

What's the Problem?

A Game to Identify Self-Advocacy Strategies

Ways to use the *What's the Problem?* materials.

Dark yellow = classroom situations; light yellow = social/community situations.

Dark blue = classroom strategies; lighter blue = social/community strategies.

WORKING WITH 1 CHILD/STUDENT

- Sort the SITUATIONS onto the game board by source of the Listening Problem (Person Listening, Listening Setting, and/or Person Talking). The situations may have more than one source of the problem. Sort the STRATEGIES onto the game board as a response to the source of the listening situation problem.
- Match up the SITUATIONS and STRATEGIES. Sort for each Listening Problems separately.
- As SITUATIONS and STRATEGIES are matched:
 - Role-play how they would make requests or talk to others when using the strategy. Each STRATEGY that requires a role-play statement has a smiley face on the card 😊
 - Ask: What is another way you can think of to help you hear/understand better in this situation?
 - Use the situations as a catalyst to talk about the student's feelings and how other students may feel or what they may think when the strategies are used.

WORKING WITH 2 OR MORE PEOPLE/STUDENTS

- Select five or more pairs of SITUATIONS and STRATEGIES. Be sure to choose pairs with only one matching strategy. Mix up the cards and put them face down on the table. Take turns selecting one situation and one strategy card, turning them over and trying to find matching pairs. The person with the most pairs at the end of the session is the winner.
 - Turn over a SITUATION card, describe one or two STRATEGIES that would match the SITUATION before turning over a strategy card. Be sure to role play when there is a 😊 !
 - Turn over a STRATEGY card, describing one or two different SITUATIONS to which it would apply. Use this activity as a catalyst to discuss the feelings of the students and classmates.
- Mix the STRATEGY cards together (classroom strategies, social strategies or all strategy cards). Each student player chooses 6 cards. The teacher lays down a situation card. Students take turns role-playing requests or how they would enact strategies that are appropriate to match the situation whenever they have a card with a smiley face 😊 in their hand. The winner is the student first to describe all of his or her cards.
- The teacher facilitates a discussion between the student with hearing loss and a peer who has typical hearing using the social, home and community situations. The students enact a situation: 1) with the student with typical hearing taking the part of the child with hearing loss, and 2) the peer with hearing loss demonstrating the challenging situation and how to improve the communication situation.

ADDITIONAL MATERIALS

Use the *What YOU Can Do to Help Yourself* materials as a quick reference or 'menu' of self-advocacy strategies to discuss with students and teachers. Use the QUIZ to obtain pre/post-test data on student understanding of self advocacy strategy use. Supplement discussions with *Using Your Communication Repair Strategies at School*.

EXAMPLES FOR IEP DEVELOPMENT

GOAL: Jason will increase his use of self-advocacy strategies from using 3 to 10 strategies during the course of his school day when responding to challenging classroom listening situations. (i.e., QUIZ or Pre/Post *After LIFE questions)

- Given 20 cards with different listening challenges, Jason will identify the source of communication challenge as the speaker, listener or listening setting with 80% accuracy as measured by teacher tally.
- Given 20 cards with different listening challenges, Jason will identify at least one self-advocacy strategy per listening challenge as measured by teacher tally.
- During a 50 minute class period Jason will use one of the 3 following strategies at least once as measured by teacher observation: agreed-upon signal to inform teacher when not understanding; request for clarification using words that he heard; request repetition appropriately when a student answered too quietly.

Core content standard basis: Speaking & Listening: Comprehension & Collaboration – e.g., Initiate/participate effectively in a range of collaborative discussions building on others' ideas and expressing own ideas clearly/persuasively, with adults and peers in large/small groups.

