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The Language of Self Advocacy: Success from Early Intervention and Beyond

Who we are...



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Self-advocacy is the ability to **understand** and **effectively communicate** one's needs to others.

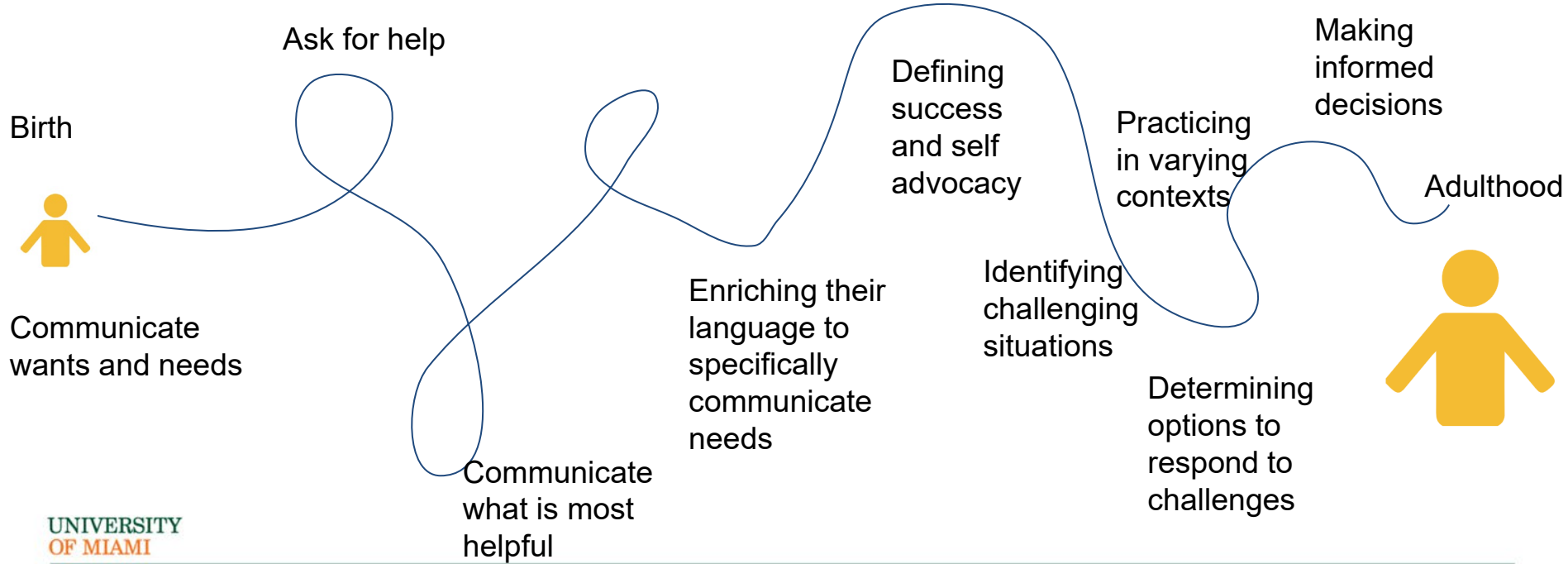
LANGUAGE VS SELF ADVOCACY

Language: the ability to communicate

Self-advocacy: using your ability to communicate to address what you need



SELF ADVOCACY



BENEFITS OF SELF ADVOCACY

An increase in self-advocacy skills results in:

- Increased quality of life
- Sense of agency ("sense of self")
- Overall well being
- Places language responsibility on the child
- Builds their confidence

People who self-advocate are more likely to thrive in school, work, and life.

Guide to Self-Advocacy Skill Development

Suggestions for Sequence of Skill Attainment

This sequence provides suggestions for ages of acquisition. Early skill development relies on consistent use of hearing devices, including FM and personal responsibility expected. Children in early childhood programs who are given the responsibility of charging the FM and handing it to the adult are more likely to become reliant self-advocates as compared to students not held responsible until grade 2 or later.

