher Checklist

Self-Advocacy

Page 113	How do you know when a communication breakdown happened?
Page 114	There's More to Hearing Than Just Using Technology cartoon
Page 115	Developing Critical Listening Skills: Did I really hear and understand what was said?
Page 116	Self-Advocacy Strategies – What Can You Do?
Page 117	Stepping Out of Your Comfort Zone!
Page 119	Self-Advocacy Tools: Which Tools Do You Use?
Page 120	Self-Advocacy and Communication Repair TOOLS
Page 121	Defining and Applying Use of Tools worksheet
Page 122	Which of These Caused Your Listening Problem?
Page 123	Self-Advocacy Tool Use – Data Collection Sheet

Communication repair

Page 124	Including Communication Repair in the IEP
Page 125	Which communication breakdowns have you experienced?
Page 126	Communication Repair Strategies Summary
Page 127	Examples of Ways to Use Strategies

Guide to Self-Advocacy Skill Development

Suggestions for Sequence of Skill Attainment

This sequence provides suggestions for ages of acquisition. Early skill development relies on consistent use of hearing devices, including FM and personal responsibility expected. Children in early childhood programs who are given the responsibility of charging the FM and handing it to the adult are more likely to become reliant self-advocates as compared to students not held responsible until grade 2 or later.

Suggested age/grade	The student will....
Preschool	Be responsible to put own hearing devices on and report when problems occur
Preschool	Be encouraged to ask for repetition when it is evident that s/he did not hear message
Grade Kdgn	Recognize effect of distance re: easier ability to listen to close speech versus far speech (<i>Early Listening Function item demonstrations, discussion via My World Tool</i>)
Grade Kdgn	Self-select or move to an appropriate seat in proximity to the teacher or desired class peers (<i>discussion via My World Tool</i>)
Grade Kdgn	Appropriately ask for repetition of messages missed (i.e., more slowly, clearly, louder)
Grade 1	Recognize effect of interfering noise that occurs in learning environment ; demonstrate by closing classroom door, moving away from noise or requesting reduction in noise
Grade 1	Use pre-determined signal with teacher to indicate challenges listening/understanding
Grade 1	Request that FM microphone be passed, remind teacher to turn on FM microphone
Grade 1	Report simple names and purposes of hearing device parts and what can go wrong (no sound, intermittent, distorted (<i>Hearing Aid Tic-Tac-Toe Bingo, FM Bingo</i>))
Grade 2	Describe purpose and use of FM in simple terms to classroom teacher, with assistance
Grade 2	Increase awareness of recognizing when s/he has missed information ("When do you know that you didn't hear or hear everything?" (Relate to <i>Before LIFE, Student LIFE items</i>); <i>HIFI</i>)
Grade 2	Be able to report "When is it hard to listen/hear/understand?" (discuss situations from <i>Children's Home Inventory of Listening Difficulties (CHILD)</i> ; illustrate via <i>My World Tool</i>); <i>HIFI</i>
Grade 2	Recognize when a question/direction is nonsensical (<i>Responding to Oral Directions</i>); <i>HIFI</i>
Grade 2	Appropriately use simple addition communication repair strategies (Take the part that you heard and turn it into a clarification question; <i>SCRIPT</i>)
Grade 2	Improve in listening-in-noise skills (<i>LASH; various auditory skill development materials</i>)
Grade 2	Demonstrate ability to perform basic troubleshooting when hearing device malfunctions
Grade 3	Describe purpose and appropriate use of FM with classroom teacher, with oversight
Grade 3	Identify challenging listening situations in school (<i>Listening Inventory For Education – Revised LIFE-R</i>) and self-advocacy strategies in current use (<i>After LIFE questions</i>)
Grade 3	Identify if the source of the listening difficulty was due to speaker, listener or environment issues (<i>What's the Problem? Game & Monkey Talk Game</i>); <i>HIFI</i>
Grade 3	Describe self-advocacy strategies to address challenging listening situations (as identified in the <i>Student LIFE-R</i>). Prioritize and implement use of strategies in some situations; <i>HIFI</i>
Grade 3	Improve ability to describe appropriate use of self-advocacy activities (discuss <i>After LIFE</i> strategies, practice via <i>Rule the School and Monkey Talk Self-Advocacy Games</i>)
Grade 4	Discussion with classroom teacher to describe purpose and appropriate use of FM, set up signal system and request preferred accommodations, with assistance
Grade 4	Identify challenging listening situations and improvements in self-advocacy strategies used (<i>via Student LIFE-R</i>)
Grade 4	Appropriately use advanced addition communication repair strategies (add background or clarification) when requesting clarification in school or social situations (<i>SCRIPT</i>)
Grade 4	Match appropriate self-advocacy strategies to identified listening challenges in school and social settings; meet expectations for use when priority listening challenges occur

*CHILD – Children's Home Inventory of Listening Difficulties

*LIFE- Listening Inventory For Education-Revised

My World Tool (Ida Institute)

*SCRIPT – Student Communication Repair Inventory & Practical Training

*Responding to Oral

*Hear it, Fix It (*HIFI*)

*=Available through *Supporting Success for Children with Hearing Loss*

*What's the Problem? Self-Advocacy Game

*Monkey Talk Self-Advocacy Game

*Rule the School Self-Advocacy Game

*LASH - Listen Ability for Shapes

*Hearing Aid or FM Tic-Tac-Toe Bingo

<http://successforkidswithhearingloss.com>



Listening Inventory for Education

Life Student Appraisal

Student: _____ Grade: _____ Date: _____ School: _____

Student: Read the question. Select the circle that best represents how well you hear and understand.

