

Paving the Road to Self-Advocacy and Independence

Karen L. Anderson, PhD Summer Institute – Day 2 Afternoon DHH School-Age

Objectives

- Discuss a method for assessing self-advocacy strategy use
- Discuss utilizing hierarchies for developing expectations and tracking performance of use of age-appropriate self-advocacy and amplification independence skills
- Discuss at least 3 strategies for improving student self-advocacy knowledge and skills
- Wrap up culmination activity

A place to start....

- Children can have communication styles that do not help them: Socialize, Advocate for what they need, Be perceived as capable and equal

communicators. Styles = Passive, Aggressive, Assertive.

- Assertive people know that they have the same rights to be a part of conversations; respect other people’s rights and feelings; use a pleasant tone of voice/signing style and make eye contact; are honest and open about letting people know what they need for good communication and when there is an understanding problem. They know that a misunderstanding is a shared responsibility and are polite when working with others to clear up the misunderstanding.
- Our goal for students is to be assertive about their listening and learning needs. Work on via: Role playing situations and language to use, Establish school expectations, Reinforce with home expectations.
- Understanding communication style is a BEGINNING STEP TO SELF-ADVOCACY.

The Spelling Test: Role-play ways you could react if you can’t hear the words clearly for a class spelling test. You’ve studied the words but your teacher is not using the FM microphone and some sound alike. How would you respond to the situation? Aggressive? Passive? Assertive?

Passive or Timid 	I watch people talking instead of being in conversations
	I pretend to understand when I really don't
	I don't let people know I have a hearing loss and what I need to hear and understand my best
Aggressive or Bossy 	I do most or all of the talking
	I may seem bossy or like I don't care about others
	I may seem pushy or angry
Assertive or Self-Confident 	I take turns in conversations
	I am respectful and considerate of others
	I am honest and open about what I need so that I can hear and understand my best
	I take responsibility for "fixing" a communication breakdown

Turn-and-Talk

Take turns role playing requesting the FM be used in a passive, aggressive and assertive style.

What are 1-2 other scenarios you could discuss with students?

How would the discussion of communication style help students understand the importance of speaking up for their own needs?

What do we know so far? Greatest listening challenges (Student LIFE-R) + Delays in communication repair (SCRIPT). What comes next? **Raise the student’s awareness:**

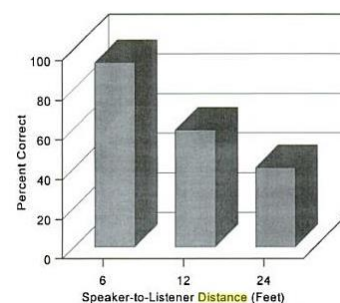
- What does he already know? Do? Identify his level of knowledge on just how much is missed.
- Student awareness/understanding of challenges: What is my hearing loss? How does my hearing loss affect me?
 - What is my hearing loss? Many available materials. When? Why? Type? Degree?
 - How does my hearing loss affect me? Specific issues listening to speech. Make finding out about functional listening a joint learning experience.
 - Increase understanding of just how much background noise and distance affects precision listening (listening bubble). Visual analogies of listening in background noise and reverberation. Can get the charts from: <https://successforkidswithhearingloss.com/resources-for-professionals/impact-on-listening-and-learning>
 - Estimating Classroom Noise Effects checklist (also available at above webpage)

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- Distance MATTERS! Effect of distance on speech recognition (typical hearing)
6 feet – 85% 12 feet – 62% 24 feet – 44% Crandell, Flexer & Smaldino. *Most hearing aids and cochlear implants are designed to work best at a conversational distance of 3 – 6 feet*



- Practice Listening at Different Distances. Develop understanding of the listening bubble concept. Use as a medium to discuss effects of noise and reverberation. Demonstrate/practice using sentences in quiet/noise or fun directions.
- Before-LIFE Questions:** Grade 3+. Items: Classroom listening location; Sounds (noises) heard; New #3 – FM use / passing mic/repeating; From your seat, how well do you hear the teacher when teaching; Best description of teacher’s location (amount of roaming); How do you know when you didn’t hear the teacher completely; How do you feel about listening with hearing device(s).
<http://successforkidswithhearingloss.com/tests/life-r>
- Gather classroom setting information prior to grade 3 via Ida Institute **My World** tool for pediatrics using Classroom, home, community scenarios. Free to download http://idainstitute.com/tool_room/my_world/

Turn-and-Talk

What would you do with Before-LIFE info?

