Utilizing Coaching to Optimize Self-Advocacy Development in Children with Hearing Loss

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Course Description:

Fostering self-advocacy in children with hearing loss is a complex, multi-parameter endeavor.

*During our presentation, we will share some of the insights we've gained from our years of experience working with children, families, and fellow professionals and discuss the stages of self-advocacy development and challenges along the way. We will also add a variety of resources available for families and professionals.*

This course will introduce adaptation of the instructional concepts of COACHING and GRADUAL RELEASE OF RESPONSIBILITY involving the PLAYER (and his/her support team) and the 3-prong continuum involving the “PLAYER” (the child and his/her support team), 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 general concept of Self-Advocacy as defined by various authors includes the following descriptors:

* 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 and then taught by parents, caregivers & teachers/interventionist

* Understanding the multiple parameters of hearing loss is critical for all involved in the “raising of the child.”
**The Continuum:**

These 3 variants form the continuum of successful auditory access & comprehension in the home and school environments and represent the areas to be addressed in self-advocacy development:

| **The Player:** | the child and his/her support team  
| (parents, extended family, friends, preschool and school educators, specialists) |
| **The Equipment:** | CI(s), HA(s), ALDs |
| **The Listening Environment:** | The physical acoustics, communication partner(s), implications of the social-linguistic environment and associated language content, form and function |
The Players

- **The key player**: the child--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.

- **Toddler and preschool significant others**: day care staff, preschool staff, community contacts, family friends

- **School personnel**: the general education staff and specialists and their experience levels, communication avenues between staff, and varied listening environments within the school setting.
The Continuum of Self-Advocacy

- Child skills
- Parent responsibilities
- Communication strategies appropriate for child's listening environment and developmental level
- Parent to parent supports
- Child to child supports
- Teacher to family supports
- Child to Specialist
Considerations regarding "the child":
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

Considerations regarding the “equipment”:
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
Considerations regarding the "listening environment" of the home:

Think: Mischief Managed!

- The acoustic characteristics of the space
- Early use of FM systems
- Child's distance hearing capacity - know it and adjust so that learning through overhearing can occur.
- Language stimulation is purposeful.
Considerations regarding the "listening environment" of the school:

Overall acknowledgement & understanding of

- the impact of acoustics on learning
- a comprehensive understanding of important aspects to observe/assess by staff members
- a complete understanding of equipment availability/use
- an understanding of language content, form & function used by the communication partners
- an understanding of classroom dynamics, classroom acoustic support, and other school environments
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.”


"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%."
Concept of Gradual Release of Responsibility - applications for home & school

Reflects Vygotsky’s Zone of Proximal Development

Resource: Salem-Keizer School District 24J

http://comped.salkeiz.k12.or.us/sll/elementary-docs/systematic-eld-resources/GradualReleaseResponsibilityJan08.pdf
http://literacy.kent.edu/coaching/information/GradualReleaseofResponsibilityModel.pdf
## Mentoring Roles & Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I do it</strong></td>
<td>Provides direct instruction</td>
<td>Actively listens</td>
</tr>
<tr>
<td><strong>Direct Instruction</strong></td>
<td>Establishes goals and purpose</td>
<td>Takes notes</td>
</tr>
<tr>
<td></td>
<td>Models</td>
<td>Asks for clarification</td>
</tr>
<tr>
<td></td>
<td>Think aloud</td>
<td></td>
</tr>
<tr>
<td><strong>We do it</strong></td>
<td>Interactive instruction</td>
<td>Asks and responds to questions</td>
</tr>
<tr>
<td><strong>Guided Instruction</strong></td>
<td>Works with students</td>
<td>Works with teacher and classmates</td>
</tr>
<tr>
<td></td>
<td>Checks, prompts, clues</td>
<td>Completes process alongside others</td>
</tr>
<tr>
<td></td>
<td>Provides additional modeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meets with needs-based groups</td>
<td></td>
</tr>
<tr>
<td><strong>You do it</strong></td>
<td>Provides feedback</td>
<td>Works alone</td>
</tr>
<tr>
<td><strong>independently</strong></td>
<td>Evaluates</td>
<td>Relies on notes, activities, classroom learning to complete assignment</td>
</tr>
<tr>
<td><strong>Independent Practice</strong></td>
<td>Determines level of understanding</td>
<td>Takes full responsibility for outcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>You do it</strong></td>
<td>Moves among groups</td>
<td>Works with classmates, shares outcome</td>
</tr>
<tr>
<td><strong>together</strong></td>
<td>Clarifies confusion</td>
<td>Collaborates on authentic task</td>
</tr>
<tr>
<td><strong>Collaborative Learning</strong></td>
<td>Provides support</td>
<td>Consolidates learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completes process in small group</td>
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<tr>
<td></td>
<td></td>
<td>Looks to peers for clarification</td>
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</tbody>
</table>

Developed by Ellen Levy

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Developing the Foundation

- Family coaching is integral to the auditory verbal therapy process.
- Specialists/Teachers coach families.
- Families and specialists/teachers coach children.

