



School-Based Mentorship for Students with Hearing Loss

Krista Yuskow, Au.D, R.Aud, CH-EdAud
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Disclosures

Financial

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- PEAK and its development is financially supported by Oticon

Non-Financial

- Co-Creator: PEAK
- Co-Creator: Skill Shops for Students Who are Deaf and Hard of Hearing

Learner

Outcomes

1. List the components of self-determination
2. Describe the importance of school-based mentorship programs
3. Describe the learning modules of the PEAK student mentorship program
4. Understand the importance of formal outcome measures

Agenda

- Origins of PEAK
- Program Model
- “How To”
- Modules
- Outcome Measures

Supported by Oticon: PEAK Project Team



MENTORSHIP FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

Origins of PEAK

Programming, Education, Advocacy, Knowledge for Students who are Deaf/Hard of Hearing

What inspired us to create this program?



MENTORSHIP FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

Isolation in Mainstream Schools

- Only student in their school with hearing loss
- Despite major advances in listening technologies, DHH youth continue to encounter significant social-emotional friction, communication burnout, and limited peer identification



After over 40 collective years of educational audiology experience, and in response to observations of isolation...

Both Carrie's and my teams both had created formal opportunities for DHH students to interact with DHH teen mentors.

Dave's interest in self-determination, coupled with his 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...

Enter Sheila Moodie, and the Literature Review



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The Availability and Features of School-Based Mentorship Programs for Students who are Deaf or Hard of Hearing in North America

Dave Gordey, PhD^{1,2}

Carrie Spangler, AuD³

Krista Yuskow, AuD⁴

Sheila Moodie, PhD⁵

Authors' Affiliation:

¹Center for Applied Audiology, Oticon A/S, Kongebakken 9, DK-2765 Smorum, Denmark

²Faculty of Health Sciences, School of Communication Sciences and Disorders, Western University, London, Ontario,
Canada

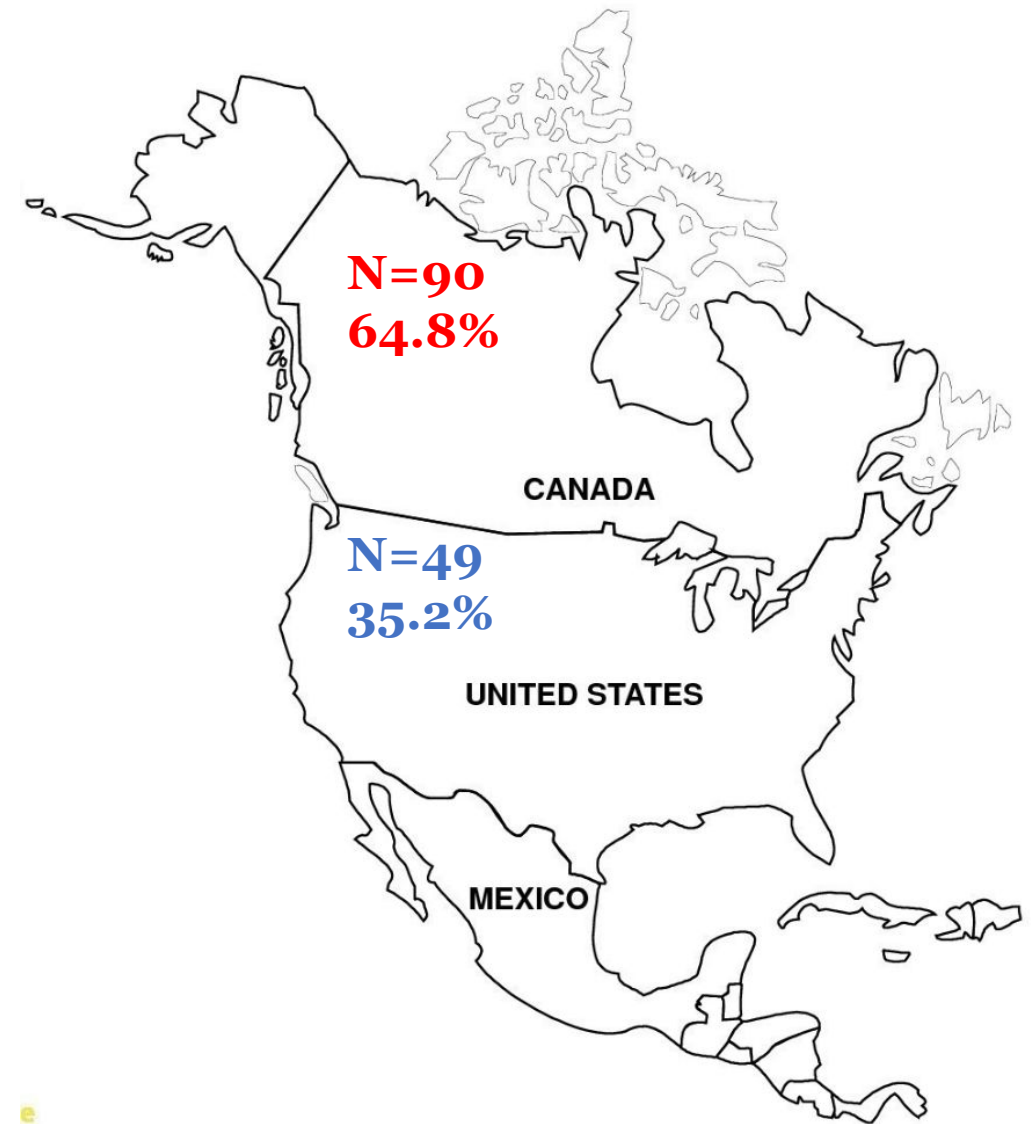
³Summit Educational Center, Cuyahoga Falls, Ohio, United States