- | | | |
|------------------|---|--|
| – Seating | – Recognition of how well he can hear the teacher | – How does he know when he doesn’t hear the teacher completely |
| – Audible sounds | – Teacher roaming | – Feelings about listening with hearing devices |

After LIFE Questions – a measure of self-awareness and self-advocacy. Generates a report with self-advocacy suggestions

1. What do you do to let your teacher know that you didn’t hear or understand what she said?
2. What do you do if it is too noisy in your classroom, making it hard for you to understand what your teacher says?
3. What do you do when a student’s voice is too quiet for you to understand during a class discussion?
4. What do you do when you can’t hear or understand what your friends are saying when you’re hanging out?
5. What are the things you do when you are trying to communicate and it’s noisy? **22 Positive / 12 Negative/Neutral**
6. What would you do if your listening technology is not working?

Teacher LIFE-R Checklist: Self-Advocacy and Instructional Access

- Only 8 questions; results in percent of total possible. Provides a box to write the student’s IEP goals related to self-advocacy
- Response options: *Most opportunities, Often, Sometimes, Rarely, NA/Not observed*. Teacher comment area RE: student advocating for self. Useful to raise teacher **awareness**, as a **baseline measure** and to **measure progress** in student use of self-advocacy activities.

Turn-and-Talk What would you do with After-LIFE and Teacher LIFE info?

Develop student awareness of the cause of his listening challenges: Talker, Listener, Place

Match listening issues with the cause of the problem. How clearly has the student identified listening challenges and strategies?

- Prioritize classroom challenges. Have student match challenges to source (Talker, Listener, Place)
- Break it down. Problem solve! Reframe situations. Look at school and social situations. See what the student can fill in for strategies. Use After-LIFE choices, examples from Talker, Listener, Place game. Role play to try out ideas. Practice language!
- Menu: What YOU can do (use your access activities and communication repair strategies); What you AND your teacher working together can do (discuss your strategies and needs); What you AND your friends working together can do (let them know your needs).

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• **Tools of Self-Advocacy:** Gail Wright

1. Use your hearing devices (HA, CI, FM)
2. Reduce background noise
3. Get closer to the person talking
4. Look at the person speaking
5. Make sure there is proper lighting
6. Ask for clarification or repetition
7. Tell people what you need
8. Ask a friend
9. Use a note buddy
10. Get notes and handouts from your teacher
11. Double check assignments/information from the board
12. Turn on the closed captioning

• **Develop recognition that the student has responsibilities...**

- Recognizing the need to take responsibility to act toward or advocate for his listening needs. Ideally starts at home at a very young age. Integrate mention of 'right to receive the same information as everyone else in the class' into all discussions of listening ability. Describe within the context of the responsibility everyone shares in communication. Outgrowth discussion of assessment of self-advocacy skills.
- Share the Rules of Conversation

• **Implementing strategies:**

- Rehearsal with others
- Selection of what to implement/ **coaching** about what to expect in classroom when they try implementing a strategy
- Reflection of how it worked & further coaching.
- 3 things to keep in mind... If the student is delayed in Theory of Mind then this lack of **an external perspective** may interfere with understanding how others may react and social nuance.
- There is a need to discuss the **'social register'** or when it may be appropriate to say just 'What?' to a peer but not appropriate to the teacher.
- You need **good self-esteem** to take the risk of advocating for yourself!

RULES OF CONVERSATION

- ✓ Agree to pay attention to who is talking
- ✓ No one person does all the talking
- ✓ Participate in choosing and developing a topic
- ✓ Take turns talking in an orderly fashion
- ✓ Add information relevant to the topic
- ✓ Provide enough information to convey the message without being too 'chatty'

• **Talk about what may happen**

- Starting to use strategies 'outside' may be scary. Role play situations when everything goes well. Role play situations when it doesn't go well. Play "What's the worst that can happen?" Practice language that could be used by the student if s/he is confronted by adults or peers Continually strengthen the student's **RIGHT** to receive information and their **RESPONSIBILITY** to fix communication repairs.