1. The teacher is talking in front of the class. The kids are quiet. Everyone is watching and listening to the teacher. How well can you hear and understand the words the teacher is saying?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



2. The teacher is talking, but has his back to you as s/he writes on the board or faces another student. You cannot see the teacher's face. How well can you hear and understand the words the teacher is saying when you can't see his face?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



3. The teacher is talking. She is also walking and moving around the room. How well can you hear and understand the words the teacher is saying if you can't see her face and she is across the room?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



4. Sometimes teachers ask questions during a lesson. One kid in class who sits across the room from you is answering a question. How well can you hear and understand the words the student is saying?

☐ With FM mic used by student ☐ Without FM mic



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



5. The teacher is explaining how you are supposed to do an assignment. She gives directions only one or two times. How well can you hear the words and understand what the teacher wants you to do?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



6. The teacher is talking. Some kids are making noise at their seats. They may be trying to find papers, dropping pencils, whispering or moving their feet. How well can you hear and understand the words the teacher is saying as the kids make noise?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



7. The teacher is talking. You hear noise outside of the class. It could be kids in the hallway, the playground outside, voices next door, cars or airplanes. How well can you hear and understand words the teacher is saying?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



8. Everyone is looking at the computer, TV or video screen. The teacher is showing a video or you are listening to something shown on the computer screen. How well can you hear and understand the words said while you are watching the screen?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



9. The teacher is talking to the class. The teacher is using a projector that is making noise OR air is blowing from the heater/cooler in your classroom. How well can you hear and understand the words the teacher is saying when there is a fan-type of noise at the same time?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



10. One teacher is talking in front of the class. Another teacher is talking to a small group of students at the same time. How well can you hear and understand the words the teacher in the front is saying?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



11. The kids are all working in small groups. Each group is talking and moving papers. How well can you hear and understand the words the students in your group are saying?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



12. Your class stops to listen to school announcements. Sometimes kids are making noise during the announcements. How well can you hear and understand all of the announcements when there is some noise?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



13. There is a school meeting or assembly. Many classes of kids are sitting together. The kids are listening to a teacher. The teacher is talking without a microphone. How well can you hear the words the teacher is saying?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



14. You are outside with other kids you know. Maybe it is an outside gym class or you are together on the playground, bus stop or field trip. Someone is talking while some kids are making noise. How well can you hear and understand when people are talking outside?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult



15. You are in school, hanging out with some kids you know. It may be lunch time, putting away coats, or walking to the classroom. It is noisy. How clearly can you hear and understand what the other kids say?



Always
Easy



Mostly
Easy



Sometimes
Difficult



Mostly
Difficult



Always
Difficult





Listening Inventory for Education

Life Student Appraisal

Student: _____ Grade: _____ Date: _____ School: _____

SUMMARY of LIFE Student Appraisal

 Always Easy	 Mostly Easy	 Sometimes Difficult	 Mostly Difficult	 Always Difficult	Place an X under the choice the student selected to represent how well he or she hears and understands in each of the following situations.
					1. Teacher talking in front of room
					2. Teacher talking with back turned
					3. Teacher talking while moving
					4. Student answering during discussion
					5. Hearing and understanding directions
					6. Other students making noise
					7. Noise outside of the classroom
					8. Multimedia (video, computer)
					9. Listening with fan noise on
					10. Simultaneous large and small group
					11. Cooperative small group learning
					12. Announcements
					13. Listening in a large room (assembly)
					14. Listening to others when outside
					15. Listening to students during informal social times

Comments:

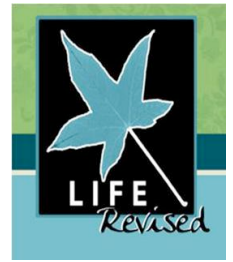
Listening Inventory For Education - Revised (L.I.F.E.-R.)

Student Appraisal of Listening Difficulty:



After LIFE Self-Advocacy Questions

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



Name _____ Grade _____ Date(s) completed _____

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

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

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

Other _____

2. What do you do if it is too noisy in your classroom, making it hard for you to understand what your teacher says?

- a) Raise my hand and let my teacher know that I am having a hard time understanding because of the noise.
- b) Look around the class and glare (make a mean face) at the people who are making noise (hoping the teacher will notice).
- c) Get up and close the door (if the noise is in the hallway) or move to a seat in the classroom that is away from the noise.
- d) Do nothing, put more effort into listening and hope that I hear enough to figure out what is going on.
- e) Get out of my seat and quietly ask the person making noise to stop (my teacher knows this is one of my listening strategies).
- f) Start to do something else because it is too hard to listen and understand (hoping the teacher will notice I'm not attending).
- g) Talk to the teacher after class.

Other _____

3. Mark the items that best describe how hearing assistance technology is used in your classroom (FM, Desktop, CADs, etc.).

- a) My teacher always (almost always) remembers to put on the microphone
- b) Sometimes my teacher forgets to put on the microphone (like every couple of weeks)
- c) I wish my teacher would use the microphone more often
- d) My hearing technology usually works well (no real problems with it working)
- e) My hearing technology does not work right sometimes, but the problem is solved quickly
- f) My hearing technology keeps having problems, making it hard for me to pay attention
- g) When a classmate talks from across the room my teacher usually passes the FM mic to him/her first
- h) When a classmate talks from across the room my teacher usually repeats what the person said
- i) When a classmate talks from across the room my teacher does not usually pass the microphone or repeat what was said

Other _____

After LIFE Self-Advocacy Questions



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

- a) Do nothing and hope that what the student is saying isn't very important.
- b) Raise my hand and remind the teacher to pass the FM microphone to the student before s/he says something to the class.
- c) Look at something that is nowhere near the student who is talking (hoping my teacher will notice and it will remind her that it is hard to hear quiet voices from across the room).
- d) Turn around in my seat or move so that I can see the student's face more easily as s/he talks.
- e) Do nothing and hope that what the student is saying will be repeated by the teacher.
- f) Raise my hand and say something like "Marie has a quiet voice and I didn't hear everything she said."

