

Supporting Education, Advocacy and Knowledge for Students with Hearing Loss

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Who We Are

Carrie Spangler, Au.D.



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Acknowledgement

Thank you to Oticon A/S for the financial support of this work.



Learner Outcomes

- The learner will be able to describe the essential components of school-based support and resource programs.
- The learner will be able to describe barriers to the development of school-based support programs.
- The learner will be able to describe facilitators to the development of school-based support programs.

Why we got started

In their 40 collective years of educational audiology experience, Carrie and Krista have both seen students isolated in their educational settings.

In response to these observations both had created formal opportunities for DHH students to interact with DHH teen mentors.

Why we got started

My interest in self-determination, coupled with my role as Director of Clinical Research led to discussions about how Carrie and Krista's teen mentorship programs could be accessed by schools and school districts throughout North America.

Following initial discussions it was agreed that the lens of a researcher would be necessary (support administrative/financial decisions)....

The Literature Review

The Questions

1. What are the **existing mentorship programs** for adolescents or pre-adolescents (Teens or Tweens) with hearing loss?
2. What are the **barriers** and **things that enable** the establishment and sustainability of mentorship programs?
3. What **outcomes** are achieved and how are these outcomes **measured**?

Existing Programs

We searched a variety of databases* and ended up with 14 articles that deserved a closer look.

Unable to identify a peer-reviewed paper that described the design, development and establishment of a program for tween/teens, identified important outcomes and ways to measure them, and provided ideas for sustainability of the program once it has been established.

** CINAHL, EMBASE, Medline, Scopus, Web of Science, hand-searching*

Barrier Themes:

Buy-in

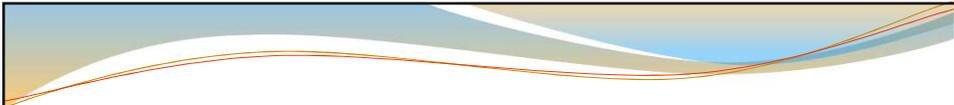
- Student participants
- Parents

Support

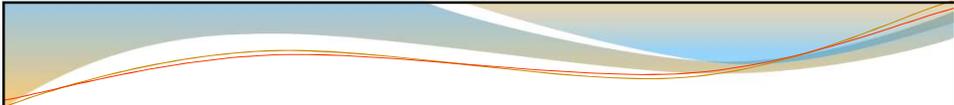
- Time, Cost & Organizational

Technology

- Everchanging, requires support, no control of off-site technology



More specific information
about barriers, as
indicated in the research



Understanding Barriers - Student Buy In

- If students feel they already know what is going to be discussed (not new information for them) they may decide not to participate
- Teens might not ask for assistance or ask to be involved
- Some of the adolescents appeared reluctant to have any social relationship with the hard of hearing

Understanding Barriers - Parent Buy In

- Parent's negative perceptions of HL and low expectations of future outcomes for their child
- The program role model(s) end up in a conflict with parents that results in parents feeling ostracized

**Parent buy-in is important in the younger population due to logistics (driving)*

Understanding Barriers - Support

- Audiologists/ToDs may not have the time or the resources to set up a support group on a continuing basis
- Difficulty with establishment - time (some programs were up to 5 days in length), travel costs, cost to 'house' people, time away from school/jobs
- Outcome measures/evaluation of the program might be problematic because it might be difficult to be able to monitor how implementation of the program occurred.

Understanding Barriers - Technology

- If using eTechnology, DVD's, videos – technical support will be necessary or the material may not be used, and as operating systems are updated
- If offered in an online format, multiple versions might need to be designed to meet different age-group needs
- Information must be developed that is appropriate for the technical and knowledge level of participants

What Enables Implementation?

Diverse teen leaders/role models involved with designing, developing and implementing

- lived experience of HL
- Cultural (including Deaf)
- Socioeconomic

What Enables Implementation?