• **Suggestions for increasing use in classroom**

- Build on student's baseline skills and nurture their growth and expansion in the classroom setting (role-playing, small group). Include self-advocacy in *daily expectations* (teacher awareness via Teacher LIFE-R).
- Present self-advocacy strategies as a menu of choices
- Approach as implementation in the classroom as **Choose/Do/Reflect/Try Again**
- **Step-by-Step Changes:**
 - What should you do first? Use student's most challenging LIFE-R situations.
 - For the next ___ days I want to improve LIFE situation # ___. Student writes the challenge in own words.
 - Choose a time of day that the student will use the strategy (i.e., during math).
 - The strategy I want to try is: ___. I will know it helped if ___. Try it. Result of trial: _____ Try again.

Turn-and-Talk Think of 3 things you learned about identifying of developing self-advocacy skills. Share with your neighbor(s)

- 1.
- 2.
- 3.

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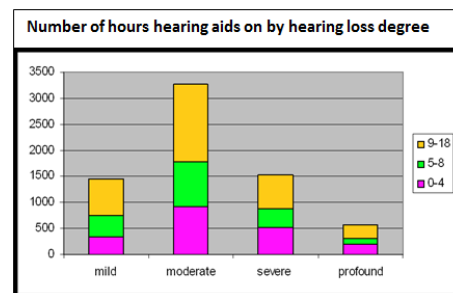
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Independence with Hearing Technology

(Chapter 12: Findings:

http://www.phonakpro.com/us/b2b/en/events/proceedings/soundfoundation_chicago2010.html)

- Data logging study: almost 5000 children. Gathered data on wear patterns over 8 months. 40% of children wear hearing aids 4 hours or less/day. Only 10% achieve full time wear (12 hours+/day). Families need support if full-time wear is to be achieved ASAP!



Hearing Aid Monitoring and the Law IDEA Sec. 300.113(a) and (b)(1)

By age 8 a student should have the capability to perform most hearing aid monitoring activities independently. It is to the student's benefit if he is his own 'technology specialist' able to monitor/troubleshoot/report when issues occur (can happen at any time). Because hearing aids can malfunction anytime, it is only the student who can verify he is

Parent Ratings of Hearing Aid Retention Accessories/Strategies						
Based on the results of the Children's Hearing Aid Retention Survey completed by 286 parents (Anderson & Madell, 2012).						
Retention Accessory	Effectiveness	Child Safety	Durability	Ease of Use	Keeps aids on & working	Average of all areas
Ear Gear	1	2	1	2	1	1
Cap	3	1	2	1	3	2
Safe-N-Sound	2	2	3	2	2	3
Wig / Toupee Tape	2	3	9	5	4	4
Oto / Critter Clips	7	8	5	5	5	5
Headbands	9	5	5	9	6	6

receiving his typical level of access to classroom communication throughout the day (50% of HAs are functioning poorly at any time).

Hierarchy of Independence Skills: SEAM for School Success = Student Expectations for Advocacy & Monitoring Listening & Hearing Technology

- What do we mean by independence? Ability to put on amplification and do a quick 'self-check' to ensure it is working. Growing involvement/responsibility in daily amplification monitoring activities. Recognizing when a problem occurs with amplification and knowing what to do next. Also independence in taking responsibility to act when the student realizes that information has been missed. HANDOUT

Turn-and-Talk

It is recognized that the SEAM may not be a perfect fit for every system.

- How could you use the SEAM expectations for technology monitoring and independence?
- What will it take to achieve student skills at these developmental benchmarks?

For a student to be able to independently monitor hearing aids, report issues, troubleshoot and complete checklist there needs to be systematic training of age-appropriate skills. Skill Building – fits into the Common Core Standards.