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 (<i>Early Listening Function item demonstrations, discussion via My World Tool</i>)
Grade K/dgn	Self-advocate to request appropriate repetition to the teacher or desired classmate
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 door, moving away from noise or requesting reduction in noise.
Grade 2	Describe purpose and use of FM in simple terms to classroom teacher, with assistance
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 <i>Before LIFE, Student LIFE</i> items)
Grade 2	Recognize effect of interfering noise that occurs in learning environment; demonstrate by closing door, moving away from noise or requesting reduction in noise.
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 (<i>LASH; various auditory skill development materials</i>)
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 (<i>Listening Inventory For Education – Revised LIFE-R</i>) and self-advocacy strategies in current use (<i>After LIFE</i> questions)
Grade 3	Identify if the source of the listening difficulty was due to speaker, listener or environment issues (<i>What's the Problem? Game & Monkey Talk Game</i>)
Grade 3	Describe self-advocacy strategies to address challenging listening situations (as identified in the <i>Student LIFE-R</i>). Prioritize and implement use of strategies in some situations
Grade 3	Improve ability to describe appropriate use of self-advocacy activities (discuss <i>After LIFE</i> strategies, practice via <i>Rule the School and Monkey Talk Self-Advocacy Games</i>)
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 <i>Student LIFE-R</i>)
Grade 4	Appropriately use advanced addition communication repair strategies (add background or clarification) when requesting clarification in school or social situations (<i>SCRIPT</i>)
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

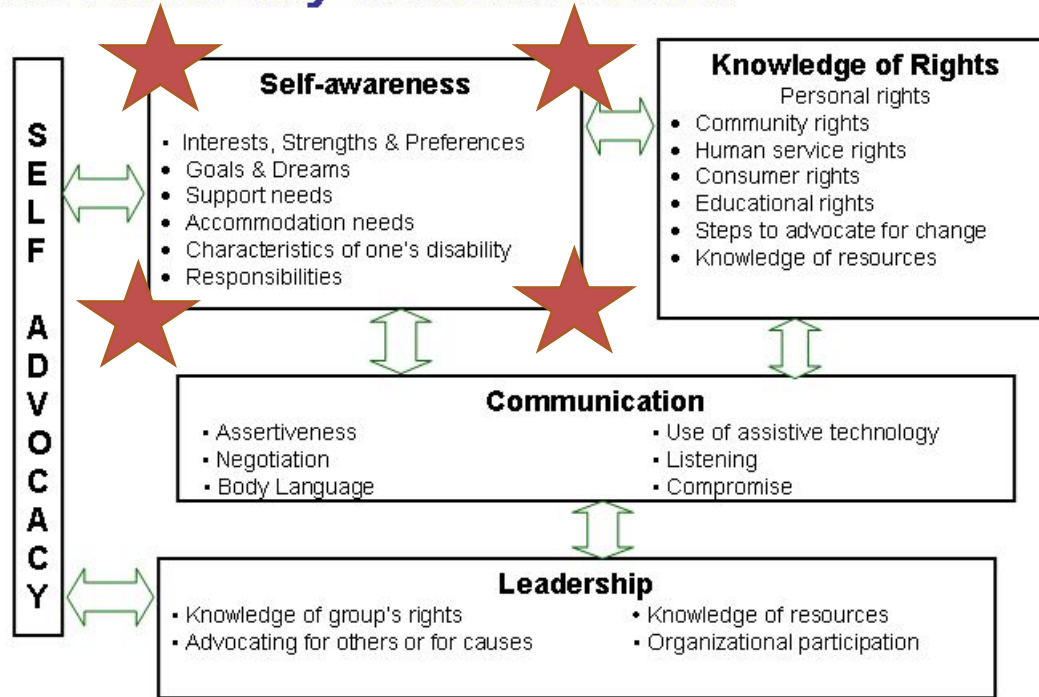
Appropriately ask for repetition of messages missed (i.e., more slowly, clearly, louder).

Recognize effect of interfering noise that occurs in learning environment; demonstrate by closing classroom door, moving away from noise or requesting reduction in noise.

Appropriately use simple addition communication repair strategies (take the part that you heard and turn it into a clarification question; SCRIPT)

