

A decorative graphic in the top-left corner consisting of a network of interconnected nodes and lines. Some nodes are solid blue circles, while others are white circles with blue outlines. The lines are thin and gray.

From Compliance to Agency **Developing Self Determination in** **Students Who are Deaf/Hard of** **Hearing**

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Disclosures

Financial

- © Travel support from OSSPEAC

Non-Financial

- © Consultant to Oticon Canada's Partnership in Hearing

About Me

Clinical Experience

Hospitals, ENT, & Private Practice

Professional Standing

ACSLPA, EAA, CEA, CH-EdAud
Educational Audiology - 28th Year

Contributions & Expertise

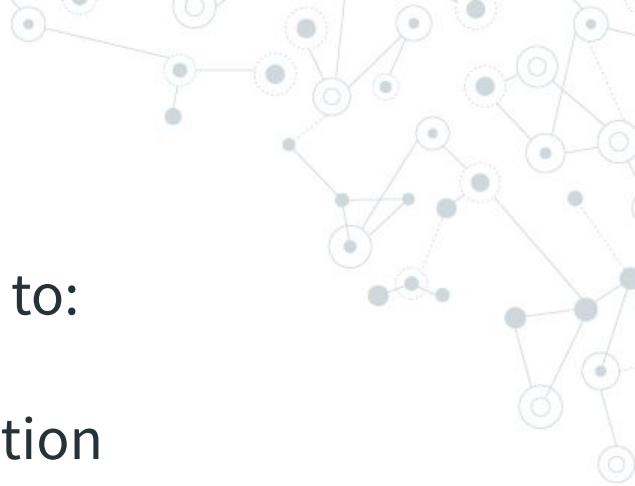
- EdAud-CH, Ed Aud Handbook
- Oticon & Supporting Success



**CEA
ASC**

**CANADIAN EDUCATIONAL
AUDIOLOGISTS
AUDIOLOGISTES
SCOLAIRES DU CANADA**

Learning Objectives

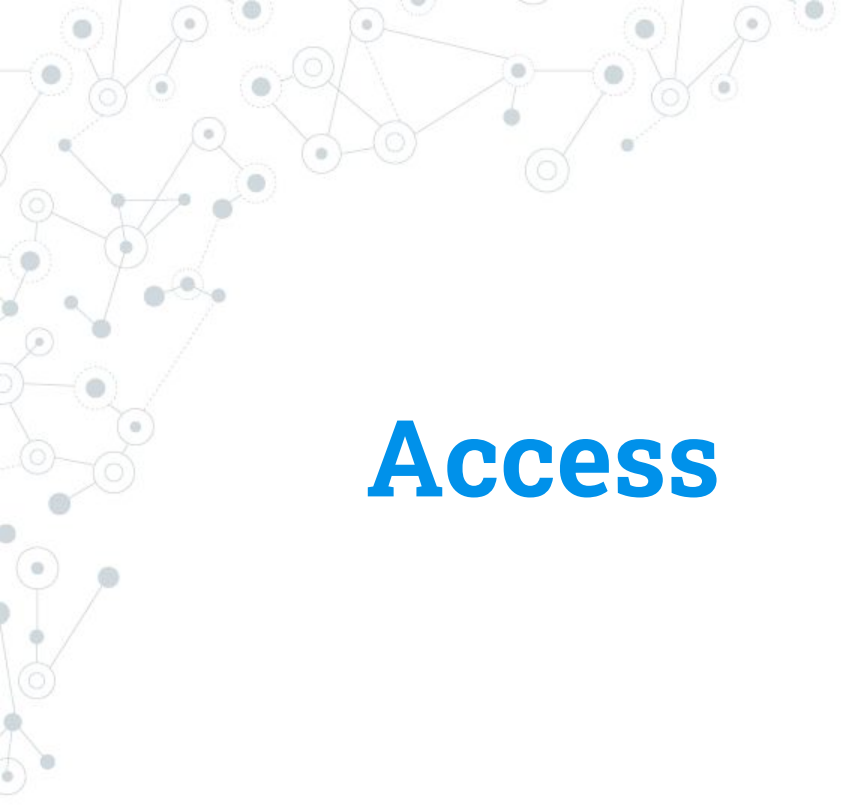
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At the end of this session, you will be able to:

1. List the components of self determination
 2. Apply the “skill builder” model, transitioning from a compliance-based approach to student-led advocacy
 3. Discuss tools to help student move from passive learning to active engagement
- 
- A decorative network diagram in the bottom left corner, featuring a series of interconnected nodes (circles) of varying sizes and shades of blue and grey, connected by thin lines, creating a web-like structure.