Skill Building as 'Technology Specialist'

- Various resources for teaching students about their technology – manufacturer info. Learning goes hand-in-hand with increasing responsibility in daily monitoring – SEAM. Ideally the student would inservice the teachers on how to use the FM equipment. Student assumes the role as the individual who troubleshoots first when something isn't working. PowerPoint presentations, video clips by phone or moodle or photos with descriptions to support student independence with use and troubleshooting tasks.

Turn-and-Talk

What information would the student need to learn to become the "Technology Specialist"?

- Teaching about Technology: Suggested = HA & FM Tic Tac Toe Bingo games <http://successforkidswithhearingloss.com/rtreview>
- Information also available from manufacturers

Self-Advocacy Hierarchies: HANDOUTS

- Guide to Self-Advocacy Skill Development
- Using the Ida My World Counseling Tool with Children: Suggestions for Sequence of Skill Development

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Suggested Sequence and Materials for Self-Advocacy Skill Attainment

Preschool: Be responsible to put own hearing devices on and report when problems occur (*SEAM*). Be encouraged to ask for repetition when it is evident that s/he did not hear message (*SCRIPT – Communication Repair*)

Kindergarten: Recognize effect of distance re: easier ability to listen to close speech versus far speech (*demonstrate Early Listening Function items* (http://successforkidswithhearingloss.com/uploads/ELF_Questionnaire.pdf), *discuss via My World Tool*). Self-select or move to an appropriate seat in proximity to the teacher or desired class peers (*discuss via My World Tool*). Appropriately ask for repetition of messages missed (i.e., more slowly, clearly, louder) (*SCRIPT*)

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. Use pre-determined signal with teacher to indicate challenges listening or understanding. Request that FM microphone be passed, remind teacher to turn on FM microphone, Report simple names and purposes of hearing device parts and what can go wrong (no sound, intermittent, distorted (*Hearing Aid Tic-Tac-Toe Bingo, FM Tic-Tac-Toe Bingo*).

Grade 2: Describe purpose and use of FM in simple terms to classroom teacher, with assistance. Increase awareness of recognizing when s/he has missed information (“When do you know that you didn’t hear or hear everything?”) Relate to *Before LIFE, Student LIFE items*. Be able to report “When is it hard to hear/understand?” (discuss situations from *Children’s Home Inventory of Listening Difficulties* (CHILD) http://successforkidswithhearingloss.com/uploads/child_questionnaire.pdf - illustrate via *My World Tool*). Recognize when a question/direction is nonsensical (*Responding to Oral Directions* (Robert Mancuso; ProEd). Appropriately use simple addition communication repair strategies (Take the part that you heard and turn it into a clarification question) (*SCRIPT*). Improve in listening-in-noise skills (*LASH – Listen Ability for Shapes; Recorded Functional Listening Evaluation Using Sentences (15 lists of 10 sentences on CD*. Demonstrate ability to perform basic troubleshooting when hearing device malfunctions.

Grade 3: Describe purpose and appropriate use of FM with classroom teacher, with oversight. Identify challenging listening situations in school and student’s response; prioritize (*LIFE-R +self-advocacy strategies -After LIFE questions*). Identify if the source of the listening difficulty was due to speaker, listener or environment issues (*What’s the Problem? Game; Monkey Talk Game*). Improve ability to describe appropriate use of self-advocacy activities (*After LIFE strategies; Rule the School and Monkey Talk Self-Advocacy Games*).

Grade 4: Discussion between student and classroom teacher to describe purpose and appropriate use of FM, set up signal system and request preferred accommodations, with assistance. Identify challenging listening situations and improvements in self-advocacy strategies used (*LIFE-R*). Appropriately use advanced addition communication repair strategies (add background or clarification) when requesting clarification in school or social situations (*SCRIPT*). Match appropriate self-advocacy strategies to identified listening challenges in school and social settings; meet expectations for use when priority listening challenges occur.