Other _____

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

- a) We move to a quieter place or I stand close to the person who is talking so I can hear my best and see his or her face.
- b) I do nothing. I just hope they don't ask me anything because sometimes my answers are way off and they laugh at me.
- c) I usually miss only part, so I say something like, "What was the name of the movie?" or "Who got in trouble?"
- d) Sometimes I just start talking about something else, that way I'll know what we're talking about.
- e) My friends know I sometimes have a hard time hearing everything. When I miss something I tap the person on the arm and make a puzzled face and they remember to face me when they talk.
- f) I start looking around. Sometimes when I do this it reminds them to face me when they talk.
- g) Sometimes I walk away because it's just too hard to follow the conversation.

Other _____

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

- a) I try to avoid places where it is noisy and I'm expected to listen and talk.
- b) The teacher uses the FM system and passes the microphone to students when they talk.
- c) I stop paying attention – if people want me to know something they will tell me again.
- d) I try to get the noise to stop or to move away from the noise and closer to the person talking.
- e) Do nothing and hope that no one will ask me anything.
- f) I switch the program on my hearing device to the 'noisy environment' setting.

Other _____

7. What would you do if your listening technology is not working?

- a) Let my teacher know right away by raising my hand or using my signal.
- b) Sit at my desk and hope that it will start working again.
- c) Tell my teacher at the end of the day or class period.
- d) Change the batteries and do basic troubleshooting to see if I can figure out what is wrong with it.
- e) Let my teacher know there is a problem and then leave the class to show the device to someone at school who helps me when there are problems with my hearing aids or other listening devices.

Other _____



Student Name: _____ Date: _____ Teacher/Therapist: _____

STUDENT ADVOCACY & INDEPENDENCE DEVELOPMENT (SAID) Teacher Checklist

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

SELF-ADVOCACY COMMUNICATION STYLE

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

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

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

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

INDEPENDENT FUNCTION

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

COMMUNICATION REPAIR

Category	Examples	Never	Rare	Occasionally	Sometimes	Often
Asks for repetition	Can you say that again more slowly please?	0	1	2	3	4
Asks for clarification by using key words in the request	Can you say the page again please? Where are we in the math book? Is it the odd problems on page 38?	0	1	2	3	4
Seeks help nonverbally	Uses some sort of signal that he didn't understand that you two have agreed on	0	1	2	3	4
	Looks confused and hopes you notice	0	1	2	3	4
	Writes you a note	0	1	2	3	4

Age Range: All Grades

*NA= non-applicable, the situation does not happen in class for you to possibly observe.
Karen L. Anderson, PhD 2011

How do you know when a communication breakdown has happened?



Think about it...

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

Hint:



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

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

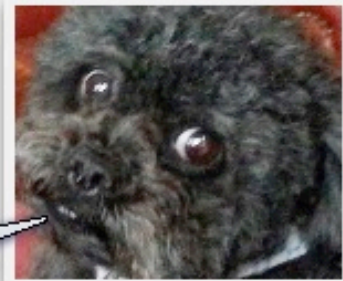
HOMEWORK: Pay attention to times when communication breakdown happens. Be prepared to tell about the times (1) when you thought someone else didn't understand you, (2) when you didn't understand someone, (3) how it felt, and (4) what you did to repair the breakdown (if anything).

THERE'S MORE TO HEARING THAN JUST
USING TECHNOLOGY.....

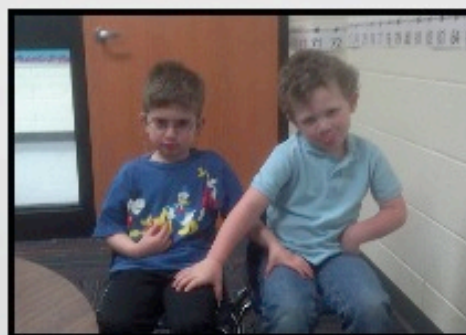


TO BE A GREAT
LISTENER

LOOK AT THE PERSON
SPEAKING- NOT OUT
THE WINDOW OR AT A
DOG WALKING BY.



BUT I
SURE AM
CUTE!



TO BE A
GREAT
LISTENER

KEEP
YOUR
HANDS IN
YOUR
OWN LAP.



TO BE A GREAT
LISTENER

OF COURSE.....
KEEP YOUR HEARING
AIDS IN YOUR EARS.

DON'T FORGET: IF
YOUR HEARING AID
ISN'T WORKING

TELL AN ADULT!

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Developing Critical Listening Skills

Did I really hear and understand what was just said?

Students will often tell their teachers, “I can hear it all. No problem”. Parents and Mainstream teachers accept that answer as they desperately want their child/ student to hear just like everyone else.

We would all love it if the student could hear everything! By virtue of the student being with you, they have a hearing loss. A hearing loss means a diminished ability to access auditory information.

“If a tree falls in a forest and no one is there to hear it, did it make any noise?” Don’t ask a student with hearing loss. They have no idea what they didn’t hear.