What does it look like when you advocate for your child?

Excellent resource for families and professionals:

**Success For Kids With Hearing Loss** (Karen Anderson)

http://successforkidswithhearingloss.com/

AG Bell's **LISTENING AND SPOKEN LANGUAGE KNOWLEDGE CENTER**

With the goal of **self-advocacy development**, **coaching techniques** using the parameters of **gradual release** are extremely effective when specialist are working with:

- Child
- Parents
- Classroom teachers
- Other support personnel

Self-advocacy development also parallels the 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:**


Applying the concepts of coaching as it applies to toddlers and preschoolers:

- 6 of 10 principles for Auditory Verbal Therapy start with, "Guide and coach parents..."

- For most families there is a significant learning curve that involves use of technology and becoming an expert in developing language and evaluating listening environments.

- Know the families resources and challenges.

- The job of the specialist: to facilitate the family's acquisition of knowledge and practical skills through coaching.

  I do it, we do it, you do it.
Applying the concepts of coaching with the elementary-age child:

Refer to Principles of LSLS Auditory Verbal Education, AG Bell Association
* Create and maintain acoustically controlled environments that support listening and talking for the acquisition of spoken language throughout the child's daily activities.

* Provide effective teaching with families and children in settings such as homes, classrooms, therapy rooms, hospitals, or clinics.

* Provide focused and individualized instruction to the child through lesson plans and classroom activities while maximizing listening and spoken language.

* Collaborate with parents and professionals to develop goals, objectives, and strategies for achieving the natural developmental patterns of audition, speech, language, cognition, and communication.

* Promote each child's ability to self-monitor spoken language through listening.

* Use diagnostic assessments to develop individualized objectives, to monitor progress, and to evaluate the effectiveness of the teaching activities.

* Promote education in regular classrooms with peers who have typical hearing, as early as possible, when the child has the skills to do so successfully.
Applying the concepts of coaching with school staff:

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 and gradual release of responsibility 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
Optimizing Gradual Release of Responsibility through thoughtful manipulation of the Continuum Variants

Self-advocacy development requires the gradual release of responsibility and can be most effective when emphasis is placed on only one variable of the continuum at a time.

Example:

<table>
<thead>
<tr>
<th>The Player: the child &amp;/or a member of his support team (parents, extended family, preschool &amp; school teachers/specialists)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment</td>
</tr>
<tr>
<td>Environment</td>
</tr>
</tbody>
</table>
If equipment malfunction is occurring -- try to control the variables of the "player" and the "environment". Then, the student &/or his team member(s) can focus on that one variable.

Example:

[Diagram showing a hierarchy with "Player" at the top, "Equipment: CIs, HAs, and ALDs" as the middle level, and "Environment" at the bottom.]
If the listening environment is challenging in the area of acoustic integrity, communication partner(s) or language complexity, ensure the equipment if working and the child is using the equipment optimally. This allows the child to focus advocating on listening environment factors.

Example:

<table>
<thead>
<tr>
<th>Player</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Equipment</td>
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<tr>
<td></td>
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</tbody>
</table>

**Listening Environment**: the physical acoustics, communication partner(s), implications of the social-linguistic environment and associated language content, form, and function
First things first:

"The purpose of all environmental and technological management strategies is to enhance the reception of clear and intact acoustic signals in order to access, develop, and organize the auditory centers of the brain."

"An unmanaged hearing loss of any degree prevents certain sounds from having access to the brain thereby interfering with the acquisition of language, literacy and academic competencies."

-Carol Flexer
Listening Environment Considerations at home & school:

Home:
* Consistent use of appropriate, well-maintained amplification.
* Use of ALD(s) - keep the child in earshot
* Consider other factors in the home environment
* Manage noise, distance and reverberation

School:
* 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
This checklist lists a variety of self-advocacy skills to be developed by students in kindergarten through high school.

"The expectations assume early identification of hearing loss, consistent amplification wear from infancy and supportive parent involvement in facilitating optimal listening and effective communication. Adjust age expectations as necessary due to lack of optimal audibility and/or early intervention services that include a focus on auditory independence."
PARC: Placement & Readiness Checklists for Students Who are Deaf and Hard of Hearing


"There are two components that should be considered when evaluating placement and service delivery; first, the skills of the student and, second, the learning environment. Specifically, students should be matched for the learning environment by 1) demonstrating a set of prerequisite skills that are based on their identified individual goals and 2) documenting that the instructional environment is designed to support the student to achieve those goals. These checklists may be used as tools to assist the IEP team in examining the many factors that influence how well a student is able to function and perform in various classroom settings. Thorough assessment in academic, communication and social areas to identify strengths and challenge areas as well as frequent monitoring of performance is always necessary to ensure that student skills, services and placement are aligned. In some cases, students may be “ready” for some classes or situations while not “ready” for others."
Understanding the social environment - a critical piece in self-advocacy development

At home:

- Coach the child by preparing ahead of time for social situations. Pre-teach information and language that might be expected in the setting.

