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- Advocates for children with hearing loss and their families.
- Marcia is the Speech/Language Specialist for children with hearing loss at Salem Heights Elementary School, center site for children with hearing loss. She also teaches a course in Assistive in Technology in Special Education for Willamette University.
- Ann, a Speech/Language Specialist, currently teaches the preschool for children with hearing loss at Salem Heights.

Course Description: Fostering self-advocacy in elementary-aged students with hearing loss is a complex, multi-parameter endeavor. This course will introduce adaptation of the instructional concepts of coaching and gradual release of responsibility involving the constituents (the student, the family, and the school personnel) and the 3-prong continuum involving the "operator" (the student), the "equipment" (the ALDs), and the "listening environment". Specific examples will optimize the understanding of these concept introductions.

Learning Concepts:

- *Upon completion of this course, participants will be able to list multiple parameters of self-advocacy development in children with hearing loss.
- *Upon completion of this course, participants will compare the basic concepts of coaching and gradual release and be introduced to a variety of strategies/techniques to promote self-advocacy in children with hearing loss.
- *Upon completion of this course, participants will be able to access a variety of resources available to support and develop successful self-advocacy skills in elementary-aged children with hearing loss.



The concept of self-advocacy includes:

- Understanding one's strengths, weaknesses and needs in a variety of social settings
- An understanding of accommodation options along with why and when those accommodations are helpful
- A clear understanding not only of one's rights, but also responsibilities.



Self-Advocacy Development in Children with Hearing Loss

Hands & Voices

<http://www.handsandvoices.org/needs/advocacy.htm>

Self Advocacy Development includes the individual's ability to:

1. Describe his/her own skills and needs
2. Know the how, who, and when to ask for assistance
3. Make decisions and then take the responsibility to deal with the consequences of those decisions.



'It takes a village to raise a child'



- Self-advocacy development begins at a very early stage in life
- Self-advocacy requires the development of a strong self-esteem and self-confidence
- Self-advocacy skills are first modeled by parents, care-givers & teachers
- Understanding the multiple parameters of hearing loss is critical for all involved in the "raising of the child."



Early Strategies at Home



- Parents: self-talk about the auditory environment and perceived needs of the child when attempting to increase audibility of the spoken message.
- Parent: self-talk while listening to the HA or CI and what is heard. (i.e., "your microphone sounds so clear." or "I hear a whooshing sound like the ocean. Let's try the Dri-Aid box or replacing the microphone cover.")
- Child's active participation in conditioned listening task for daily listening checks.
- The parents self-talk about problem-solving strategies employed in daily life situations.




Extending Strategies from Home to School



- At home, families:
reduce noise
reduce hard surfaces
decrease distance
use FM's

It makes sense that once families learn how to implement these strategies at home, extending them to the preschool environment and coaching teachers become second nature.







Interacting with the Mainstream Preschool

- Parent to Preschool Teacher:
Develop a mutually supportive, respectful relationship that allows for close contact.
- Volunteer to help in the classroom.

Being involved in the classroom helps parents know the curriculum, learn the songs, become familiar with the books the children are using, know the child's peers, and other professionals who may work within the classroom.






Interacting with the Mainstream Preschool (continued)

- Ask for time to explain a child's assistive listening devices.
 - For the teacher and the support staff
 - For the children in the classroom


This can be done by parents or by the hearing professional who works with the child.





The Continuum of Self-Advocacy in Preschool

- Child skills
- Parent responsibilities
- Communication strategies appropriate for preschool
- Parent to parent supports
- Teacher to family supports



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Developing the Foundation

- Family coaching is integral to the auditory verbal therapy process.
- Teachers coach families.
- Families and teachers coach children.
- What does it look like when you advocate for your child?