It is CRITICAL that the Mainstream staff that work with the student NEVER says, “Can you hear me?” Students with profound hearing loss and poorly working amplification will always say “yes” because HEARING is different than UNDERSTANDING. A student may be able to detect that someone is talking but have no idea what the words mean. Young children tend to think they hear everything! They are still developing an understanding of the effects of their hearing loss on listening situations.

On the following two pages you will find simple yet highly effective tools for teaching as well as data

Communication Repair					
Student: _____					
Use this form to collect data on student development and use of communication repair and self-advocacy skills.					
Date	Which issue? Speaker/Listener/Environment	What was the Communication Challenge?	Tool Used	Effective or Ineffective - Did it help?	In the future-would you use same or different?

collection. It DOES NOT matter what order you fill out the chart. You can start with the Challenging situation, OR the Tool Used. Often students will not be able to identify that there was a challenging situation. Instead they are able to name a tool that they used. For example a young child, given choices of tools such as “Use FM/ HA/CI” or “Look for Clues” will be able to tell you about a situation where they used that tool. Young children often start with “Look for Clues.” When you continue the conversation they

may tell you about how everyone in their class lined up at the door. The student with hearing loss didn’t hear that they were supposed to line up but they knew what to do by following what their classmates were doing.

As the student develops his ability to analyze communication breakdown, he will shift to describing specific situations where he didn’t hear or understand. This is a fantastic opportunity for teaching and learning. When a student consistently comes up with the tool that was effective he is well on his way to being an independent advocate for his needs. The BEST learning opportunity is when a student identifies a challenging situation and he chooses the wrong tool or NO tool. This conversation leads to “What should you try next time”.



Before a child can ask a teacher to change something in the classroom (lighting, use of FM, seating, background noise) they must be confident in **when** and **how** to use the tool.

Once a student demonstrates confidence in understanding a tool, role play with them on HOW to implement that tool in the classroom.



Self-Advocacy Strategies - What Can You Do?

What YOU can do: Use your communication repair strategies!

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

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

☐ Develop a signal system with your teacher so you can let her know when you don't understand.
☐ Use your signal to let her know you need the information to be repeated or summarized after a student talks.
☐ Be sure the teacher knows you need to see her face.
☐ Remind her to use closed captioning for all TV, video streaming or computer information used in class.
☐ Ask her to write important information , like homework, test instructions, or announcements on the board.
☐ Work in a small group in a quiet place like the hallway
☐ Arrange for notes to be taken by another student or voice-to-text recordings made. Your job is to listen!
☐ Remind her to use closed captioning for all TV, video streaming or computer information used in class.

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

☐ Ask a student neighbor to explain the directions. ("Which part are we supposed to do first?")
☐ If you miss information from student answers during a discussion, you can ask a neighbor to repeat.
☐ Remind your friends that they may need to tap you to get your attention when it's really noisy if you are not watching their faces.
☐ When you are talking with friends and miss something, ask them to repeat. ("Practice is at what time?")

Stepping Out of Your Comfort Zone!

Students often come to you with just a few strategies that they turn to on a regular basis. As they move through the grade levels they need to become confident and able to use a wide variety of strategies.

Students give a variety of reasons for hesitating to try new strategies such as:

- I am scared
- I don't need that one
- My teacher would never do that

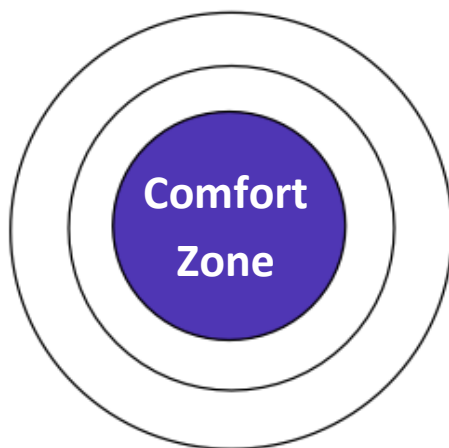
You know the future! You know that the student will eventually be faced with a situation where just 1-2 tools will not provide them with the access they need to the classroom.

Here's an activity to guide you in helping your student to stepping out of his comfort zone.

1. Start with a list of strategies to solve communication breakdowns. (page 50 for tools)
2. Place tools on appropriate circles. (page 53)
3. Make a plan to try tools placed "just outside" comfort zone first.
4. Revisit comfort zone worksheet. As tools move towards the center continue working towards implementing tools outside of comfort zone.

Alternate Activity.