Agenda

- ◎ Access
- ◎ Self-Determination Theory
- ◎ Skill Builder Model
- ◎ Activities & Goals

A decorative network diagram in the top-left corner, featuring a complex web of interconnected nodes and lines. The nodes are represented by small circles, some of which are larger and have concentric rings, suggesting a hierarchical or central structure. The lines are thin and gray, connecting the nodes in a non-linear fashion.

Access

A decorative network diagram in the bottom-right corner, similar to the one in the top-left. It shows a cluster of nodes connected by lines, with some nodes being larger and more prominent than others, indicating a central or hub-like node within the network.

Audibility vs. Access

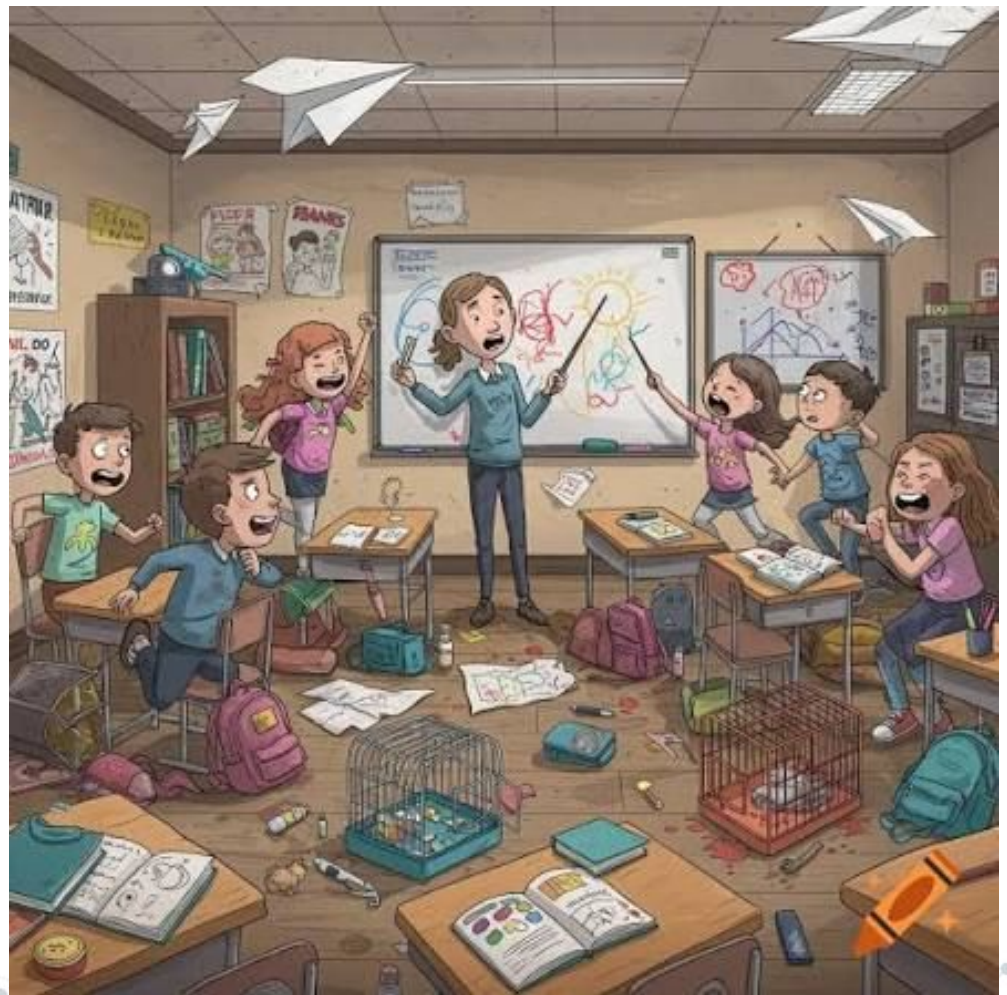
Audiologists' general goal → access to spoken language

Clinical Audiologists

- © Do this by ensuring **audibility**
- © Determined by hearing thresholds and hearing technologies/devices

However....

Hearing aids/cochlear implants **alone** cannot guarantee adequate access to spoken language.



Audibility vs. Access

Audiologists' general goal → access to spoken language

Clinical Audiologists

- © Do this by ensuring **audibility**
- © Determined by hearing thresholds and hearing technologies/devices

Educational Audiologists

- © Do this by ensuring **accessibility**
- © Accessibility is determined by many factors...