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Fostering self-advocacy as the student advances to the elementary grades

- Concepts of coaching & gradual release of responsibility
- The significance of these techniques in the development of a student's ability to self-advocate
- Who is involved? The constituents & continuum
- Examples of strategies & techniques to promote self-advocacy
- Resources

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The players:

- The key player: the student -- considerations include chronological age, age of identification, listening age, consistency of device wear, access to full speech spectrum, general cognitive, social, and emotional development
- The family: the language & literacy levels of the home: behavior management, participation in audiological management, perspective & involvement with general education and special education.
- The school environment: the general education staff and specialists and experience levels; communication avenues between staff; and varied listening environments within the school setting.

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Quality Teaching in a Culture of Coaching by Stephen Barkley



- "The purpose of coaching is to provide: opportunities for teachers to observe effective teaching practices; observations of teachers practicing strategies that are research-based and prove to improve student achievement; provide support for the classroom teacher in the important job of educating students by facilitating discussions about professional practice, student work and data."

from 'Coaching Skills for Successful Teaching'

<http://www.apptlearning.com.au/CSS1%20Brochure%20-%20WEB.pdf>

- 80% of teachers who received instruction with follow-up coaching report implementing new strategies in their classrooms. Without coaching, this number drops to only 10%.



Applying the concepts of coaching



As a specialist working with students with hearing loss, once the foundational pieces are in place following staff training, the role shifts from teaching new information to coaching successful application of this information to ensure student listening success in the classroom.

*classroom observations/interactions

*classroom demonstrations (ie: how to use the equipment for various class listening requirements; modeling presentation adjustment to meet student's needs; demonstrating in-class listening check strategies)

*debriefing - in person; phone; e-mail - set up your system

*use of video clips as a training/consultation piece to refer to during coaching



Concept of Gradual Release of Responsibility in the Educational Setting



- Reflects Vygotsky's Zone or Proximal Development
- Resource: Salem-Keizer School District 24J
- <http://comped.salkelz.k12.or.us/sll/elementary-docs/systematic-eld-resources/GradualReleaseResponsibilityJan08.pdf>
- <http://literacy.kent.edu/coaching/information/GradualReleaseofResponsibilityModel.pdf>
- http://reading.ecb.org/downloads/itb_GradualRelease.pdf



Developed by Ellen Levy
<http://comped.colibri.k12.or.us/elementary/docs/systematic.pdf>
<http://www.gradualreleaseofresponsibility.com/>

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Mentoring Roles & Responsibilities			
Teacher		Student	
I do it Direct Instruction	<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 Guided Instruction	<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 Independent Practice	<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 Collaborative Learning	<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 	

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Coaching techniques using the parameters of gradual release is extremely effective when specialist are working with:

- Students
- Classroom teachers
- Other support personnel
- Parents
- Parallels development of Theory of Mind: Perspective taking; problem solving ; social register; "me thinking about you thinking about me"; concept of time & space; critical nature & complexity of self-concept in the development of self-advocacy skills.
- RESOURCES: Cochlear online learning including Carol Flexer, "Theory of Mind" & Kimberly Peters, "Think Social . . .

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Understanding classroom dynamics -- a critical piece in self-advocacy development

- Critical to instruct & coach students in understanding: routines, teaching styles, classmates' names, communication strategies, teacher presentation/pacing and needed accommodations/modifications.
- "Tell me and I'll forget; show me and I may remember; involve me and I'll understand." ancient Chinese proverb

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The constituents & the continuum:

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The Constituents

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graph TD
    A[The Constituents] --> B[The Student]
    A --> C[The Family]
    A --> D[The School Personnel]
  
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- The Continuum: Self-advocacy development involves the interactions amongst the following parameters in the continuum of successful auditory access & comprehension in the school environment:
- The "operator" (the student)
- The "equipment" (HAs, CIs, & ALDs)
- The "listening environment"

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The operator: considerations

The child's chronological age, listening age, consistency of stimulation of the auditory brain, development & language levels, proficiency operating HA(s), CI(s), and ALD(s), self-concept & confidence as an auditory learner, awareness of special needs for successful auditory access based on listening environment/demands

The "equipment" (HAs, CIs, ALDs): considerations

Hearing Aid(s) or Cochlear Implant(s) functioning, device capability & limitations for speech sound access, special features of HA (s) or CI (s), Personal FM system, features & capabilities