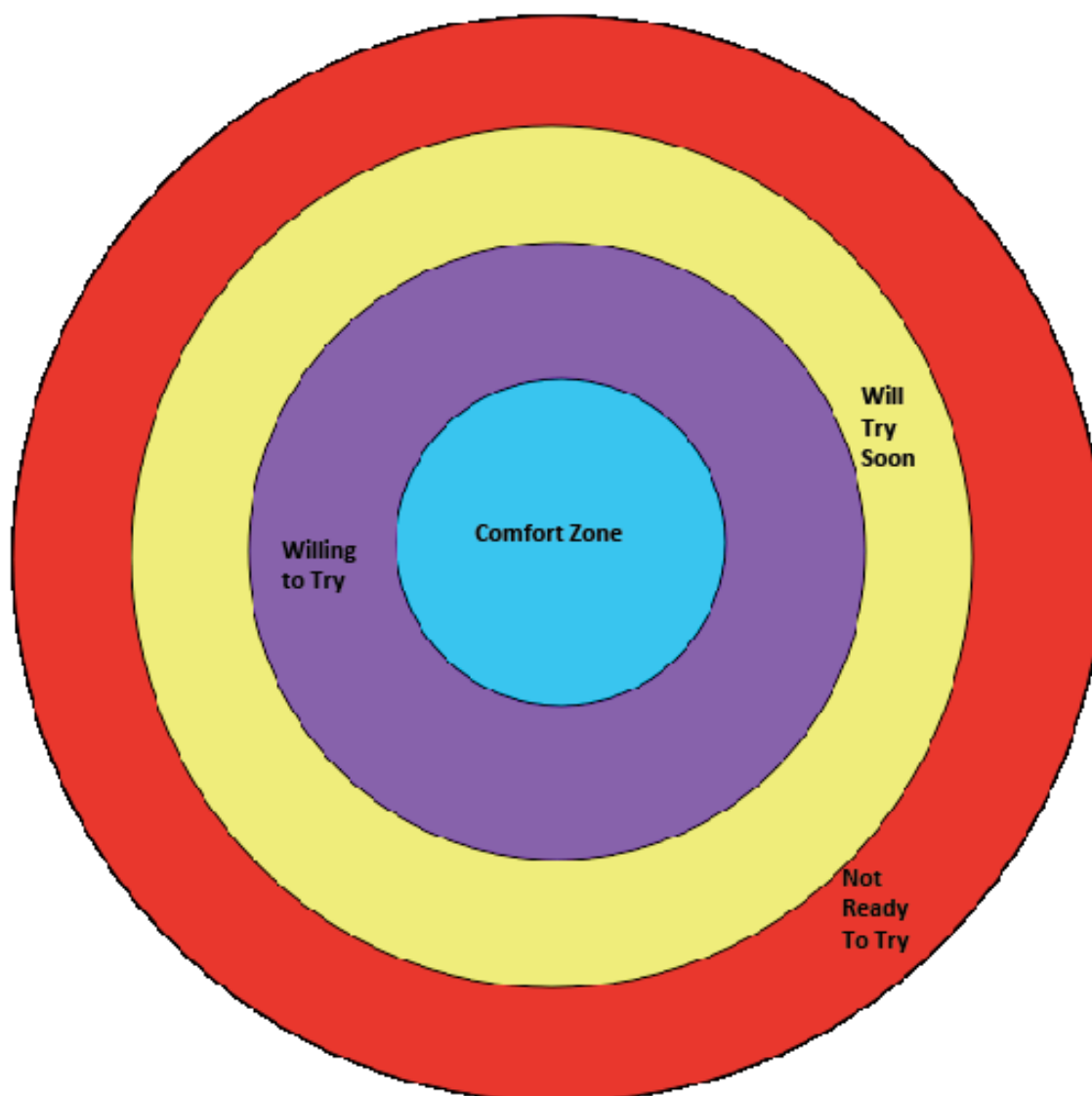
1. Print tools from page 50.
2. Place string in a small circle on the floor.
3. Create 3 more circles, each one getting larger. The center circle is the "Comfort Zone". Moving out the circles represent, "willing to try", "will try soon", "not ready to try"
4. Have the child place tools on the circles according to how comfortable they are to try them.
5. Document where they placed the tools.
6. Have the student step out of the comfort zone circle towards 1 new tool they are willing to try.
7. Repeat as the student continues to master and try more tools.





Stepping Out of Your Comfort Zone

Place the tools that you use often and feel comfortable using in your comfort zone.
Place the rest of the tools on the appropriate circles according to you feel today.
Decide on the next tool you are willing to TRY and become more comfortable using.



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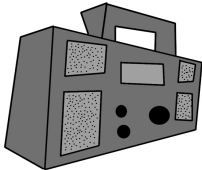


Self-Advocacy Tools – Which Tools Do You Use?

Your teacher gives directions. You don't know what to do.	There is an announcement over the speaker. You didn't understand what was said.
Your hearing aid/ FM is not working.	There is noise in the classroom (heater fan, street or playground noise, etc.) while your teacher is talking.
You are having trouble hearing your friends at lunch.	All the friends stood up. They went to their cubbies/ lockers to get something.
Another student is speaking. You can't hear them.	You are going on a field trip to a museum. It will be hard to hear the person who leads your tour.
Your teacher was facing the board when she was talking. You are having trouble understanding her.	You are seated at the back of the group. You are having trouble hearing the speaker.
There is noise in the hallway making it hard for you to hear and understand.	Your teacher is telling you the homework for the day.

Self-Advocacy and Communication Repair TOOLS

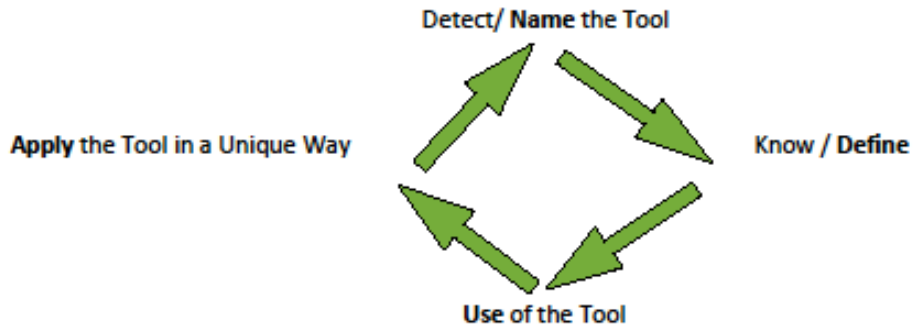


 Ask a Friend	 Ask for Repetition	 Get Close
 Look at the Person Talking	 Look for Clues	 Reduce Background Noise
 Tell People What You Need	QuickTime™ and a decompressor are needed to see this picture.  Use your Hearing Aid/ FM	 Signal your teacher when you don't understand/ can't hear