Things we can't change

- Age of Dx, degree of HL, levels of previous support, previous language exposure

Things we can change

- Environmental factors, current language exposure



But what about the rest?

As EdAuds we talk a LOT about device use and self advocacy but how do we achieve that?



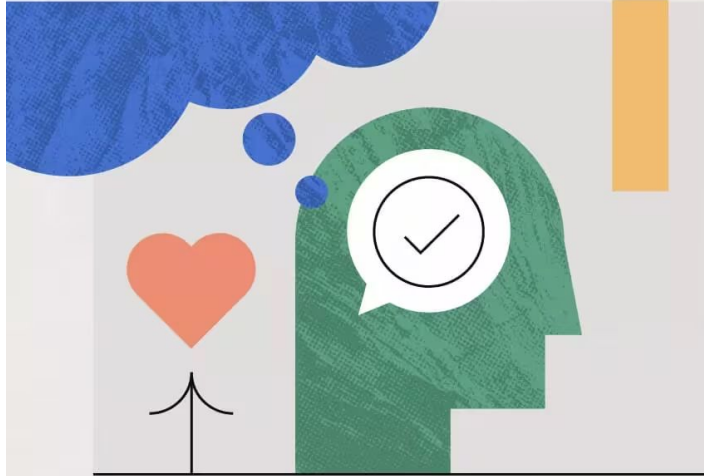
Self Determination



Self Determination Theory (SDT)

- ⦿ Developed by Edward Deci and Richard Ryan
- ⦿ Framework for understanding human motivation
- ⦿ Suggests that people are not just driven by external rewards
- ⦿ Rather, there is a tendency toward growth and "self-determination."

Intrinsic motivation vs extrinsic motivation



Intrinsic motivation looks to find satisfaction within the individual



Extrinsic motivation looks to avoid external punishment

Intrinsic motivation requires that three universal psychological needs be met.

