

GUIDE TO SELF-ADVOCACY SKILL DEVELOPMENT -SUGGESTIONS FOR SEQUENCE OF SKILL ATTAINMENT

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 K/dgn	Recognize effect of distance re: easier ability to listen to close speech versus far speech (Early Listening Function item demonstrations, discussion via My World Tool)
Grade K/dgn	Self-select or move to an appropriate seat in proximity to the teacher or desired class peers (discussion via My World Tool)
Grade K/dgn	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 (Hearing Aid Tr. Tac-Toe Bingo, FM Bingo))
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 Before LIFE, Student LIFE items))
Grade 2	Describe purpose and use of FM in simple terms to classroom teacher, with assistance
Grade 2	Be able to report "When is it hard to listen/hear/understand?" (Discuss situations from Children's Home Inventory of Listening Difficulties (CHILD), illustrate via My World Tool)
Grade 2	Recognize when a question/direction is nonsensical (Responding to Oral Directions)
Grade 2	Appropriately use simple addition communication repair strategies (Take the part that you heard and turn it into a clarification question-SCRIPT)
Grade 2	Improve in listening-in-noise skills (ASH, various auditory skill development materials)
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 (Listening Inventory for Education - Revised LIFE-R) and self-advocacy strategies in current use (After LIFE questions)
Grade 3	Identify if the source of the listening difficulty was due to speaker, listener or environment issues (What's the Problem? Game & Monkey Talk Game)
Grade 3	Describe self-advocacy strategies to address challenging listening situations (as identified in the Student LIFE-R). Prioritize and implement use of strategies in some situations
Grade 3	Improve ability to describe appropriate use of self-advocacy activities (Discuss After LIFE strategies, practice via Rule the School and Monkey Talk Self-Advocacy Game)
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 (via Student LIFE-R)
Grade 4	Appropriately use advanced addition communication repair strategies (add background or clarification) when requesting clarification in school or social situations (SCRIPT)
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

<https://successforkidswithhearingloss.com/wp-content/uploads/2011/12/Guide-to-Self-Advocacy-Skill-Development.pdf>

EARLY CHILDHOOD

- Placement and Readiness Checklists for Students who are Deaf and Hard of Hearing (PARC)
 - We need to look at:
 - Skills of the student
 - Learning environment
 - If they've been receiving EI, are they reading for "regular" preschool? Do they know some support? Do they need entire program support?

Child's Name _____ Date _____
 Please complete this form _____ Title _____
 Name of School _____ Local C/P/D O/E _____
 Type of Classroom: Special education class General education class At-risk class
 Deaf education class In-hybrid class Other _____
 Primary Instruction: Deaf education teacher Provided at kindergarten teacher
 Special education teacher Other _____
 All deaf education teacher/qualified appropriate personnel with 503(b)(6) who are deaf or hard of hearing
 IEP Deaf education services: Speech/Therapy Speech in classroom Direct out of classroom Other _____
 Days/week program offered _____ Hours per day _____
 O/EI communication mode(s) _____ Mode(s) observed in classroom _____
 Identify challenging listening situations: _____ Number of children with hearing loss: _____ Child's role: _____
 Age of children: _____ to _____ yrs Number of children who are typical language: _____
 Personnel/Therapist: Hearing Aids Cochlear Implant(s) Bone anchored device None of these _____
 Hearing Aids: Technology used: Yes Personal FM System Classroom Audio-Distribution System
 Other _____
 IEP Related and Support Services: _____
 Speech language therapy: Yes No Not applicable
 English language learner (ELL): Yes No In process Out of process
 Educational audiology: Yes No In process Out of process
 Occupational therapy/Physical therapy: Yes No In process Out of process
 Parenting: Yes No In process Out of process
 Counseling (by psychologist or social worker): Yes No In process Out of process
 Behavioral/Intervention/Screening/Support Plan: Yes No In process Out of process
 Other support services: Deaf/Hard of Hearing Role Models
 Parent counseling and training Parent Support Group/Activities
 Transportation Other school program