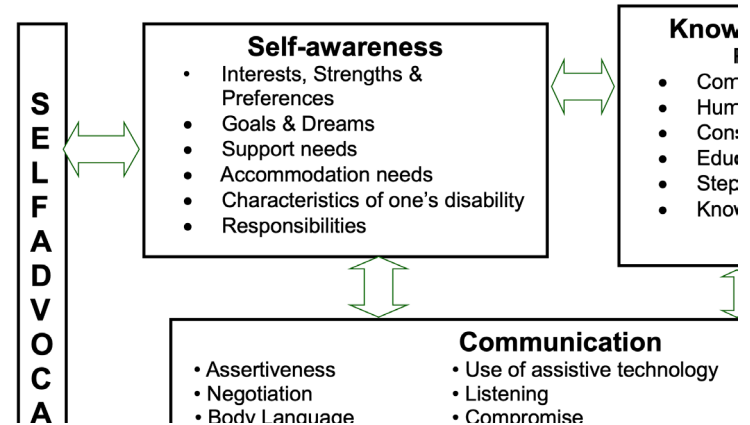


Self-Advocacy Characteristics

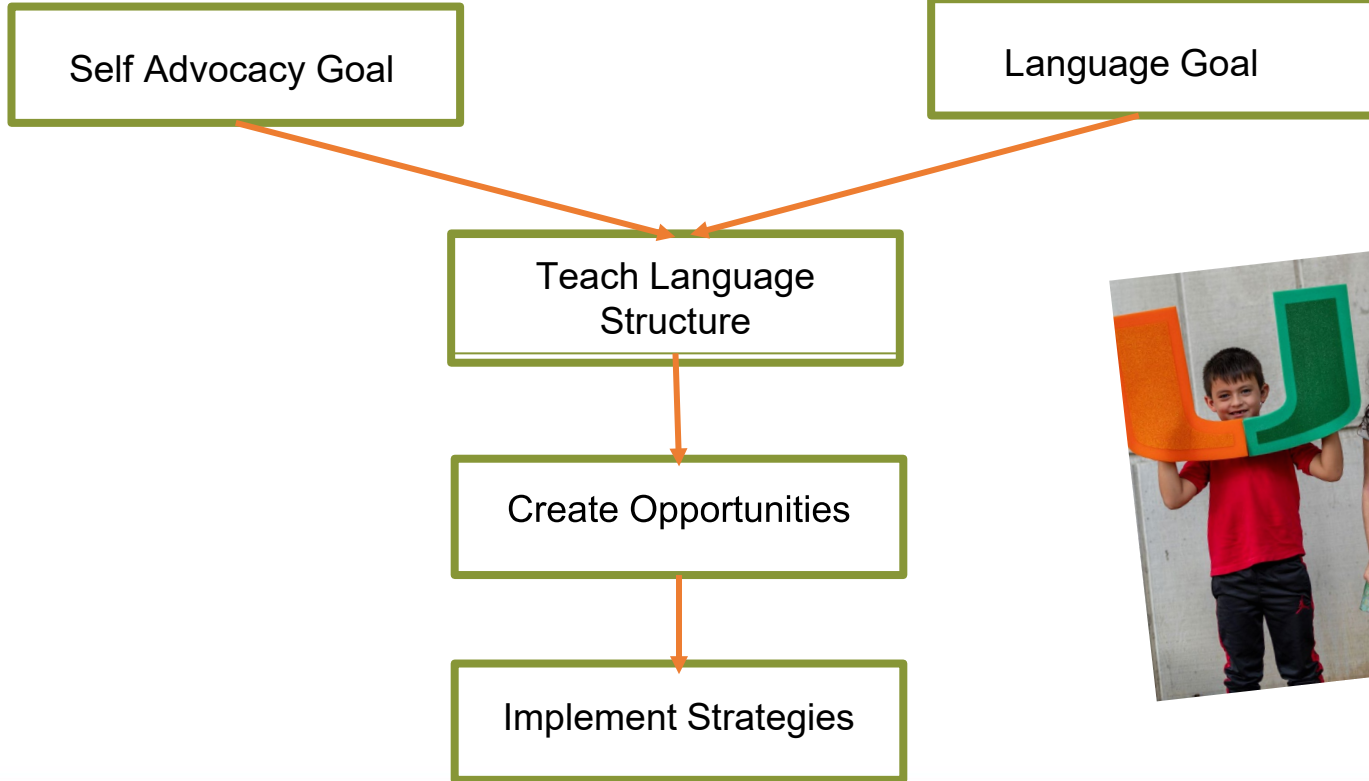


SELF-AWARENESS: TRYING TO FIGURE IT OUT!

- Understanding yourself and what you need.
- Understanding your personal experience of being deaf or hard of hearing.
- Knowing your own strengths and weaknesses.
- Knowing how you communicate best
- Having basic knowledge of any technologies that you use.



PUTTING LANGUAGE AND SKILL TOGETHER



TODDLER

Self advocacy Goal:
Asks for their wants and needs.

Language Goal:
Produce vocalizations, a sign, or single words.