Other Resources:

What's the Problem Game
Monkey Talk Game
Rule the School Self-Advocacy Game
Hear It, Fix It Game

refer to <http://successforkidswithhearingloss.com/gamesmaterials>



Detect: **Name the Tool**

Define the Tool

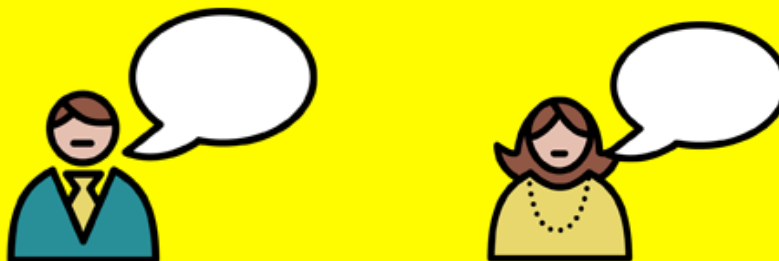
When do you need to **Use of the Tool** in school?

Tell about a time when you **APPLIED** the tool in a unique situation.

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Which of These Caused Your Listening or Understanding Problem?



The person talking (SPEAKER)



The person listening (LISTENER) - You



The environment (PLACE)



Self-Advocacy Tool Use - Data Collection Sheet

Date	Which issue? Speaker/Listener/Environment	What was the Communication Challenge?	Tool Used	Effective or Ineffective – Did it help?	In the future- would you use same or different?
					.

Student: _____

Use this form to collect data on student development and use of communication repair and self-advocacy skills.

Including Communication Repair in the IEP

A student's ability to manage communication so that he understands what is being conveyed and can clearly share his thoughts plays a critical role in ensuring academic achievement. Without the facility to access instruction and demonstrate what he knows, the student with hearing loss and other communication development issues will be denied a free and appropriate public education (FAPE) as guaranteed by IDEA (§300.39, I. S., 2004). Thus, evaluating the student's ability to maintain effective communication and addressing the deficit skills in the student's IEP become crucial dynamics in determining eligibility and services. Communication access may be a component of state criteria established to define a student's eligibility.

In addition to identifying those areas which may be precluding instructional and curricular access, the IEP team is required to focus on how the student's skills will be developed through the goals and objectives included in his IEP. Federal law also requires that, in many cases, these goals must be tied to the core content standards at the student's grade level. The following table includes a sample of communication repair skills, the content standard to which they can be related and a specific behavioral objective to help teachers and clinicians visualize how this important area of development can be addressed.

Skill Area	Area *	Standard	Objectives
Repeats slowly, clearly or in a louder tone	Speaking and Listening K-5	Participate in collaborative conversations with diverse partners about grade-level topics and texts with peers and adults in small and larger groups.	During a 5-minute conversation with an adult, the student will repeat his response to a question more slowly and loudly when asked for clarification 4 out of 5 times as measured by clinician tally.
Emphasizes key word(s)	Speaking and Listening K-5	Speak audibly and express thoughts, feelings, and ideas clearly.	During a 5-minute conversation with an adult, the student will emphasize key words in responding to a request for clarification 4 out of 5 times as measured by clinician tally.
Uses alternate words	Speaking and Listening K-5	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	During a 5-minute conversation with a peer, the student will use alternate words in responding to a request for clarification 2 out of 3 times as measured by clinician tally.
Repeats what he thought was said	Speaking and Listening K-5	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	During a 5-minute conversation with an adult, the student will repeat what he thought was said to clarify 3 out of 5 times as measured by clinician tally.
Ask for restatement or clarification	Speaking and Listening K-5	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	During a presentation by a peer, the student will ask for repetition or clarification 3 out of 5 times as measured by teacher observation.
*Area refers to area of the content core standards. This information has been developed in line with the 2010 Common Core Standards Initiative of the Council of Chief State School Officers and National Governors Association Center for Best Practices.			

Which communication breakdowns have you experienced?



- ☐ Your teacher says a page number and you are not sure which one she said.
- ☐ Students are getting out books and settling down as the teacher gives directions.
- ☐ A student next to you has allergies and sniffles often throughout the day.
- ☐ Many classes are at a school assembly and you are sitting in the back of the room.
- ☐ You are talking in the hall with a friend as students are going to their classrooms.
- ☐ Daily school announcements come from a wall speaker and voices sound muffled.
- ☐ A student across the room answers a question without raising his voice.
- ☐ Your teacher gave directions but you still don't know what you are supposed to do.
- ☐ You are working in a small group but cannot follow what the others are saying.
- ☐ A student at the next desk coughs as the teacher is giving directions.
- ☐ Your teacher uses a word or term you don't know so you miss a key point.
- ☐ At the end of the school day you are tired and miss more of what is said in class.
- ☐ Your class is learning about tense endings (ed, s) and sometimes you can't tell one from another.
- ☐ Your teacher says a name when she calls on a student but some classmate's names sound alike.
- ☐ Your teacher turns and faces the board as she talks and you don't understand her.
- ☐ Your teacher talks when she is across the room from you and you don't understand.
- ☐ Your teacher has an accent you have a hard time understanding.
- ☐ A student makes a quick comment in class, everybody laughs – but you.
- ☐ Your teacher talks as your class is moving down the hall or in the auditorium.
- ☐ As your teacher reads she often holds the book/paper in front of her face.