III. Instructional Style

	YES	NO
14. Classroom Discourse and Language		
a. Are the teacher(s) and other adults good language models for the children?		
b. Is language consistently accessible to the child?		
(If sign language is used, do all adults in the classroom consistently sign/act, including their communications with other adults?)		
c. Are peer responses requested?		
d. Is vocabulary and language expanded by an adult?		
15. Teacher's Speaking Skills		
a. Is enunciation clear?		
b. Is rate appropriate?		
c. Is volume appropriate?		
d. Is facial expression used to clarify the message?		
e. Are gestures used appropriately?		
f. Are teacher's (or other speaker's) lips available for speechreading?		
g. Is teacher's style consistent?		
h. Is a buddy system available to provide additional assistance or clarification?		

https://successforkidswithhearingloss.com/wp-content/uploads/2011/08/PARC_2011-Chap-7.pdf

Relationship of Hearing Loss to Listening and Learning Needs

Child's Name: _____ Date: _____

16-25 dB HEARING LOSS		
Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> Impact of hearing loss that is approximately 20 dB can be compared to ability to hear when index fingers are placed in your ears. Child may have difficulty hearing first or distant speech, so 16 dB student can miss up to 10% of speech signal when teacher is at a distance greater than 3 feet. A 20 dB or greater hearing loss in the better ear can result in altered assessment of distance/path of speech, especially word endings (s, ed) and unemphasized words. Percent of speech signal missed will be greater whenever there is background noise in the classroom, especially in the elementary grades when instruction is primarily verbal and younger children have greater difficulty listening in noise. Young children have the tendency to watch and copy the movements of other students rather than attempting to audibly imitated teacher directions. 	<ul style="list-style-type: none"> May be unaware of subtle conversational cues which could cause child to be viewed as unresponsive or awkward. May miss portions of dialogue/poor instructions that could begin to have an impact on socialization and self concept. Behavior may be confused for inattentive or immature. May be more frustrated due to extra effort needed for understanding speech. 	<ul style="list-style-type: none"> Noise in typical classroom environment impede child from having full access to teacher instruction. Will benefit from improved acoustic treatment of classroom and sound field modification. Favorable seating necessary. May often have difficulty with social letter associations and subtle auditory discrimination skills necessary for reading. May need attention to vocabulary or speech, especially when there has been a long history of middle ear fluid. Depending on loss configuration, may benefit from low power hearing aid with personal FID system. Appropriate medical management necessary for conductive losses. Intensive on impact of "natural" 16-25 dB hearing loss on language development, listening in noise and learning, required for teacher.

Relationship of Hearing Loss to Listening and Learning Needs

Child's name: _____ Date: _____

UNILATERAL HEARING LOSS		
Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> Child can "hear" but can have difficulty understanding in certain situations, such as hearing first or distant speech, especially if poor ear is aimed toward the verbal speaker. Will typically have difficulty localizing words and voices using hearing alone. The unilateral listener will have greater difficulty understanding speech when environment is noisy and/or overheard, especially when normal ear is towards the overhead projector or other competing sound source and poor hearing ear is towards the teacher. Exhibits difficulty depending or understanding with speech from the side of the poor hearing ear, especially in a group discussion. 	<ul style="list-style-type: none"> Child may be accused of selective hearing due to discrepancies in speech understanding in quiet versus noise. Social problems may arise as child experiences difficulty understanding in noisy cooperative learning, or noisy situations. May miscommunicate peer conversations and feel rejected or isolated. Child may be more frustrated in classroom due to greater effort needed to listen, if class is noisy or has poor acoustics. May appear inattentive, distractible or frustrated, with behavior or social problem sometimes evident. 	<ul style="list-style-type: none"> Allow child to change seat location to direct the normal hearing ear toward the primary speaker. Student is at 10 times the risk for educational difficulties as children with 2 normal hearing ears and 1/3 to 1/2 of students with unilateral hearing loss experience significant learning problem. Children often have difficulty learning sound letter associations in typically noisy kindergarten and grade 1 settings. Educational and neurological monitoring is warranted. Teacher assistance is beneficial. Typically will benefit from a personal FID system with low gain power or a sound-field FID system in the classroom, especially in the lower grades. Depending on the hearing loss, may benefit from a hearing aid as the impaired ear.