Group discussions in non-threatening environment about living with HL

Opportunity for parents to meet student leaders and hear their stories of success

Teach and model strategies: challenges, improve knowledge, social emotional learning, promote self-advocacy

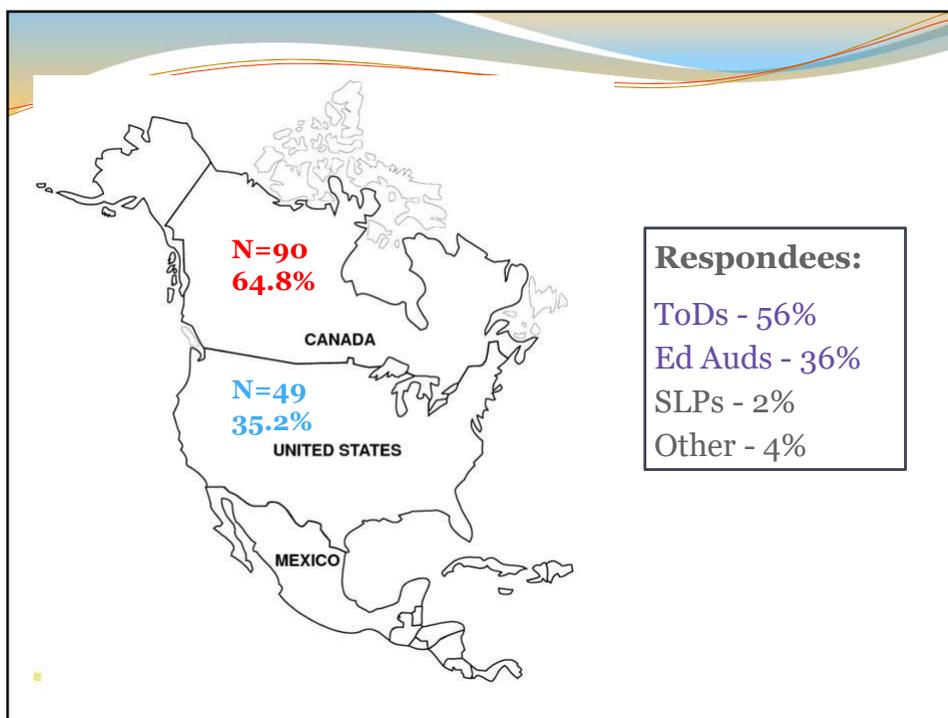
Outcomes/Measurement: A Gap

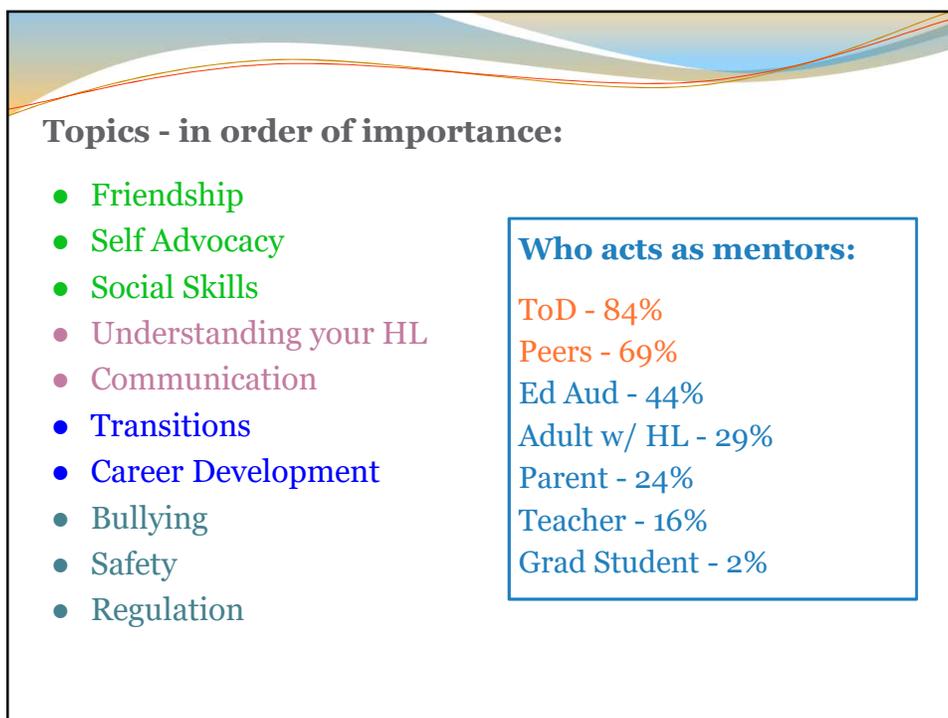
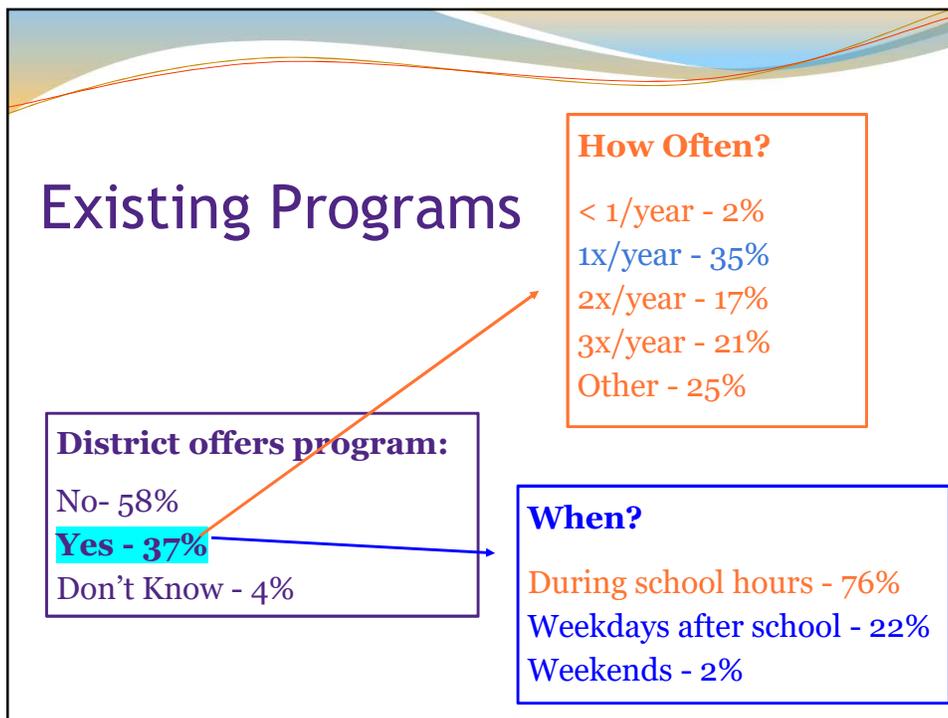


The majority of the studies did not measure outcomes.

One study used the SAS and Peds QL – found that there was a measured improvement in Quality of Life up to 10 to 12 wks after the program finished.

The 2018 Survey





Program Objectives:

- Friendships - 79%
- Social Relationships - 76%
- Self Advocacy - 69%
- Social Skill Development - 62%
- Understanding HL - 50%
- Education - 48%

Funding:

- District - 63%
- School - 17%
- Government - 11%
- Charitable/Philanthropic Org - 9%

Survey Barriers and Enablers:

Survey results supported the research (support and buy-in as primary barriers....with the exception of technology.