I have experienced _____ out of 20 of these situations!

Communication Repair Strategies Summary

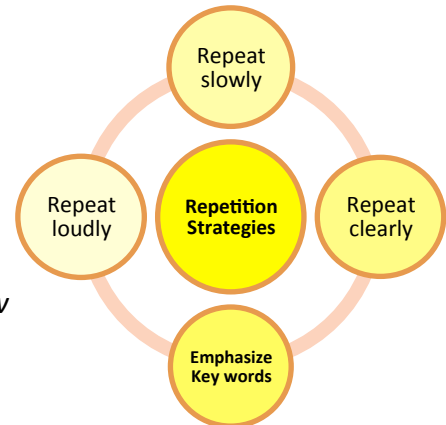
- 1) If you don't really know what was said, use a repetition strategy
- 2) If you understand some words, "turn around" what you heard and use that information to ask for clarification, adding other information to make the point that you were paying attention but missed a bit of the information

Repetition Strategies

If YOU do not understand what someone else says, you can:

- Politely ask him to repeat what he said – more loudly, clearly, or slowly

This may be the best choice of strategies if you did not hear any words or do not know the topic. (*I missed all of that. I don't know what she said at all!*). Even 3 year olds can do this!



If you caught a word or two of what was said but did not understand the rest, you can:

- Use the word(s) you hear and include it as you ask the person to repeat.

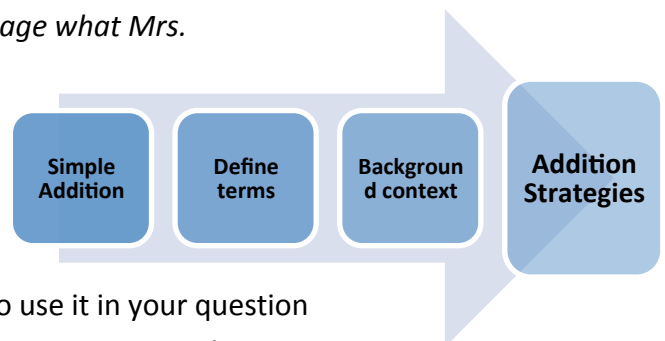
This shows you were paying attention and that you want to be part of the conversation or to really understand what the teacher was saying. (*Chapter 5 page what Mrs. Smith?*)

Addition Strategies

If YOU do not understand what someone else says, you can:

- Take the part you heard and "turn it around" to use it in your question
- Add some information that you heard to your request, so it is clear you were paying attention and are 'on target' with your understanding – you just missed a bit.
- Add describing words that tell about the topic being discussed.

Many students age 9+ use this strategy!

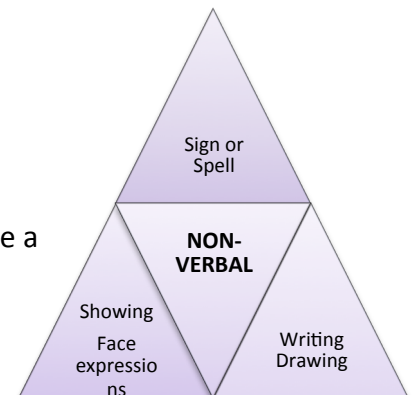


Nonverbal Strategies

If YOU do not understand what someone else says, you can:

- Show you did not hear it by raising your hands and shoulders; use a questioning expression and shake your head 'no'.
- Add a gesture, mime, point, or sign that will help the other person know you missed something and want to know more.

People use facial expressions all the time to let other people know that they didn't understand!



Self-Advocacy Tools: Which Tools Do You Use?

Examples of Ways to Use Communication Repair Strategies

You need to learn how to use our communication repair strategies when you don't understand what someone else said and you need to ask for clarification – or more information to help you understand.

TIP 1: If you didn't understand anything that was said, ask someone to repeat



TIP 2: Take the part you heard and understood and turn it around into a request for clarification.



Repeating more slowly, loudly or clearly is pretty easy to understand but you probably need to practice how to use the other strategies. The following story will help you to understand how to use these strategies when you do not completely understand. There will be examples of the teacher saying a sentence that a student needs to repeat. The student will not understand some words that are not said clearly so the student needs to ask for clarification.

The Scary Trip to the Mall

Teacher: Foobie (Susie) and her Mim (Mom) went to the shopping mall.

- Key word: **Who** went to the shopping mall?
- Simple Addition: What people went to the shopping mall?
- Define Terms: I know someone went to the shopping mall but I didn't hear who. Could you please repeat?
- Background: Lots of people go shopping in malls. Who did you say went there?
- Nonverbal: Shopping mall? (puzzled look, raised hands with palms up) Who?

Teacher: It was baizy (noisy) and Susie's Mom was walking kwarty (quickly)

- Key word: It was **what?** Susie's mom was walking **how?**
- Simple Addition: What was happening at the mall? Tell me again how Susie's mom was walking.
- Define Terms: I know that something was going on at the mall and the Mom was walking. Can you tell me again please?
- Background: Shopping malls can be busy with lots of places to go. What were Susie and her mom doing?
- Nonverbal: Mom walking....? (puzzled look, pointing left, right then hands with palms up). The mall was what? (puzzled look, hold hand by one ear)

Teacher: Susie saw some porpo (purple) chutz (shoes) and stopped walking for a second to look.