Relationship of Hearing Loss to Listening and Learning Needs


Child's name: _____ Date: _____

26-40 dB HEARING LOSS		
Possible Impact on the Understanding of Language and Speech	Possible Social Impact	Potential Educational Accommodations and Services
<ul style="list-style-type: none"> Effect of a hearing loss of approximately 30 dB can be compared to ability to hear when index fingers are placed in ears. A 26-40 dB hearing loss causes greater listening difficulties than a "plugged ear" loss. Child can "hear" but misses fragments of speech leading to misunderstanding. Degree of difficulty experienced in school will depend upon noise level in the classroom, distance from the teacher, and configuration of the hearing loss, even with hearing aids. At 30 dB can miss 25-40% of the speech signal. At 40 dB may miss 50% of class discussions, especially when voices are fluid or spoken in not in line of vision. Will miss unemphasized words and comments, especially when a high frequency hearing loss is present. Often experiences difficulty learning early reading skills such as letter-sound associations. Child's ability to understand and succeed in the classroom will be substantially diminished by speaker distance and background noise, especially in the elementary grades. 	<ul style="list-style-type: none"> Barriers begin to build with negative impact on self-esteem as child is accused of "hearing when he wants to," "daydreaming," or "not paying attention." May believe he/she is less capable due to difficulties understanding in class. Child begins to lose ability for selective listening, and has increasing difficulty suppressing background noise during the learning environment to be more successful. Child is more frustrated due to effort needed to listen. 	<ul style="list-style-type: none"> Noise in typical class will impede child from full access to teacher instruction. Will benefit from hearing aid(s) and use of a desk top or ear level FID system in the classroom. Needs favorable acoustics, seating and lighting. May need attention to auditory skills, speech, language development, spelling-checking and/or "typing" in reading and self-esteem. Amount of attention needed typically related to the degree of success of intervention prior to 6 months of age to prevent language and early learning delays. Teacher inattentive on impact of a 26-40 dB hearing loss on listening and learning to ensure that it is often greater than expected.

<https://successforkidswithhearingloss.com/for-professionals/relationship-of-hearing-loss-to-listening-and-learning/>

IDA INSTITUTE

- So many tools appropriate for students and adults
- Aural rehabilitation
- Advocacy
- Counseling



<https://idainstitute.com/>

IDA INSTITUTE – MY WORLD

- Uses materials that you print out (e.g., environments and people/manipulatives) to do play therapy to explore different hearing and listening challenges



https://idainstitute.com/tools/my_world/

Using the Ida My World Counseling Tool with Children
Suggestions for Use at Different Stages of Development

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

TRACKING AUDITORY PROGRESS

Table 1 — Group 1 • Children implanted or age four years or earlier

Skill	1 mo.	3 mos.	6 mos.	9 mos.	12 mos.
1. Full-time use of CI					
2. Changes in spontaneous vocalizations with CI use					
3. Spontaneously responds to name 25% of time					
4. Spontaneously responds to name 50% of time					
5. Spontaneously alerts to a few environmental sounds					
6. Performance in audio booth consistent with what is reported at home					
7. Evidence of deriving meaning from many speech and environmental sounds					
8. Major improvement in language					

Table 2 — Group 2 • Children implanted or age five years or older (Some residual hearing; consistent HA use prior to CI; primarily oral)

Skill	1 mo.	3 mos.	6 mos.	9 mos.	12 mos.
1. Full-time use of CI					
2. Understands some words or phrases, closed set					
3. Understands many words or phrases, closed set					
4. Spontaneously responds to name 50% of time					
5. Understands familiar phrases in everyday situations when listening auditory alone					
6. Spontaneous recognition of own name versus names of others					
7. Knows meaning of some environmental or speech signals when heard, auditory only					
8. Major improvement in language					