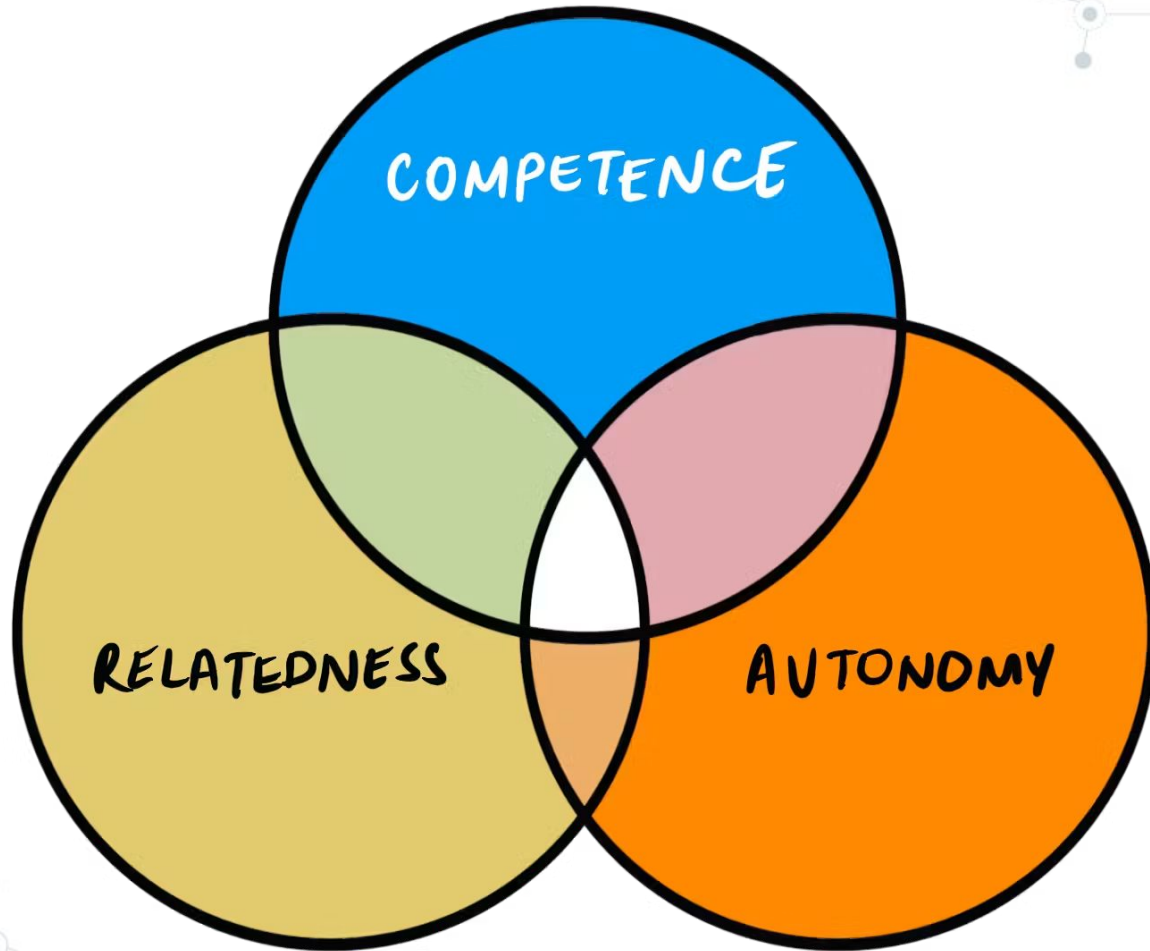


Image from: <https://thedecisionlab.com/reference-guide/psychology/self-determination-theory>

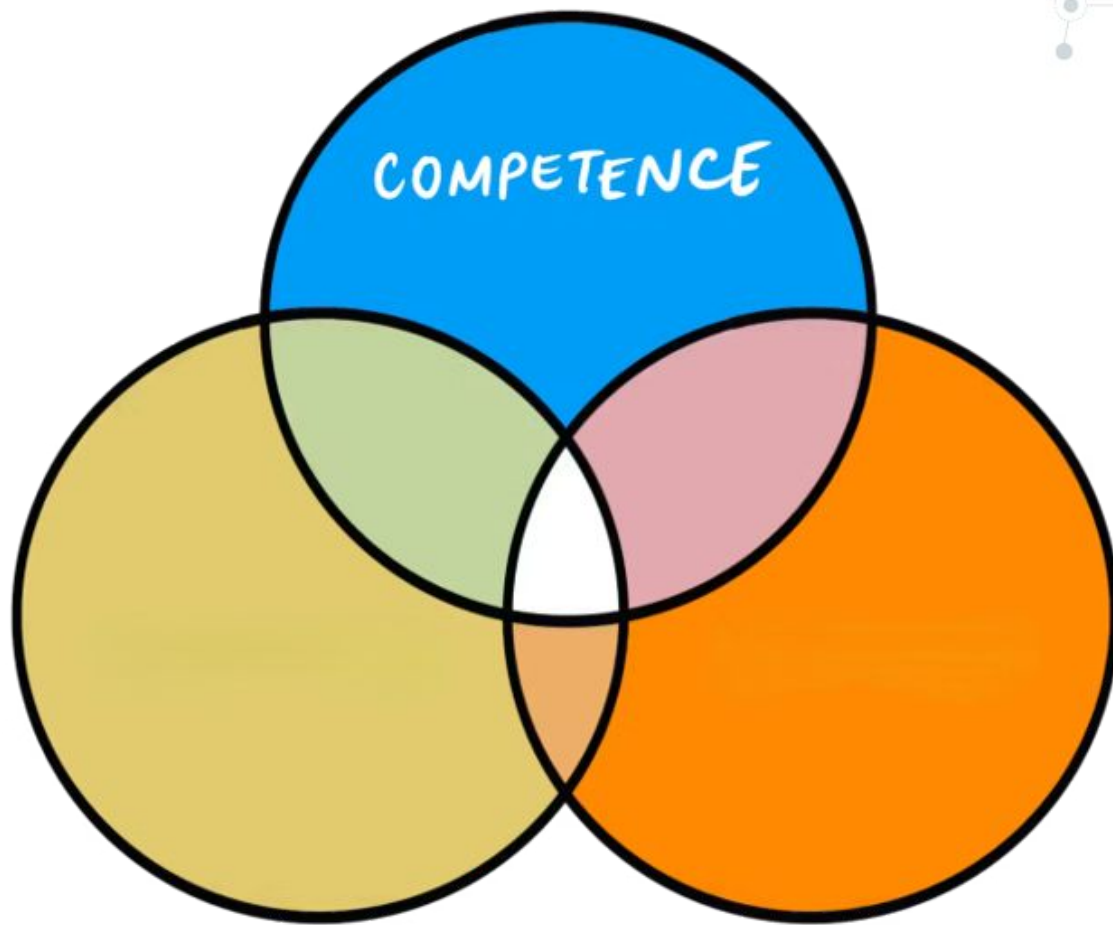
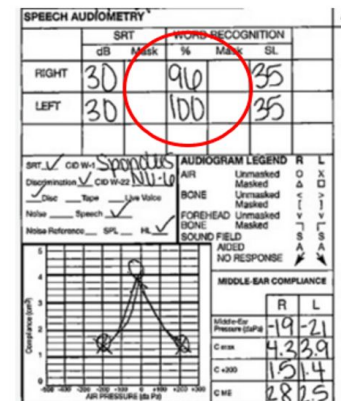


Image from: <https://thedecisionlab.com/reference-guide/psychology/self-determination-theory>

Competence

Does not mean

Does mean



"A student can only **report challenges** and/or **ask for what they need**, if they have an understanding (**competency**) of what that might be."