Obstacles to Student Participation (n=42)

- . Distance
 - . Transportation
 - . Cost
 - . Time
- } Support
- . Students
 - . Uninterested or don't identify as DHH
 - . Anxiety/unwillingness to wear amplification
 - . Only student, so no peer to pair with
 - . Parents - time away from academics
 - . No TDHH/Ed Aud to encourage participation
- } Buy-in

Barriers to Running a Program (n=40)

- . Schools who feel it takes away from academics
 - . Attitude of the support staff, lack of communication with teachers.
 - . Connecting it to curriculum expectations
- } Buy-In
- . Distance
 - . Transportation
 - . Cost
 - . Space / Affordable space
 - . Time constraints
 - . Finding staff to organize/participate
- } Support

Outcomes/Measurement

Measuring outcomes?

Yes - 17% No - 83%

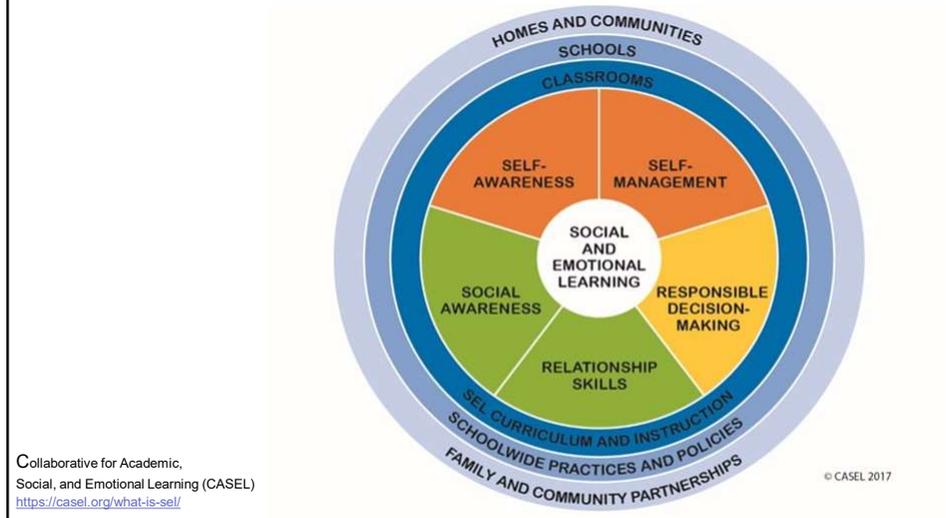
Anecdotal:

- *process of developing a rubric for students*
- *checklist that the students filled out.*
- *itinerants meet with student to talk about what they liked*
- *student/parent/teacher Surveys*
- *parent and student discussions and written evaluations.*

Anecdotal is nice but it does not secure funding

But kids just
go to school
to learn academics,
RIGHT?

ESSA and SEL

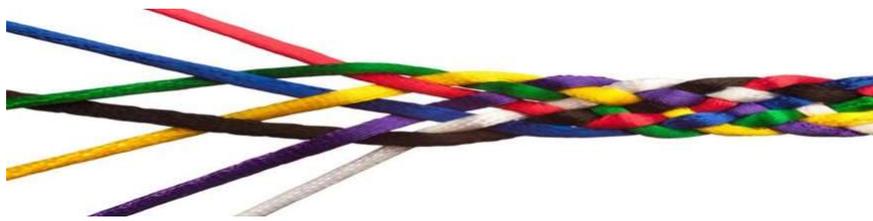


IDEA and Transition

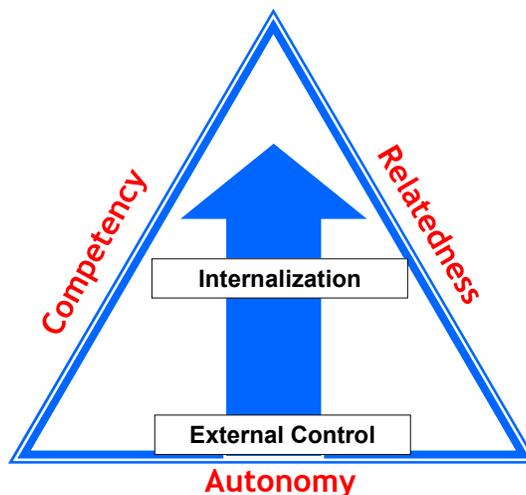
By age 14; IEP must include:

- (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) the transition services (including courses of study) needed to assist the student with a disability in reaching those goals).