Teach Language Structure

Create Opportunities

Implement Strategies



PRESCHOOL

Self advocacy Goal:
Request clarification

Language Goal:
Produce three-word sentences with pronouns

Teach Language Structure

Create Opportunities

Implement Strategies

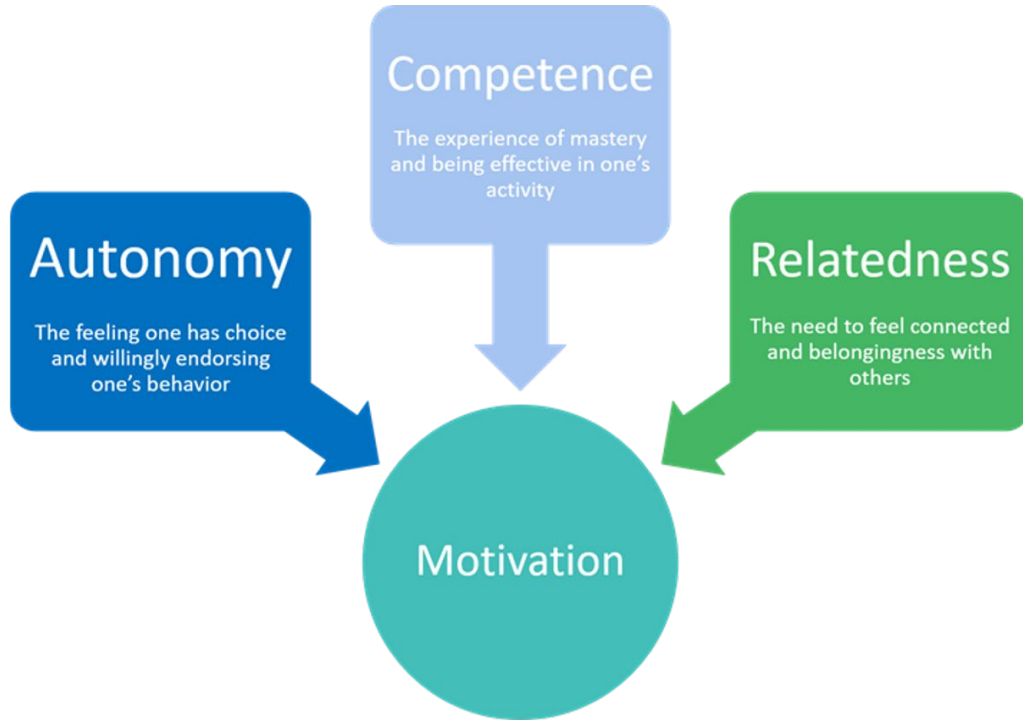


WHAT IS THE GOAL WITH THIS?

Learning to navigate
their environment
through their
hearing loss.



SELF-DETERMINATION THEORY



Self-determination theory suggests that all humans have three basic psychological needs—

autonomy, competence, and relatedness

-that underlie growth and development.

MOTIVATION TO SELF ADVOCATE

Relatedness

The need to feel connectedness and belongingness with others.

Is this issue important to me as it relates to this situation?

Competency

The experience of mastery in one's activity.

Do I understand the challenge enough to address it?

Autonomy

The feeling one has choice and willingly endorsing one's behavior.

What are my choices?

THIS ABOUT CHOICE NOT CONTROL

Critical Error

When a child has a disability we often feel that we need to extrinsically control their motivation. The more disabled we perceive a child to be the more we tend to try to control their narrative.

Does controlling the narrative truly set students up for success?



GENERAL SUGGESTIONS

- Give children some control in decision making.
- Give children a chance to solve problems before stepping in.
- Praise children when they ask for help and also practice asking for help.
- Have ongoing conversations about strengths and challenges.
- When children are faced with a challenge, ask what they think would help.
- Give the chance in the “real world” to use their own voice!

THE POWER OF: “DO YOU NEED HELP?” AND “HOW CAN I HELP YOU?”

SELF-ADVOCACY EARLY CHILDHOOD STYLE

TEACHER AS COACH!

1. Start early.
2. Target the language of self-advocacy
“Do you need help?” “How can I help?”
3. Utilize daily routines as opportunities to practice self advocacy.
 - Set Expectations
 - Establish Responsibility
4. Start to pass the baton.
5. Provide varying experiences to express needs.
 - Volunteering
 - Pairing with a mentor



COACHING FOR COMMUNICATION BREAKDOWN

Communicate that you need help

look confused

“I need help”

“What?”