Prerequisite

Competency & Understanding



Outcome

Self-Advocacy & Action

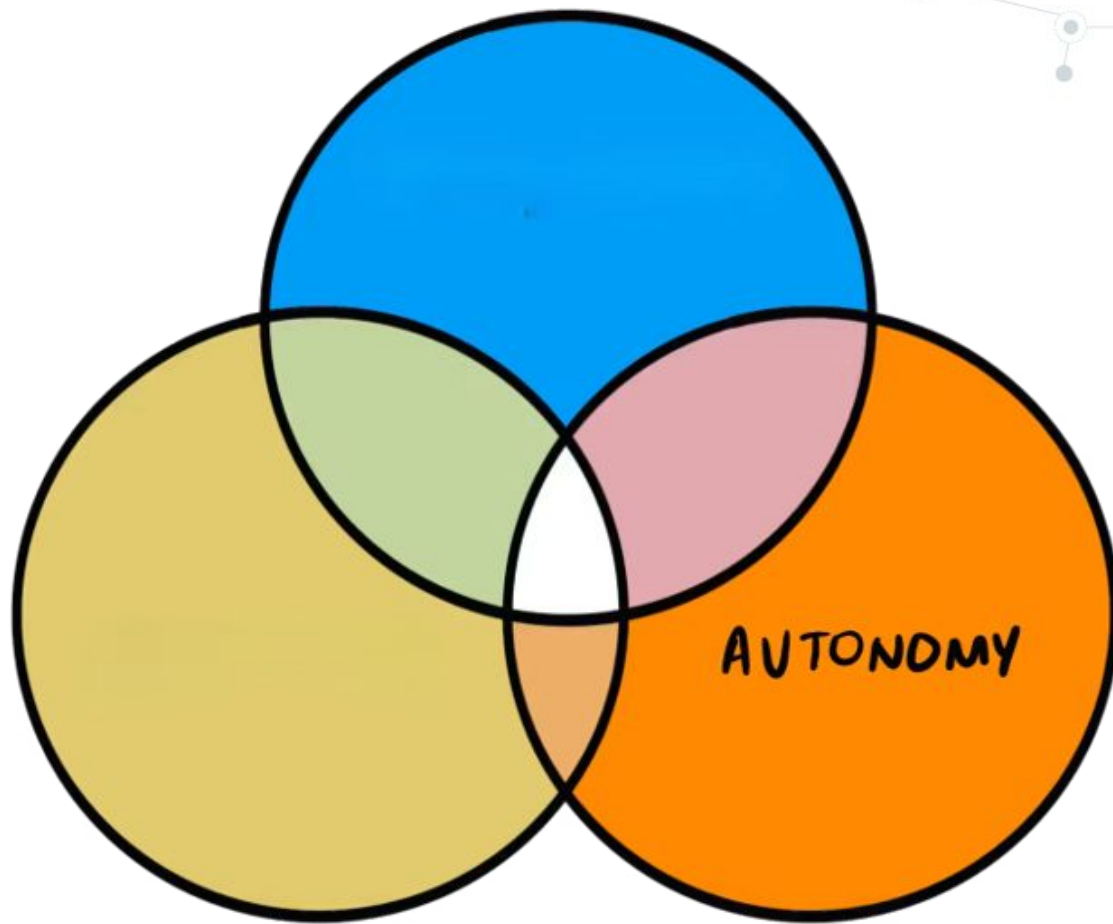
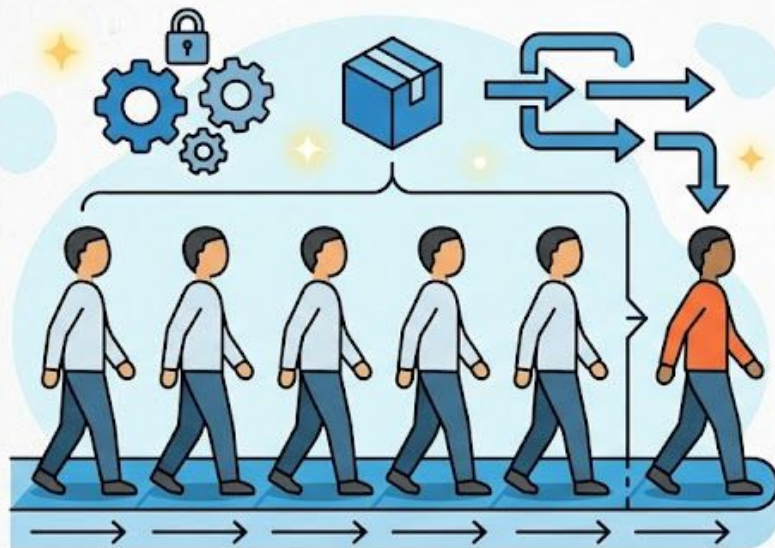