The "listening environment": considerations

Overall acknowledgement & understanding of impact of acoustics on learning; overall understanding of important aspects to observe/assess by staff members, equipment availability/use; language content, form & function used by the communication partners; classroom dynamics; classroom acoustic support; other school environments


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Listening Environments at school: considerations

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- Classroom acoustic dynamics
- Classroom acoustic support
- Other school environments (media center, library, gym, lunch room, music room, playground)
- S/N Ratio in various school environments
- Types of listening and language demands in various school environments
- ALD(s) equipment access in various school environments


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The continuum:

- These 3 variants form the continuum of successful auditory access & comprehension in the school environment & represent the areas to be addressed in self-advocacy.

The operator: the student
The equipment: CI(s), HA(s) & ALDs
The listening environment: the physical acoustics, communication partner(s), & language content, form & function.







The continuum:

- Self-advocacy development requires the gradual release of responsibility, starting in one area only as shown in this example.

The operator: the student	
Equipment	
Environment	






The continuum:

- If equipment malfunction is occurring -- control the parameters of the operator and the environment. The student can then concentrate on advocating for one area at a time.

The operator	
Equipment	
Environment	



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The continuum:

- If the listening environment is challenging in the area of acoustic integrity or language complexity, ensure the equipment is working and the operator is using the equipment optimally. This allows the student to focus advocating on listening environment factors.

The operator

Equipment

Environment

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Basic application of the continuum concept: the equipment and the listening environment

- FIRST and foremost -- the equipment must be operating well. This requires carefully monitoring throughout the student's school day.
- Ensure a plan is in place for DAILY LISTENING CHECKS along with identified protocol for general maintenance and troubleshooting when problems arise.
- In a classroom setting, the recommended S/N ratio for children with hearing loss is 15 - 20 dB*

* Cole EB, & Flexer C (2007). *Children With Hearing Loss: Developing Listening and Talking, Birth to Six*. San Diego: Plural Publishing, p 121.

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- Coaching and the use of gradual release of responsibility are critical intervention techniques in the student's development of necessary skills to monitor & troubleshoot his/her device. The goal is independence.
- The same tools are also critical in providing the teacher and other school personnel the skills needed to support the student's listening and learning requirements.
- The use of coaching and gradual release of responsibility are excellent techniques for ensuring implementation of the identified accommodations & modifications specified on the student's IEP.

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Hearing Optimization Program

Transfer of responsibility

- Listening checks
- Personal Hearing Aids/Cochlear Implants
- FM systems
- Classroom sound field systems

Strategies for classroom success

- Awareness
- Education
- Demonstration
- Advocacy

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Hearing Optimization Program

Student Management Tracking Notebook Components include basic identification (school year, IEP team, contact information, equipment identification, comments) along with sections for:

1. Daily Listening Checks Log
2. IEP, Service Summary, Management Tracking & School Calendar
3. Audiological reports & logs
4. Academic Log & Student Concerns
5. Teacher Log
6. Specialist Log
7. Contacts: Specialist, Teachers, Family
8. Specs & Manuals

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Hearing Optimization Program

Identify team member responsible for stated management:

– Include:

Activity	Equipment	Specialist	In-Building Staff
Daily Listening Checks			
Daily listening checks + FM			
Hands-On inspection:			

•Also, include: Monitor Student's Equipment Box; System Monitoring FM components/usage in classroom; system monitoring of Sound Field components/usage in classroom; monitoring accommodations/modifications listed on IEP; additional areas

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Identify which specialist will provide the following training and record attendees:

- Classroom accommodations & modifications
- How to perform a Listening Check
- Classroom Discussion re: hearing loss/ALDs
- Hearing aid/CI basics
- Troubleshooting
- Hearing Aid/CI supplies
- Personal FM basics, uses, & troubleshooting
- Sound Field system basics, use, troubleshooting & coupling with personal FM system

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Involve the student in utilizing technology for communication & education in the development of self-advocacy

- "how to" examples: (equipment functioning; use of FM systems & assessories)
- Home communications
- School communications
- Integration with student classroom projects
- Student as a "technology specialist"

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Self-Advocacy Activity Suggestions

- "Rainy-Day" games project
- resource: Speech Sounds: A guide for parents and professionals (Cochlear Hope program)
- "ABOUT ME" presentation: a Self-advocacy starts with self-esteem and self-confidence. The student is NOT the hearing loss -- the student is a unique individual. KNOW your student's interest areas and passions!