“I do not understand”

Communicate what is helpful

“I need help with”

-repetition

-louder/slower

-more information

“Can you repeat?”

“Say it again please”

“Can you say that louder”

“Can you give me choices”

Enriching language &

Repair Strategies

State what was heard and clarify:

“I heard you say.... is that right?”

• COACH PARENTS TO BE COACHES

- Asking specific questions centered around self-advocacy.
 - Manage communication breakdowns.
 - Communicating needs.
 - Understanding technology.
- Provide Time,
 - Don't rush in.
 - Give room for mistakes.
- Provide Choices.
 - Consider needs and personality.
- Provide Opportunities.
 - Real opportunities can equal motivation.



RESOURCES ARE OUT THERE!

Expanded Core Skills

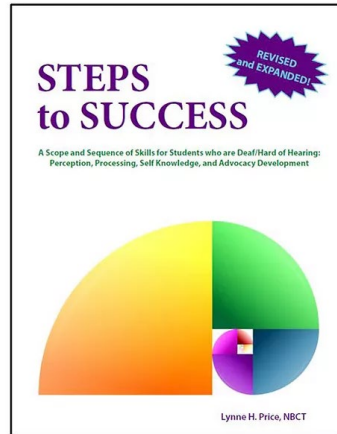


Standard 6: Self-Determination and Self-Advocacy

Benchmark	Description	Content Complexity Rating	Date Adopted or Revised
SPPK12.DH1.5	Explain support services available in the school, home, and community, such as Florida Relay Service, interpre...	N/A	02/14
SPPK12.DH1.6	Request written reinforcement of instruction, including transcripts or closed captions for film/videos, when n...	N/A	02/14
SPPK12.DH1.7	Develop an emergency contingency plan to gather information regarding man-made or natural disasters or persona...	N/A	02/14
SPPK12.DH1.8	Identify agencies that provide postsecondary transition services, such as Vocational Rehabilitation, and Posts...	N/A	02/14

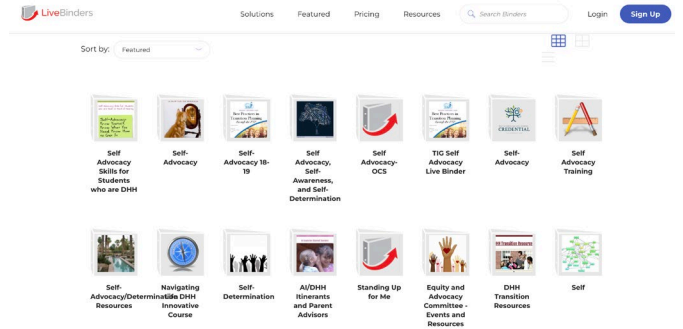
cpalms.org

Lynn Price Scope and Sequence Skills for Students Who are Deaf and Hard of Hearing




successforkidswithhearingloss.com

livebinders.org



RESOURCES ARE OUT THERE!

Listening Inventory for Education L.I.F.E.-R



Listening Inventory for Education
After-LIFE Questions

Answer these questions AFTER the administration of the L.I.F.E.-Revised Materials

Check all the answers that sound like something you do often or regularly. Do not check answers that you have only done a few times or rarely. If you have an answer that is not provided please add it under 'other.'

- What do you do to let your teacher know that you didn't hear or understand what s/he said?
 - Use a facial expression to let her know that I have missed some information (like looking puzzled).
 - Use some kind of signal that my teacher and I have agreed on (like putting my finger on my chin).
 - Do nothing and hope that I will figure it out later on.
 - Raise my hand and ask for more information (like "Page 300 and what?"; "Do we do the odd AND the even problems?").
 - Look around to see what the other students are doing (hoping the teacher will notice me looking around).
 - Raise your hand and ask your teacher to repeat what she said.
 - Ask the teacher after class.
 - Other: _____

Offers a way to assess self-advocacy skills of the student. Can be done online or on paper.
<https://lifer.successforkidswithhearingloss.com>

SEAM Student Expectation for Advocacy & Monitoring Hearing Technology


SEAM - Student Expectations for Advocacy & Monitoring Hearing Technology

The following expectations assume early identification of hearing loss, consistent amplification wear from infancy and supportive parent involvement in facilitating optimal listening and effective communication strategies. Age expectations should be adjusted as necessary.