Image from: <https://thedecisionlab.com/reference-guide/psychology/self-determination-theory>

COMPLIANCE

vs.

AUTONOMY

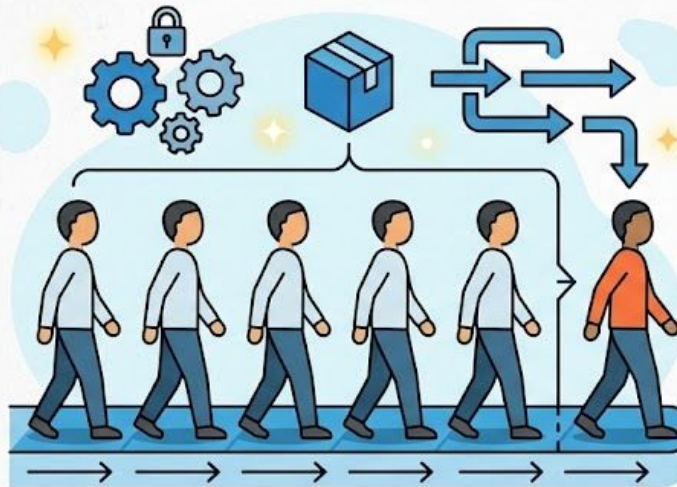


DOING WHAT YOU ARE TOLD.
Following rules without choice.
(Rigid Path)



MAKING YOUR OWN CHOICES.
Choosing your own path and decisions.
(Open Path)

COMPLIANCE



DOING WHAT YOU ARE TOLD.
Following rules without choice.
(Rigid Path)

What might be the risk of compliance?

When adults do all the talking, checking, and managing, we unintentionally build "learned helplessness".

Autonomy - Specific to DHH

- ◎ The choice to disclose, report with adults and peers.
- ◎ With an understanding of their hearing, listening environments, limitations of technologies → the choice to use technology and strategies.
- ◎ Means giving the student the safe space to choose *not* to do/use xyz → experience the consequence.

