“Be the Boss of Your Hearing Loss”

Developing Advocacy Skills In Children Who are Deaf & Hard of Hearing
Overview of the Webinar

What advocacy means for students who are deaf and hard of hearing and who is involved in this process?

Advocacy Categories
1. Advocating for Hearing Assistive Technology (HAT)
2. Advocating for listening needs
3. Advocating for communication needs
Roles and Advocacy

Family’s Role: First steps in guiding your child in the advocacy process

1. Normalizing/Acceptance of hearing loss
2. Open discussion about hearing levels/understanding their own audiogram
3. Fostering understanding of the importance of hearing assistive technology.
4. Ongoing discussion of what students listening needs at home and at school
5. Family/Student’s involvement in the 504 and IEP process
Professional’s Role: Assisting Students on Their Advocacy Journey

1. Clear understanding of student’s hearing levels
2. Open discussion with student and class about student’s needs.
3. Developing a system between teacher and student to facilitate advocating
4. Communication Breakdowns/Isolation - Awareness and Support/comprehension checks
5. Educate all professionals working with the student about advocacy goals

The goal of guiding and supporting the student in this process is to ultimately have the student advocate more independently and to shift the responsibility from adults to the child.
Student’s Role: Examples of Age Appropriate Advocacy Skills.

Elementary Age Students

1. Being aware that their HAT is an important tool in their learning process
2. Putting the hearing aids/processors on independently.
3. Requesting FM in appropriate situations.
4. Making peers or teachers aware when information is not heard.
Video Clips
1. Student responsible for delivering the FM transmitter to teachers and advocating for its use.
2. Student understands their role as a listener and actively uses communication repair strategies in the classroom and in social situations.
3. Student advocates for an optimal listening environment.
4. Student is active in reporting and trouble shooting technology problems.
Mid School/High School

5. Students and the IEP/504 process.
   a. Attend and participate actively in 504/IEP meetings
   b. Are aware of services provided and their right to impact.

6. Prepared for transition to post secondary education/career.
Social Emotional Impact

Strong advocacy leads to positive emotional well being.

Meeting role models will help in the advocacy process.
Websites/Resources

http://successforkidswithhearingloss.com

www.gallaudet.edu/.../clerc publicinputsummary.pdf
“Critical Needs of Students Who are Deaf or Hard of Hearing”

http://www.handsandvoices.org/needs/advocacy.htm
“Self-advocacy for Deaf and Hard of Hearing Students”

“Fostering Skills In Self Advocacy: A Key To Access In School & Beyond”
“The Great Self Advocacy Wave! Mom Teaches Most Important Lesson: Explain!”
MECDHH Archived Webinars

"Deaf and hard of Hearing Students: Navigating Complex Social Environments"

http://www.mecdhh.org/resources/webinars/webinar-archive-list/

https://www.facebook.com/MECDHH.PSO

https://www.facebook.com/pages/ECFS/105754229456804

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