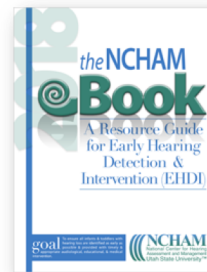
Table 3 — Group 3 • Children implanted or age five years or older (Limited or no residual hearing; limited or no HA use; heavily reliant on visual cues or signs)

Skill	1 mo.	3 mos.	6 mos.	9 mos.	12 mos.
1. Full-time use of CI					
2. Begins to discriminate patterns of speech (by rhyme, number, stress, length, etc.)					
3. Understands some words in closed set					
4. Begins to spontaneously respond to name					
5. Reports when device is not working (e.g., dead battery)					
6. Understands many words or phrases in closed set					
7. Understands a few things, open set					
8. Major improvement in language					

<https://www.advancedbionics.com/content/dam/advancedbionics/Documents/libraries/Tools-for-Toddlers/early-intervention-professionals-teachers-therapists/Tracking-Auditory-Progress.pdf>

NATIONAL CENTER FOR HEARING ASSESSMENT AND MANAGEMENT

- Brochures, presentations, videos and more
- Sign It!
 - ASL curriculum is FREE to families of children 36 m/o and younger
 - <https://www.infanthearing.org/signit/>



<https://www.infanthearing.org/>

PRESCHOOL EVALUATION CHART

Development Needs	School #1	School #2	School #3	School #4	School #5
Development of receptive and expressive language skills focused on primary communication mode.					
Exposure to additional sign language vocabulary on a daily basis.					
Daily structured auditory training specific to my child's needs.					
Daily speech therapy specific to my child's needs.					
All communication and instruction using simultaneous speech and _____ at a language level above child's current communication level.					
Daily classroom activities focused on speech and language development.					
Accessibility					
Full access to classroom materials via my child's communication mode.					
Daily listening check for equipment and knowledge of how to resolve any problems so that student does not have any "down time" for hearing.					
Access to the use of assistive technology devices.					
Qualified, experienced instructor/interpreters.					

Social Needs	School #1	School #2	School #3	School #4	School #5
Opportunities for frequent exposure to adults with hearing loss fluent in child's language modalities.					
Daily opportunities to interact with peers with hearing loss using child's language modalities.					
Access to school wide programs and activities via student's communication mode.					
Full access to classroom activities via student's communication mode.					
Average					

http://handsandvoices.org/pdf/preschool_eval.pdf

EARLY CHILDHOOD

Mentoring Roles & Responsibilities

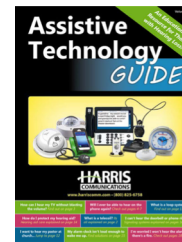
	Teacher	Student
I do it <i>Direct Instruction</i>	<ul style="list-style-type: none"> Provides direct instruction Establishes goals and purpose Models Think aloud 	<ul style="list-style-type: none"> Actively listens Takes notes Asks for clarification
We do it <i>Guided Instruction</i>	<ul style="list-style-type: none"> Interactive instruction Works with students Checks, prompts, clues Provides additional modeling Meets with needs-based groups 	<ul style="list-style-type: none"> Asks and responds to questions Works with teacher and classmates Completes process alongside others
You do it independently <i>Independent Practice</i>	<ul style="list-style-type: none"> Provides feedback Evaluates Determines level of understanding 	<ul style="list-style-type: none"> Works alone Relies on notes, activities, classroom learning to complete assignment Takes full responsibility for outcome
You do it together <i>Collaborative Learning</i>	<ul style="list-style-type: none"> Moves among groups Clarifies confusion Provides support 	<ul style="list-style-type: none"> Works with classmates, shares outcome Collaborates on authentic task Consolidates learning Completes process in small group Looks to peers for clarification



<https://www.audiologyonline.com/articles/fostering-self-advocacy-in-elementary-6583>

HARRIS COMMUNICATIONS

- (Hearing) Assistive Technology resource
- Order catalogs for your office
 - <https://www.harriscomm.com/catalog-request>
- Assistive Technology Guide
 - <https://www.harriscomm.com/freeguide>
 - Download for free



<https://www.harriscomm.com/>

TRAINING AND SERVICES AT NO COST

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