Expected participation and/or skill to be consistently performed	1 st day of school, P3/K3gn (X)	By end of K3gn	By end of gr 1	By end of gr 2	By end of gr 3	By end of gr 4	By end of gr 5	MS and HS
Inserts (or attempts) earmolds and puts on hearing aid(s) or cochlear implant processor(s) independently.		X	X	X	X	X	X	X
Does self-test, listening to each device after it has been turned on (put aid on ear, turn on aid, test bas baa mmm mmm, repeat with next aid)	X	X	X	X	X	X	X	X
Wears hearing device(s) full time (remove only for monitoring).	X	X	X	X	X	X	X	X
Demonstrates that he needs to ask adult before device(s) are removed (e.g., discomfort or malfunction).	X	X	X	X				
Knows that he is expected to report all issues with device(s) (i.e., changes in how he is hearing, due to malfunction of hearing device or hearing changes).	X	X	X	X	X	X	X	X
Wears hearing device(s) to school every day.	X	X	X	X	X	X	X	X
Knows where extra batteries are kept at school. Supplies from home as needed.	X	X	X	X	X	X	X	X
Participates in daily functional monitoring of device(s) with adult: battery check, visual inspection, listening check of Ling sounds, listening check at 3 & 10 feet.	X	X	X					
Student responsible for recording results on Daily Monitoring Worksheet (with supervision)	(X)	(X)	X	X	X	X	X	X
Student performs visual inspection of device(s) independently (looking for dirt, cracks, moisture bubbles, changes in appearance, etc.).	X	X	X	X	X	X	X	X
Student actively uses communication repair strategies in the classroom/socially (appropriate use of repetition strategies).	X	X	X	X	X	X	X	X
Student responsible for daily charging, (troubleshooting), proper use and careful handling of FM equipment.	X	X	(X)	(X)	(X)	(X)	(X)	(X)

The SEAM lists expected student skills from Preschool through High School for hearing tECH-nology use, involvement in monitoring, and self-advocacy skills. Useful for functional assessment and goal writing.

Steps to Assessment



Steps to Assessment

A Guide to Identifying Educational Needs for Students with Hearing Loss

Karen L. Anderson & Lynne H. Price

A section and resources for self-advocacy assessment.



CHILDREN'S HEARING PROGRAM

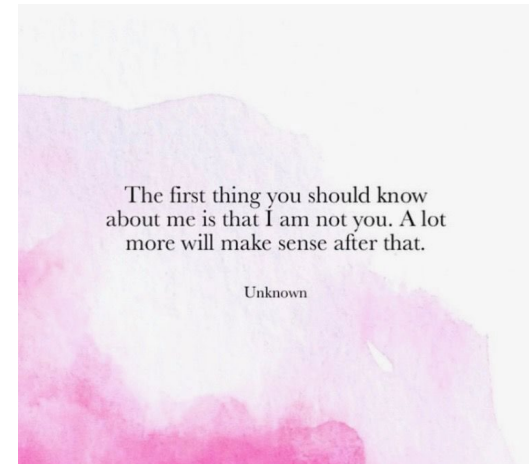
AND MORE RESOURCES...

- National Association for the Deaf
www.nationaldeafcenter.org/resource/self-advocacy-basics
- Hands and Voices
www.handsandvoices.org/articles/education/advocacy/V8-4_selfAdv.htm
- My World- Ida Institute
https://idainstitute.com/tools/my_world/?tx_idatoolbox_toolboxpagelist%5Bcontroller%5D=Toolbox&cHash=b812495e344993154e36f63fe1ca5d1a



SELF-ADVOCACY IS A LIFELONG ENDEAVOR THAT CAN NEVER BE LEARNED TOO EARLY OR TOO LATE IN LIFE.

- Coach and guide, don't direct or dictate.
- Engage in dialogue not just conversation.
- Ask more, suggest some, tell less.
- Embrace creativity, don't cut from the cookie.
- Follow their lead, don't drive.





THANK



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REFERENCES/RESOURCES

<https://www.nationaldeafcenter.org>

<https://successforkidswithhearingloss.com/self-advocacy-skills-for-students-with-hearing-loss/>

<https://www.understood.org/articles/en/download-self-awareness-worksheet-for-kids>

<https://successforkidswithhearingloss.com/wp-content/uploads/2011/12/Guide-to-Self-Adv-hierarchy1.jpg>

<https://leader.pubs.asha.org/doi/10.1044/leader.FTR1.26082021.32/full/>