- Key word: Susie saw **what?**
- Simple Addition: What did Susie see as she was walking at the mall?
- Define Terms: I know that Susie stopped to look at something in the mall. What was it?
- Background: Shopping malls have so much to see. What caught Susie's eye so she stopped walking?
- Nonverbal: Susie saw...? (puzzled look, hold hands palm up, shake head a bit)

Teacher: While Susie was looking at the shoes, Mom walked into abidda (another) tour (store). When Susie looked up, she didn't see mom and was scared!

- Key word: Mom went **where?**
- Simple Addition: Where did mom go at the mall?
- Define Terms: I know that Susie stopped to look at shoes and her mom went somewhere. Where did she go?
- Background: Shopping malls can be crowded so I can see how people can get parted if someone looks away. Where did Susie's mom go?
- Nonverbal: Where?... (scared look, mouth open a bit, hold hands palm up)

From Student Communication Repair Inventory & Practical Training (SCRIPT), page 46.

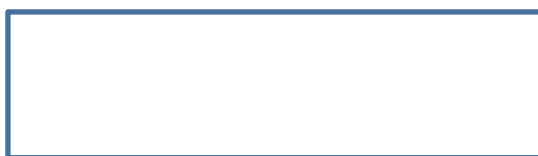
LIST OF DOWNLOADABLE FILES

The following 51 downloadable files have been included at no extra cost. They are copyrighted - not “freeware.” The purpose is to enhance the ability of teachers or educational audiologists to share key information with classroom teachers and students. Consent is given for use in supporting individual students. Distribution at conferences or sharing with colleagues who have not purchased this Guide is a copyright violation.

Page	Teacher (T) Student (S)	Handout Name
4	T	SEAM – Student Expectations for Advocacy & Monitoring
34	T	Attitude is Caught, Not Taught
36	T	The Name of the Game is Access
39	T	Hearing Loss - Tips for Teachers – handout to accompany PowerPoint Inservice
40	S/T	Student Listening Challenges – Understanding the Missing Pieces
42	T	Teacher Self-Talk: Modeling Appropriate Use of Language and Self-Advocacy
45-46	T	Hearing Aid Monitoring – An Important Daily Activity (summary for teachers)
47	T	Listening is My Responsibility: Supporting Independent Daily Hearing Device Monitoring
48	T/S	Inspecting a Hearing Aid
49	T	Daily Sound Check: Listening at a Distance in the Classroom
50	T	Paired Student Listening Checks
52	T/S	Ling Sound Picture Chart (referred to on page 52)
53	T	Ling Sound Daily Listening Check – data collection
54	T	Hearing Technology Daily Listening Check (includes Ling sounds) – data collection
55	T	Cumulative Hearing Device Monitoring Results – data collection
57	S	Putting in Your Own Hearing Aids is Really Easy cartoon
60	T	Listen Right, Listen Left, Listen All Around Data Collection Sheet
61	S	Inspect Your Hearing Aid Everyday cartoon
62	S	Test, Test, Test – My Turn to Check!
63	S	A Special Connection (tell someone when your hearing device is not working)
64	S	Hearing Aid Monitoring Checklist (young children – pictures)
65	S	Hearing and Listening is MY Responsibility (K-1)
66	S	Hearing Aid Monitoring Checklist (older children)
67	S	Hearing and Listening is MY Responsibility (Grades 2-5)
70	S	In Your Ear, Not Here activity
73	S	Troubleshooting a Hearing Aid cartoon
74	S	Tell Me About Your Hearing Aid – Learning Parts, Function Fixes worksheet

76	S	Hearing Aid Troubleshooting Guide card
78	S	Football Helmut = Hearing Aid/FM cartoon
80	S	The Power of “L” FM microphone positioning cartoon
85a	S	Troubleshooting FM Cards – Campus iSense
85b	S	Troubleshooting FM Cards - Inspiro iSense
85c	S	Troubleshooting FM Cards – Campus Microear
85d	S	Troubleshooting FM Cards – Personal Inspiro
91	T/S	PowerPoint Presentation for Classroom: How Do We Learn Things?
97	S	The Curious Friend
100	S	Friendly, Curious or Mean? cartoon
96	S	What Can You Say? Responses to Comments about Hearing Devices cartoon
98	T	Guide to Self-Advocacy Skill Development: Sequence of Skill Attainment
105	T/S	Listening Inventory For Education – Revised Student Appraisal with photo situations – fillable, self-scoring form
110	T	After LIFE Self-Advocacy Questions (Listening Inventory For Education-Revised)
112	T	SAID – Student Advocacy & Independence Development Teacher Checklist
113	S	How Do You Know When a Communication Breakdown Has Happened?
116	S	Self-Advocacy Strategies – What Can You Do?
118	T	Stepping Out of Your Comfort Zone
119	S	Self-Advocacy Tools - Which Tools Do You Use?
120	S	Self-Advocacy and Communication Repair TOOLS
121	S	Define and Apply Tools worksheet
122	S	Which of These Caused Your Listening or Understanding Problem?
123	T	Self-Advocacy Tool Use – Data Collection Sheet
125	S	Which Communication Breakdowns have YOU experienced?

Go to <http://successforkidswithhearingloss.com/buildingindependence/downloads> to download your files. Complete the shopping process as directed. Use the code below to download at no cost.



Other Resources: refer to <http://successforkidswithhearingloss.com/gamesmaterials>

Building Skills for Success in the Fast-Paced Classroom

Student Communication Repair Inventory & Practical Training

Hear It, Fix It Game

Monkey Talk Game

Rule the School Self-Advocacy Game

What’s the Problem Game