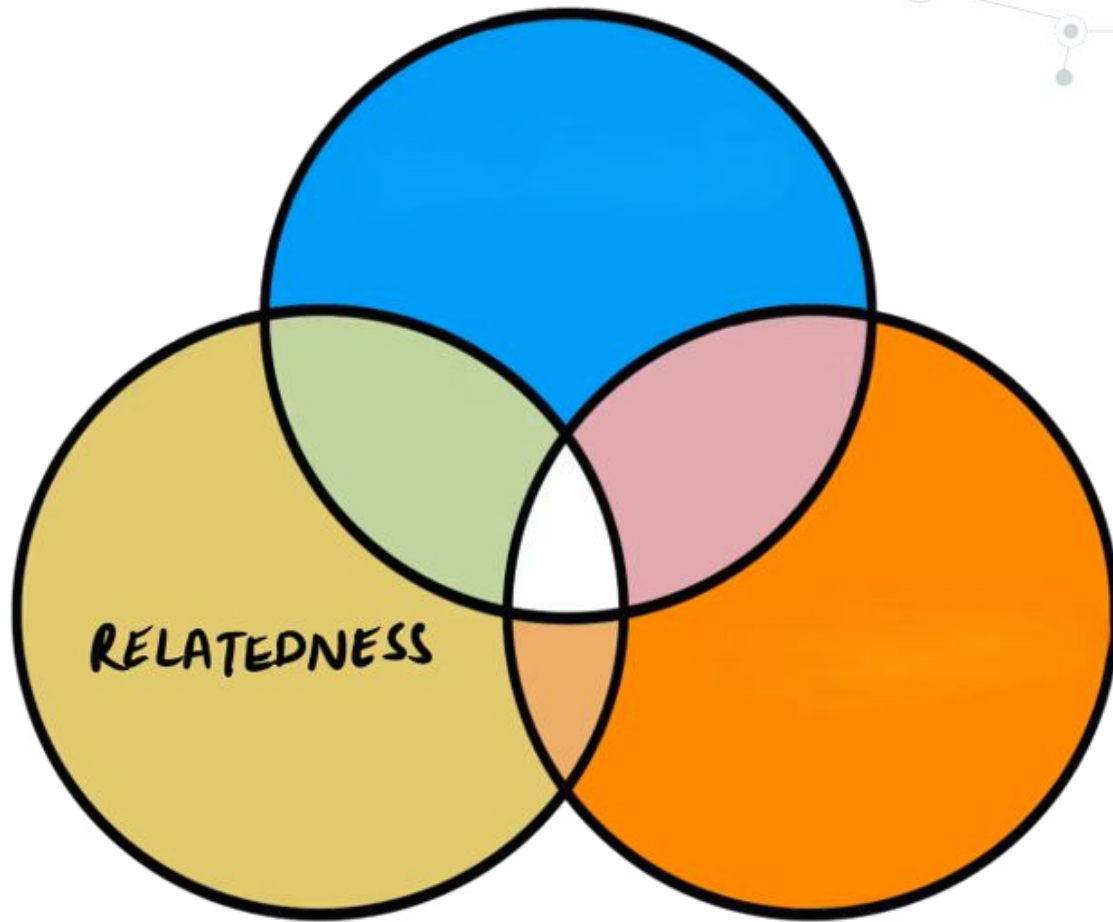


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... but first, isolation

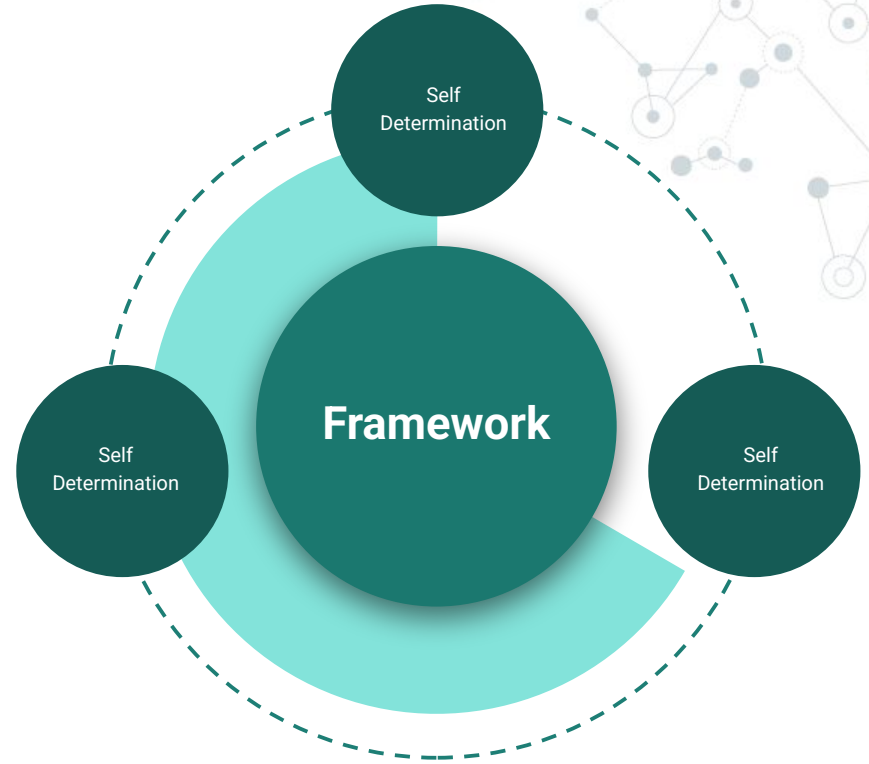
- ◎ Fundamental need to belong
- ◎ Only ones in their schools → feelings of isolation