Opportunities that allow students to develop same-self connections and relationships in a relaxed and supportive environment, assists in the development of self-determination.



Self-Determination Theory



Well-Being

Feeling good and functioning well across multiple areas of life



What impact could a support group/connections group provide?



Overview of Support Groups

- Support groups bring together people facing similar issues
- Enable sharing of experiences and advice
- It is helpful to talk with others who are “in your shoes”
- Different formats work for different groups.

Mayo Clinic <http://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/support-groups/>

So what do we do?

Develop a program model,

- inclusive of formal teen mentorship and same-self peers
- that would facilitate the development of self-determination and social connections.

Programs for Education, Advocacy & Knowledge (PEAK) for Students who are D/HH

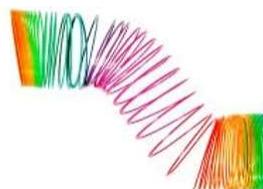
P.E.A.K!

What has worked for us

- Experience/pre-training is critical to reinforce desired competencies
- Teen mentors (with hearing loss)
 - Recognizing that skills will need to be taught, and knowledge will grow
- Facilitators
 - Potentially with hearing loss
 - Potentially skilled in facilitation/coaching/mentoring

What has worked for us

- Hearing care professional
 - preferably school-based (e.g. Ed Aud, TDHH)
- Presenting information that is accessible to all types of learners & communicators
- Adaptable and flexible



Technology Summit for DHH students

Third Annual
October 23, 2013

Inclusive Learning Outreach

WHERE:

The Tech Summit will be held at:

Newcom School
5523-122 Avenue
Edmonton, AB
780-472-4450

Lunch & Panel Discussion

Technology Summit, what is that?

Designed for students in grades 5 through to 12 to become more knowledgeable about their hearing loss, learn more about advocacy of their hearing needs, and develop enthusiasm about their equipment.

The Technology Summit is an event where students come together to benefit from meeting peers who are deaf/hard of hearing as well as learning or refining a skill.

Teachers, parents, Educational Assistants and other interested adults are also welcome to join us. After an initial activity, the adults will have the opportunity to enjoy separate sessions conducted by consultants on topics such as:

- ⇒ What are the roles of a Consultant for the Deaf and Hard of Hearing and Educational Audiologist?
- ⇒ Revised online and App Resources for DHH students.
- ⇒ Organizations and community supports for families with a child who is deaf or hard of hearing.
- ⇒ Open discussion.

WHO:

Grade 5-8
9:30am to 1:00pm
(arrive at 9am)

Lunch/Panel
1:30 - 1:00

Gr. 9-12
1:00pm to 3:00pm

Target Population

All students with hearing loss in the region are invited to participate (any type/degree of HL).

- Parents are often offered a concurrent parent session

Ages range Early Ed/Pre-K to Grade 12

- High school aged students taking on roles as mentors.

Goals of the DHH Skillshops:

Develop students' self-determination, relative to their hearing loss. To be achieved through:

- **Raising awareness**
- **Self-advocacy skills**



Incidental Outcomes >>> Goals:

Through participation in specific challenges and activities:

- Developing relationships
- Establishing connections and friendship



... with other DHH students in a relaxed environment

THE AMAZING RACE

Skillshop for Students who are Deaf and Hard of Hearing

WHO: All students in Edmonton who are Deaf or Hard of Hearing

WHAT: Come & meet new friends while you are involved in physical & communication challenges with your team

WHEN: Wednesday, March 13, 2019

9:00 am to 11:45 am - Kindergarten to Grade 6
 11:45 am to 12:30 pm - Lunch for all ages (Provided)
 12:30 pm to 3:00 pm - Grade 7 to 12

WHERE: Bonnie Doon Mall (bowling alley party room)

Edmonton Inclusive Learning/RCSD Teachers of the Deaf and Educational Audiologists will oversee a day of activities incorporating communication and self-advocacy skills, with the purpose of connecting your child with other students who are Deaf and Hard of Hearing. High school mentors will also be on site.