⁴Edmonton Public School Board, Edmonton, Alberta, Canada

⁵Faculty of Health Sciences, School of Communication Sciences and Disorders, Western University, London, Ontario,
Canada

The Survey

A survey of 139 North American hearing professionals found that while many see the value, only a small percentage actually run these programs.



Question 1

- What are the **existing mentorship programs** for adolescents or teens or tweens with hearing difficulties?
- What are the **barriers** and **things that enable** the establishment and sustainability of mentorship programs?
- What **outcomes** are achieved and how are these outcomes **measured**?

Existing Mentorship Programs

District offers program:

No- 58%

Yes - 37%

Don't Know - 4%

How Often?

< 1/year - 2%

1x/year - 35%

2x/year - 17%

3x/year - 21%

Other - 25%

When?

During school hours - 76%

Weekdays after school - 22%

Weekends - 2%

Question 2

- What are the **existing mentorship programs** for adolescents or teens or tweens with hearing difficulties?
- What are the **barriers** and **things that enable** the establishment and sustainability of mentorship programs?
- What **outcomes** are achieved and how are these outcomes **measured**?

Barrier Themes

★ Buy-in

- Students
- Parents

★ Support

- Time
- Cost
- Organizational

Technology

- Everchanging
- Requires support
- No control of off-site technology

Question 3

- What are the **existing mentorship programs** for adolescents or teens or tweens with hearing difficulties?
- What are the **barriers** and **things that enable** the establishment and sustainability of mentorship programs?
- What **outcomes** are achieved and how are these outcomes **measured**?

Outcomes were anecdotally gathered through checklists, surveys and discussions.

83%

Of Programs Lacked **Formal**
Outcome Measures

Survey of 139 North American Hearing
Professionals

**Anecdotal is nice but it
does not secure funding.**

The Issue

Thriving in school takes much more than just a solid academic foundation.

Creating opportunities to connect with same-self peers is as essential as academic & technology support.

The Critical Gap

Dedicated, mentorship programs tailored for DHH youth are not always available in current educational landscapes.

Current Model

Mainstream services overwhelmingly center on device management, acoustic accommodations, and curriculum delivery.



**Leaves social-emotional needs
unaddressed.**

The PEAK Pivot

PEAK connects DHH students with same-self teen mentors to cultivate shared identity, agency, and authentic belonging.



Purposely activates SDT.

So what do we do?