Video clip #1: Dakota

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Self-Advocacy Activity Suggestions

- Sample video clip - about me/ description of hearing loss
Video clip #2: John
- "How to use" equipment demonstration: Another effective use of technology which serves a dual purpose are 'how-to' video clips created by student(s) on hearing aid(s), cochlear implant(s) and ALD operation (such as personal FM systems or sound-field listening system coupling): these foster self-advocacy through knowledge of equipment operation along with providing a reference tool for students, parents &/or staff on equipment use.

Troubleshooting Book


- As students transition from our Center Site to their neighborhood school, each student develops his/her own troubleshooting book.
- Photos are taken of steps the student can independently complete such as: physical inspection of device/components; identify specific component labels; how to check the battery; how to check device components are seated properly; how to 're-boot' device; how to sync with the personal FM system; what to do if device fails; what steps can be taken to maintain auditory access if one of the HAs, CIs, or FM is not working properly

Photo examples of troubleshooting guides

HA sync with FM steps

Troubleshooting guide

• labels

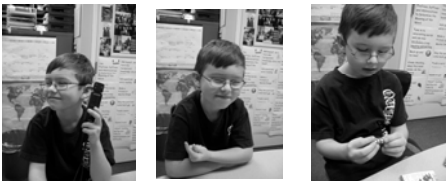


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40
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Troubleshooting guide

What to do if



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41
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Related Resources

- HOPE Online recorded seminars. "Serving Children at School" module includes courses on preparing students to be successful in their learning environments, acoustics, back to school with cochlear implants and more. www.CochlearAmericas.com/HOPE
- AG Bell, *Building Your Child's Self-Advocacy Skills*, www.agbell.org
- CO Hands and Voices, *Resource Guide*, www.cohandsandvoices.org
- ANSI/ASA, American National Standard on Acoustical Performance Criteria, 2010. Downloadable free copy of the standard available at: <http://asastore.aip.org>
- Classroom acoustics materials, www.kandersonaudconsulting.com/classroomAcoustics.html
- www.carollexer.com/links.php

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HOPE Online Resource

42
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Summary

- General concepts of self-advocacy and special considerations in the development of self-advocacy in children with hearing loss
- General concepts: Coaching and Gradual Release
- Building the foundation
- The elementary years
- The multi-parameters: constituents & continuum
- Strategies/examples
- Resources
- “Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.” ancient Chinese proverb

Upcoming HOPE Online

- **Wednesday, October 5, 3:00 pm ET**
Auditory Awareness, Discrimination and Patterning
Ashley Garber, M.S., CCC-SLP, LSLS Cert. AVT, Listening and Language Connections
- **Wednesday, October 12, 2011, 3:00 pm ET**
Cochlear Implant Concepts for Non-Programming Professionals
Amy Popp, Au.D., Cochlear Americas
- **Tuesday, October 25, 3:00 pm ET**
Auditory Identification
Ashley Garber, M.S., CCC-SLP, LSLS Cert. AVT, Listening and Language Connections

New Resource: Speech Sounds Vowels

- Parent resource that is best introduced by teachers and therapists
- Complements resource developed by Caleffe-Schenck and Baker in 2007 (Speech Sounds Consonants)
- Developed by CASTLE, UNC
- Uses Speech Sounds methodology
- Includes Spanish vowels with materials in Spanish

Contact Cochlear

- For questions about this seminar, please contact: kmzegar@me.com or annbaumann@gmail.com
- For inquiries and comments regarding HOPE programming, please contact: dsorkin@cochlear.com
- For a Certificate of Participation, please send your completed Feedback Form to: hopefeedback@cochlear.com