

Inspiring Students who are Deaf and Hard of Hearing to Achieve **SELF-ADVOCACY**

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Demonstrate Self-Awareness & Self-Knowledge

Know their own Needs in Order to Participate & Plan Accordingly

WHAT IS SELF-ADVOCACY?

Indicate their Own Needs and Support Required

(Anderson & Arnoldi, 2011)

Make Decisions and Take Responsibility for Participating

PURPOSE The purpose of this poster is to present three strategies that can be used with elementary children to facilitate self-advocacy skills to support their communication at school with their teachers, peers and concerning their auditory equipment.

WHY IS SELF-ADVOCACY IMPORTANT?

Students who are deaf or hard of hearing (D/HH) often have difficulties developing self-advocacy skills. It is important for them to learn how to take responsibility for their own social, emotional and educational goals. In turn, this will foster their independence and confidence they need to be successful. In particular, integrated students with a hearing loss benefit from self-advocacy skills when interacting with their teachers, peers and concerning their auditory equipment.

SELF-ADVOCACY WITH TEACHER

A strong relationship between students with hearing loss and their Teachers is fundamental for success in the classroom. Having the confidence to clearly state their needs takes direct instruction and time to develop. Students need to know how they learn best, their educational rights, and available opportunities are available in the early years will help provide tools for developing self-advocacy skills (Antia, Reed & Shaw, 2011). Strategies that will help the teacher facilitate the development of self-advocacy skills may include lesson plans for building self-advocacy skills, teaching strategies, and conversations on how to speak up and let others know one's wants and needs.

Some Strategies with Teachers

- Participate in IEP with Self Advocacy Goals
- Choose own Seat to Maximize Visual and Auditory Access
- Remind Teacher to Use FM System
- Request Closed Captioning when needed
- Ask for Visuals and Visual Cues
- Inform Speaker to be in Optimal Position
- Request an Interpreter
- Ask for Clarification or Repetition



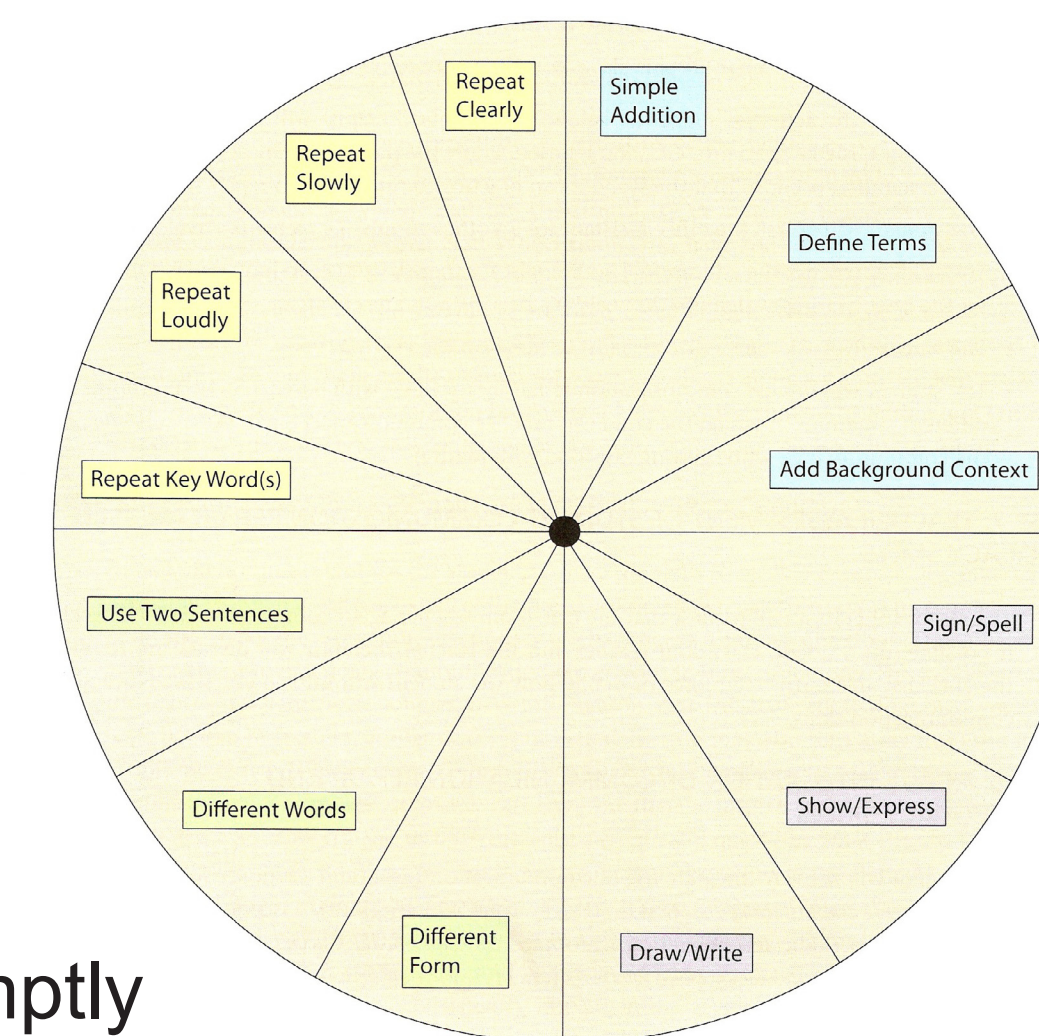
Self-Advocacy begins with self-awareness about one's hearing loss and learning style. Discussing strategies and giving the language to advocate for oneself is key in the elementary years. Brainstorming words and putting them in order of importance can create beautiful 'wordle' clouds.