Develop a program model:

- Provide opportunities for **teen mentorship** and **same-self** social connection
- Facilitate the development of **self-determination**
- Formally **measure outcomes**

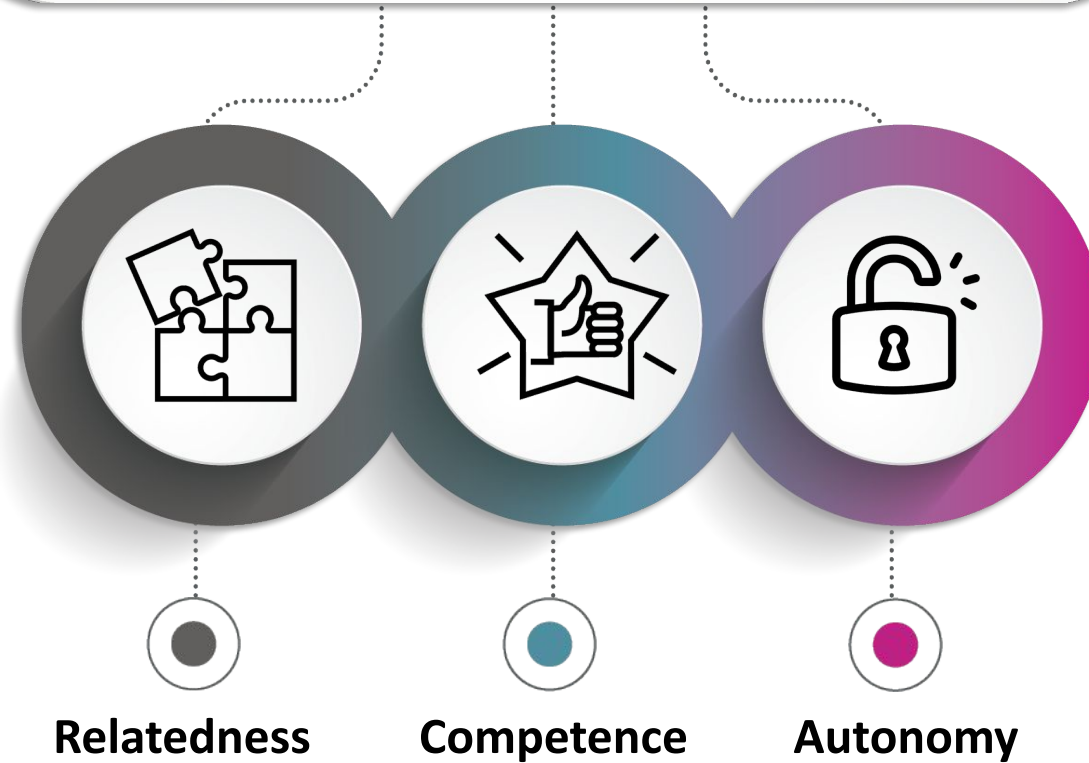
The Program Model

Guided by Self Determination Theory (SDT)

Developed by Edward Deci and Richard Ryan

- Strong SDT skills = better well being
- To thrive and be "intrinsically" motivated, **three** universal psychological **needs** must be met:

Self-Determination Theory (SDT)



Includes

1. A template for a structured support guided by SDT.

2. Support and resources for implementation.

3. Outcome measures.

How to Use This Tool

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www.kipagroup.org





VIDEO INTRODUCTION



MENTORSHIP FOR STUDENTS WHO ARE DEAF AND HARD OF HEARING

The idea of gathering students who are deaf/hard of hearing sounds great,
but how do I do that? Where do I start?

GETTING STARTED

[Click here](#) to access the "Getting Started Slides" that will guide you through the entire process.



GETTING STARTED

A Step-by-Step Guide (with samples)

Getting Approval

- Proposals - to whom, what to include
- Sponsorship
- How to present to stakeholders

After approval

- Method of delivery
- Target audience (e.g. age, parents)
- Guest presenters, adult facilitators, teen mentors
- Save the date

GETTING STARTED

- Invitations
 - Students
 - Mentors
 - Administrators
 - Specifics re: what to include per group
- Consent and permission forms
- How to send and when
- Transportation
- Accessibility
 - Interpreters
 - RM-HAT
 - Captioning
- Materials & supplies
- Food/drink
- RSVPs
- Creating and planning
 - Far in advance, the week prior, the night prior, during & after

GETTING STARTED

[Click here](#) to access the "Getting Started Slides" that will guide you through the entire process.