- Check in with the child during the social situation or activity.

- Help the child pay attention to social cues he may miss due to difficulty overhearing.

- Help the child identify accommodations and modifications needed.
At school:

It is critical to instruct & coach students in understanding the following:

- classroom routines
- routines in other school settings
- how to transition from one setting to another
- teaching styles
- classmates' names
- communication strategies
- teacher presentation/pacing
- needed accommodations and modifications

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand." ancient Chinese proverb
Transfer of responsibility

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

Strategies for success at home and school

* Awareness
* Education
* Demonstration
* Advocacy
Application of the continuum concept: the equipment and the listening environment

**FIRST and foremost -- the equipment must be used CONSISTENTLY during all waking hours and the equipment must be operating well. This requires carefully monitoring throughout the child's day -- at home AND school.

**Ensure a plan is in place for DAILY LISTENING CHECKS both at home AND school. The child's support team -- at home AND school must have in place an identified protocol for general maintenance and troubleshooting when problems arise.

**The impact of noise on listening comprehension must be known and understood by the child and his/her support team both at home AND school. (Carol Flexer discusses the recommended Classroom Signal-to-Noise Ratio for children with hearing loss is 15-20dB)
Child Management Tracking Notebook components for a school-aged child can include items such as basic identification (such as 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: Family, Specialists and Teachers along with Emergency Contacts
8. Specs & Manuals
Identify team members responsible for stated management including:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Equipment</th>
<th>Parent</th>
<th>Specialist</th>
<th>In-Building Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Listening Checks (CI/HA)</td>
<td></td>
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<tr>
<td>FM checks</td>
<td></td>
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<tr>
<td>Hands-on Inspection:</td>
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</table>

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
Identify which specialist(s) will provide the following training, where that will occur, and responsibilities for coaching:

- Classroom accommodations & modifications
- Understanding the child's hearing loss
- How to perform a Listening Check
- Classroom Discussion re: hearing loss/CIs, HAs, 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
Teaching Others About Equipment & Hearing Loss Develops Self-Advocacy

Involving the child and his/her support team about utilizing technology for communication along with education in the development of self-advocacy:

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

*IT is critical that we remember -- Self-advocacy starts with self-esteem and self-confidence. The child is NOT the hearing loss -- the child is a unique individual. KNOW your student's interest areas and passions!*
DEVELOPMENT OF PERSONAL TROUBLESHOOTING BOOKS

To foster self-advocacy and independence, as the "coach", help the child create a personal troubleshooting book that he/she can use in different environments.

This tool can be used both for:

a. empowering a child in self-management of his/her own equipment
b. empowering the child in his/her role as a "technology specialist"

How?

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 if device components are seated properly
* how to ‘re-boot’ a 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
* when to request adult assistance.
Resources

Cochlear on-line learning: Preparing Students to be Successful in their Learning Environments (Professionals): PARC Author: Cheryl DeConde Johnson, Ed.D.

AG Bell, “Building Your Child’s Self-Advocacy Skills”


www.asha.org, “American National Standards on Classroom Acoustics”

Karen Anderson's site http://successforkidswithhearingloss.com/ (advocacy)
www.kandersonaudconsulting.com/classroomAcoustics.html (classroom acoustics)

Carol Flexer's site www.carolflexer.com/links.php

Learn to Talk Around The Clock by Karen Rossi http://www.learntotalkaroundtheclock.com/

CI Circle http://www.cicircle.org/

I'm Determined http://www.imdetermined.org/
**SEAM for School Success**
Student Expectations for Advocacy & Monitoring Listening and Hearing Technology

**PARC**
Placement And Readiness Checklists for Students who are Deaf and Hard of Hearing


**Hands & Voices**  http://www.handsandvoices.org/needs/advocacy.htm

**Gradual Release of Responsibility sites:**  http://comped.salkeiz.k12.or.us/sll/elementary-docs/systematic-eld-resources/GradualReleaseResponsibilityJan08.pdf

http://literacy.kent.edu/coaching/information/GradualReleaseofResponsibilityModel.pdf

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: players & the 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

I DO IT . . . WE DO IT . . . YOU DO IT
Questions or Comments? Feel free to contact either

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