Please inform us of any dietary restrictions ASAP. Transportation is the responsibility of the family or school.

RSVP BY MARCH 4, 2019
 to Krista Yuskow at krista.yuskow@epsb.ca

Brought to you by Inclusive Learning/RCSD & Alberta Education



I think I am an interesting person with many interests that you will learn about over the course of this year. I enjoy cheerleading, group work and reading.



However, there is one thing about me that I want to share with you today...

Thank you for taking the time to read a little bit about me.

I cannot wait to start Grade 10 at Harry Ainlay High School!

Dear Teacher...



My name is
Ore
Xxxxxxx

I am going to be a Grade 9 student in your 2018/2019 class!

I don't know if you have heard about me yet. So, I would like to let you know a little about me before we meet.

Hit It and campUS



Hit It!

Hearing Impaired Teens Interacting Together

MISSION:

To offer a safe environment for teens who have hearing loss to learn about hearing loss, technology, coping strategies, and support in order to become their #1 advocate!



GOALS of Hit IT!

- To allow students to learn about HL and how it affects communication at school, home, and work
- To gain solutions to advocate for self
- To meet other students who have hearing loss
- To learn about new technology and trends in the area of hearing amplification that may promote independence at school, home, work

GOALS of Hit IT!

- To gain knowledge on laws related to hearing loss (ADA, 504, IDEA)
- To gain leadership skills needed to advance in employment and post- secondary education, including avenues for financial aid, scholarships
- To provide a non-threatening environment in which students with hearing loss can interact together

A Terrific Teacher does _____ for my HL

Using the chart paper, describe the following:

A Terrific Teacher.....

- Is
- Does
- Says
- Does Not



Teacher Information about ME!!

My Name is: _____

I use the following technology and or communication:

- Hearing Aid/s
- Cochlear Implant/s
- Bone Anchored Device
- Personal DM system
- Soundfield
- Sign Language
- No Technology

Accommodations to Help Me:

How I help myself with communication

Other Information:

campUS at Ohio State



campUS 2 Day Overnight

Student Agenda Highlights:

- **Ice breakers**
- **College tour and Laws**
- **Eating in the Dorms**

- **Team Sports-Volleyball**
- **Dorm Time (Beach ball and Beach Pail)**
- **Counselor Small Groups**

campUS 2 Day Overnight

Parent Agenda Highlights:

- **Meet and Greet Counselors**
- **Parent Connect Evening**

- **Parent Workshops**
- **Parent Panel**
- **Lunch**
- **Keynote**
- **Counselor Panel**

In light of these successes...

Decided to develop a program model, inclusive of formal teen mentorship and same-self peers, that would facilitate the development of self-determination and social connections.

What would a program look like?

- Identified Outcomes
- Barriers
- What enables implementation

} Identified in research and survey

- Measurement
- Sustainability



Note on Sustainability:

Acceptance of hearing loss is a process that continues over time, students will revisit their acceptance repeatedly, especially during significant life events or activities (Spangler, 2010).

A critical part of the conversation - funding
An element of sustainability needs to be flexibility

- Program needs
- Student needs

Re-create programs in a more accessible format:

What we've done so far:

- Survey
- Lit Review
- Brainstorming - measurement/sustainability...

Thanks to YOU!

Next Steps:

- Create a template/model with outcome measures
 - Validate/revise this w/ stakeholders (e.g. professionals, students, parents, school boards) to ensure it is meeting the needs of the students
- ... We will begin this work promptly

Thank You!



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