Explore the PEAK Modules



The Modules



Circular Flow Model

- Eliminates rigid linear constraints
- Allows for flexible starting points
- "Hop on or off" at any point based on student age, logistics, and individual IEP objectives





Content

- Related to various topics on learning and living with hearing loss
- Objectives related to **autonomy, competency, relatedness**
- Structured guides, student activities, video models, and downloads

LEGEND – Objectives related to self-determination & self-advocacy

 AUTONOMY

 COMPETENCY

 RELATEDNESS

Let's explore the PEAK modules <https://kipagroup.org/peak/>

Anecdotal Improvements

From previous experience running mentorship programs, improvements observed with students included:

Observed Student Improvements

Key qualitative outcomes reported from previous mentorship program experiences:



Increased Engagement

Active participation in their own hearing journeys



Technology Adoption

Increased use of hearing technologies in daily life



Tech Independence

Greater independence regarding hearing equipment



Identity Confidence

Feeling more confident with their personal identity



Social Connections

Stronger friendships and peer relationships



Parental Awareness

Increased parental awareness and family support

Why Outcomes Measures Matter

Beyond Anecdotes

While hearing "the kids loved it" is inspiring, qualitative anecdotes alone fail to convince school boards or grant funders during budget cycles.

Sustainable Funding

Formalized module metrics prove measurable growth in student self-advocacy, participation, and classroom independence—justifying long-term funding.

Outcome Measures

Importance of PEAK Outcome Measures

01 Show impact beyond good intentions

MEASURES student-specific improvements and program objectives

02 Link mentorship to school outcomes

Provides evidence that a program aligns with overall district goals

03 Guide program improvement

Help identify what's working vs needs, allowing for adaptations

04 Support sustainability & funding

Help justify time, staffing, and funding to administrators and districts → critical for keeping mentorship programs running

05 Center the student voice

Capture genuine student experiences and perspectives

06 Bridge research and practice

Allow PEAK to contribute directly to evidence-based practices while remaining fully grounded in real-world school contexts.

Found at the end
of each module

OUTCOME MEASURES:

My Activities – career planning / jobs

(Competency)

1. Which of the following is an important question to ask when planning for your future job?

- A) What colour should I wear to work?
- B) What communication skills does the job need? ✓
- C) Will I be famous?
- D) Can I bring my pet?

2. If a job requires phone use, which is a good accommodation for someone with hearing loss?

- A) Turning off the phone
- B) Using a captioned telephone or Bluetooth streaming ✓
- C) Ignoring phone calls
- D) Asking a co-worker to answer all calls

3. Which type of work environment might be c

- A) Loud and echoey rooms ✓
- B) Quiet library
- C) Outdoor park with low noise
- D) Soundproofed office

4. Where can you go to learn more about career

- A) Movie theatre
- B) Pet store
- C) Career counsellor or online career planning website ✓
- D) Food court

5. What is a hearing-related question to ask during a job search?

- A) Can I bring snacks to the office?

**DOWNLOAD
PDF**

Download full PEAK modules, video guides, outcome rubrics,
and district proposal templates.

 kipagroup.org/peak

Summary

1

District Level

Proposals, stakeholder buy-in, sponsorship, and safety protocols.

2

Participants

Selecting mentors, mentee cohorts, permission forms, and transportation.

3

Module Delivery

Executing peer activities, discussions, and skill-building workshops.

4

Outcome Data

Evaluating growth, gathering student feedback, and securing funding.

Questions



Image Sources



https://educate.iowa.gov/sites/default/files/styles/16_9_499px_x_376px/public/images/2024-12/HighSchoolSignLanguage.jpeg.webp?h=a141e9ea&itok=0tCyfTlg

Source: educate.iowa.gov



<https://media.istockphoto.com/id/2265776151/photo/diverse-students-raising-hands-in-a-modern-classroom.jpg?s=612x612&w=0&k=20&c=zsZNQKH3HTaSyXJk1z0JgNqxQ0lbsvBjQx6SsaEpooY=>

Source: www.istockphoto.com



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