Self-Advocacy Goals

Skills	Objectives
Chooses own seat to maximize visual and auditory access	During a typical classroom activity, the student will seat himself to maximize his auditory and visual input in 4 out of 5 situations as measured by teacher observation.
Informs the speaker of the need to position himself optimally (no obstructions, face the student, in best light, etc.)	During a typical classroom activity, the student will request the speaker to position himself to maximize student auditory and visual input in 4 out of 5 situations as measured by teacher observation.
Gives the FM transmitter to the speaker	During a transition to another classroom, the student will present the transmitter to the next teacher in 5 out of 6 classes, 4 out of 5 days per week as measured by teacher recording.

Becoming an Independent Communication Advocate Requires....

- Teaching of communication repair skills
- Identification of current listening challenges and strategies
- Skill building for independence with hearing devices
- Specific teaching of self-advocacy strategies
- Self-esteem to believe that he/she has a right to the same information as other students
- Self-confidence, skill and resilience to navigate social situations

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Case Study – Sally (age 12)

How would you assess self-advocacy?

Strategies to improve in the classroom?

How would you assess hearing device independence? Skill building needed?

What if Sally was 5 years old?

Focus of Eligibility Assessment: What is the estimate of the child's: 1) Access to auditory communication: Challenging peer-to-peer communication; Distance listening; Listening in background noise; Word discrimination in challenging listening situations; 2) Communication/interaction style: Social interaction style; Pragmatics/social communication; What does he do when he doesn't hear/understand? 3) Readiness for learning: E/R language; Pre-academic readiness.

The Important Roles of the Teacher of the Deaf/Hard of Hearing

- Case Manager: Inservice staff, Coordinate communication with home, Resource for troubleshooting technology
- Consultant: Recommend classroom seating; Specify when FM must be used; Define necessary accommodations needed; Suggest how teachers should modify their presentation of content and review; Monitor progress at regular periods (observation, comprehension checks, checklists – SIFTER – *Screening Instrument For Targeting Educational Risk*)
- Instructor: Provide differential support based on level of student needs. What about our students that 'look okay'? TDHH provide specialized instruction that enables a student to **access the general education curriculum at a pace similar to age peers**. Keeping pace with concepts, vocabulary, develop the higher level language forms that support comprehension at grade level. Language development within the context of academic growth and keeping pace with general ed class.
 - Being 'planful' in targeting development of high level language: **Assessing Language Competence and Selecting Language Targets**. The Cottage Acquisition Scales for Listening Language and Speech (CASLLS) charts the language development of children with HL: Curriculum guide; Targets increasingly complex syntactic structures; Children birth – age 8. Often used beyond age 8 because most students with hearing loss do not have age appropriate depth and breadth of language to allow them to be competitive with average age peers. Preverbal, Pre-Sentence & Simple Sentence Levels to age 4 help define language gaps for lower kids.
- Instructor
 - **Enhancing** – emphasis on developing targeted higher level language skills (i.e., irony, humor)
 - **Supporting** – helping the student to keep up the pace of the increasing demands in text and verbal language by (1) refining their language competence so the student can maintain grade level reading comprehension & (2) checking comprehension of key concepts
 - **Replacing** – alternative format to learn content that focuses on developing missing language skills (i.e., when classroom reading materials are at frustration level)
 - Supporting students within the Instructional Cycle

TDHH support students in various ways as the teacher presents content throughout the instructional cycle

- **Introduce:** Build background knowledge and vocabulary PRIOR to topic introduction in the classroom
- **Teach:** Work on language targets and vocabulary that support the content. Use naturally during 1:1 time
- **Elaborate:** Reteach content the child had difficulty comprehending. Identify with the classroom teacher if the child will be required to meet the same class objectives or more reachable goals.
- **Review:** Ask review questions and expect "quality turns" (extended exchange to enrich language). If the student has responded with an academically correct answer, then the DHH can interject something unclear that will require the student to repair the communication. Also expand on the correctness of the language response, expect use of higher level forms.
- **Evaluate:** Ensure the student will be able to demonstrate content knowledge and not be penalized for misunderstanding the language of questions.

Turn-and-Talk

Budgets have been cut again. The Special Education Director is trying to figure out what services can be reduced.

How could you respond to: *Since you work mainly on language issues and learning delays why can't the building SLP and LD teacher address the IEP goals and you just consult?*