SELF-ADVOCACY WITH PEERS

Children who are D/HH often struggle with peer interactions. Communication breakdowns are common, and direct instruction is needed for communication repair (Anderson & Arnoldi, 2011). Difficulties include following conversations, hearing subtle nuances and intonation, and picking up on social cues. It is common for these students to repeat what has been already said or to not change topics in time with others. Often background noise will make these situations even more challenging. When they become aware of their differences, they may not want to wear their auditory equipment, which may put them at risk of isolation. When choosing social interactions, it is common for the students to choose a one-to-one environment with friends who are understanding and supportive (Punch & Hyde, 2011).

Some Strategies with Peers

- Ask Friends to Repeat Comments, Stories, or Jokes
- Request Clarification
- Choose Caring and Understanding Peers
- Ask Friends to Speak Up
- Ask for Closed Captioning
- Roleplay Scenarios
- Talk Openly about Hearing Loss
- Repair Communication Breakdowns Promptly



Script - School Scenario 3:

You are in your classroom. You have broken up into small groups to do a project. Your teacher has put you in a group that is talking together by the door. It is noisy with all of the other groups talking at the same time. When it is noisy you know that you will not hear many of the words the other students say. If you used your communication repair strategies you would probably have to ask for other students to repeat or clarify what they said almost every time each one said something. This might slow up your group work and could make the other students frustrated.

Pretend you are working with 3 other students. One student said something and you did not hear all of the words and you can tell that you missed some important ideas. What could you say?
Example: Maria, I heard part of your idea. It sounds good. Could you tell me more about it?

Do you think that you should be expected to participate in the group just like every other student?

What is something your group could do to work in a quieter place?
HINT - it has to do with **not** being in the noisy classroom.

What is something you could ask your group members to do so that you could hear more clearly?
HINT - it has to do with the FM system.

If your group is working in a quieter place and you are hearing almost all of their words, is it still important for you to use your communication repair strategies if you miss something that seems important?

SCRIPT

Communication breakdowns are common for children with hearing loss, and they often benefit from direct instruction for communication repair (Anderson & Arnoldi, 2011). For example, the Student Communication Repair Inventory and Practical Training (SCRIPT) includes 13 strategies to use with others when these students are having difficulties hearing. Roleplaying is highly successful as it gives them practice for real life situations.

SELF-ADVOCACY WITH AUDITORY EQUIPMENT

Students who are D/HH often use assistive auditory equipment such as hearing aids, cochlear implants, personal FMs, closed captioning, and soundfield systems. If the equipment is not working, the student will not have full access to language. Thus, students need to let the teacher know promptly when the equipment needs to be fixed. They should know how to troubleshoot their equipment and know whom to contact if additional help is needed (Punch & Hyde, 2011). They need to be responsible for handling and taking care of their own equipment, including checking batteries and cleaning. At the end of the day, they should learn how to turn off and recharge all the components of their auditory equipment.

Some Strategies for Maintaining Auditory Equipment

- Some Strategies for Maintaining Auditory Equipment
- Take Care and Clean Personal FM
- Check Batteries
- Learn to Troubleshoot Equipment
- Teach Teachers How to Use Equipment
- Know Contacts of Audiologist or Hearing Resource Teacher for Support
- Use Class Microphone if Available
- Utilize FM during Small Group Discussions
- Read and Explain own Audiogram

Equipment Checklist

Checklists can support students in taking ownership of their equipment and getting in the routine of good care. This self-assessment encourages children to consider how well they are taking care of their equipment.

Hearing and listening your best is YOUR responsibility A Checklist for Students in Kindergarten and First Grade

Student	Grade	School	Week of
I brought my hearing aids or CI to school today:			☺ = 0 ☹ = x M T W Th F
I put my hearing aids or CI on by myself today:			☺ = 0 ☹ = x M T W Th F
I said mm baba chh after I put each one on:		MMM BABA BA CHCH	☺ = 0 ☹ = x M T W Th F
When I looked at my aids or CI carefully I didn't see problems:			☺ = 0 ☹ = x M T W Th F
When I checked that my batteries were good today:			☺ = 0 ☹ = x M T W Th F
I did OK on the Ling sound check today (CLOSE):		oo, ah, ee, oh, sh, mm	☺ = 0 ☹ = x M T W Th F
I did OK on the Ling sound check today (FAR):		oo, ah, ee, oh, sh, mm	☺ = 0 ☹ = x M T W Th F
I put my FM in the charger at the end of school:			☺ = 0 ☹ = x M T W Th F
I know who to tell if I am not hearing the way I should be hearing:			☺ = 0 ☹ = x M T W Th F
I have extra batteries at school today:			☺ = 0 ☹ = x M T W Th F

Advocacy Never Ends

Self-Advocacy skills will continue to evolve and will be a life-long practice. After elementary school, there will be new relationships to forge and different environments to encounter. As they mature, students will need to develop further self-advocacy skills. In addition, students should learn how to generalize their self-advocacy skills in other settings and relationships outside of school.

Future Directions

Our understanding of more effective approaches to facilitating the development of self-advocacy skills in students who are D/HH would benefit from research that includes a focus on: students' personalities, families' involvement, and participation in community and extracurricular activities. Future research could also benefit by training interviewers (as researchers) who are also D/HH, as this could help elicit deeper conversations from the student participants.

References

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