Relatedness

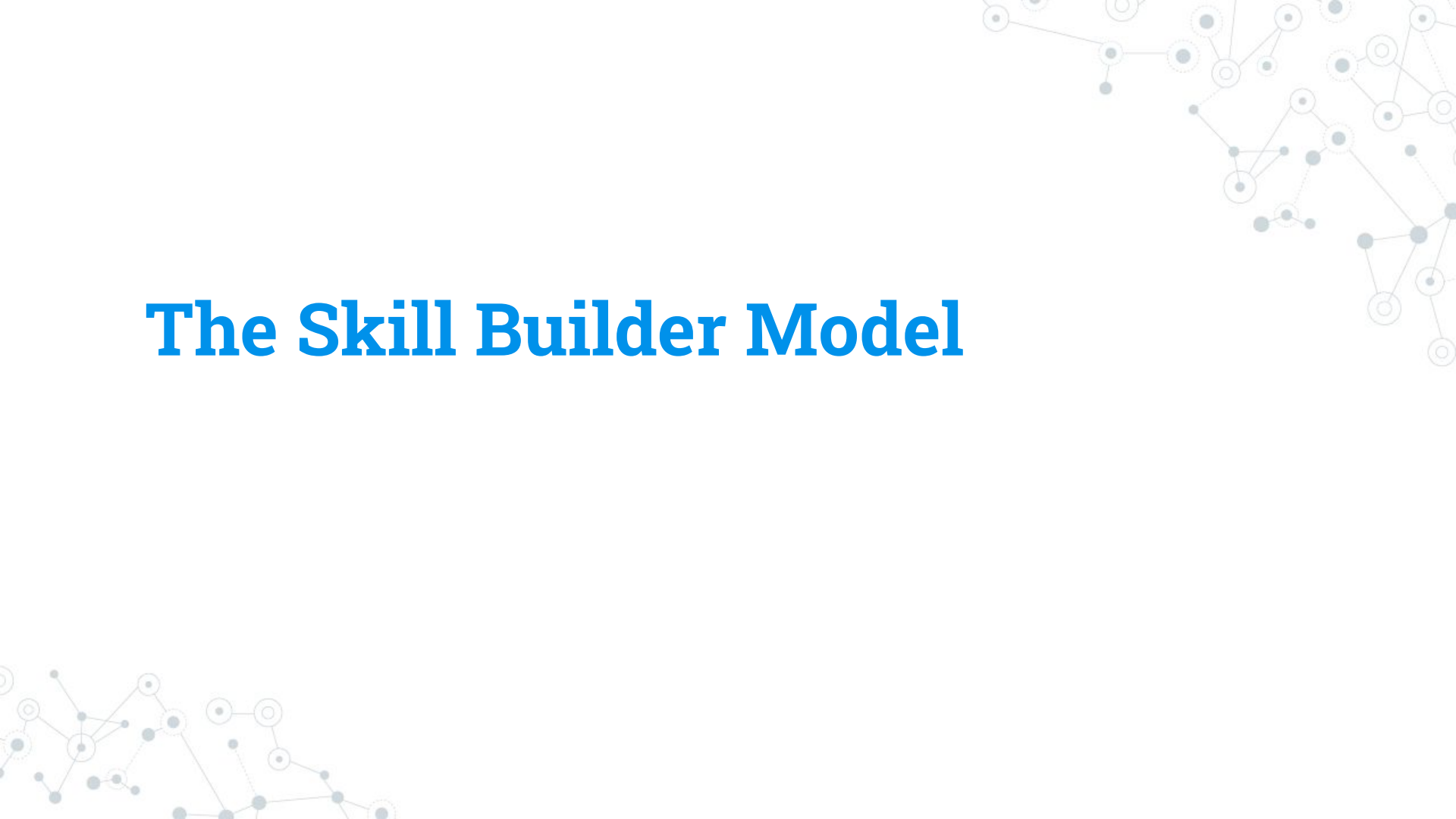
- ◎ Connecting students to a broader DHH community
 - Know they aren't the only ones playing life on "hard mode"
- ◎ Connecting students fosters relatedness and provides opportunities for them to build relationships in a comfortable environment

Relatedness Status	Level of Connection	Key Behavioral Indicators
 High	Fully Integrated	Initiates social contact; feels a deep sense of belonging; navigates both DHH and hearing peer groups with confidence; communication is fluid and supported.
 Moderate	Selectively Connected	Has a reliable “inner circle”; participates well in structured or quiet settings; may withdraw or feel “on the outside” during high-noise or fast-paced group socialising.
 Low	Socially Isolated	Rarely initiates interaction; relies heavily on adults (teachers/interpreters) for social safety; may express feelings of being misunderstood or “different” in a negative context.

How do we support the development of competence, autonomy and relatedness?



The Skill Builder Model



The Skill Builder Model

Paradigm Shift

Away from

- ◎ Medical compliance model
- ◎ “~~Technology Police~~”

Towards

- ◎ Student as an active learner
- ◎ Teaches a set of life skills to manage their own hearing journey

The Core Philosophy

- ◎ Built on Self-Determination Theory
- ◎ Moves from a student "having" a hearing loss....
... to a student who ***manages a communication environment.***

Competency

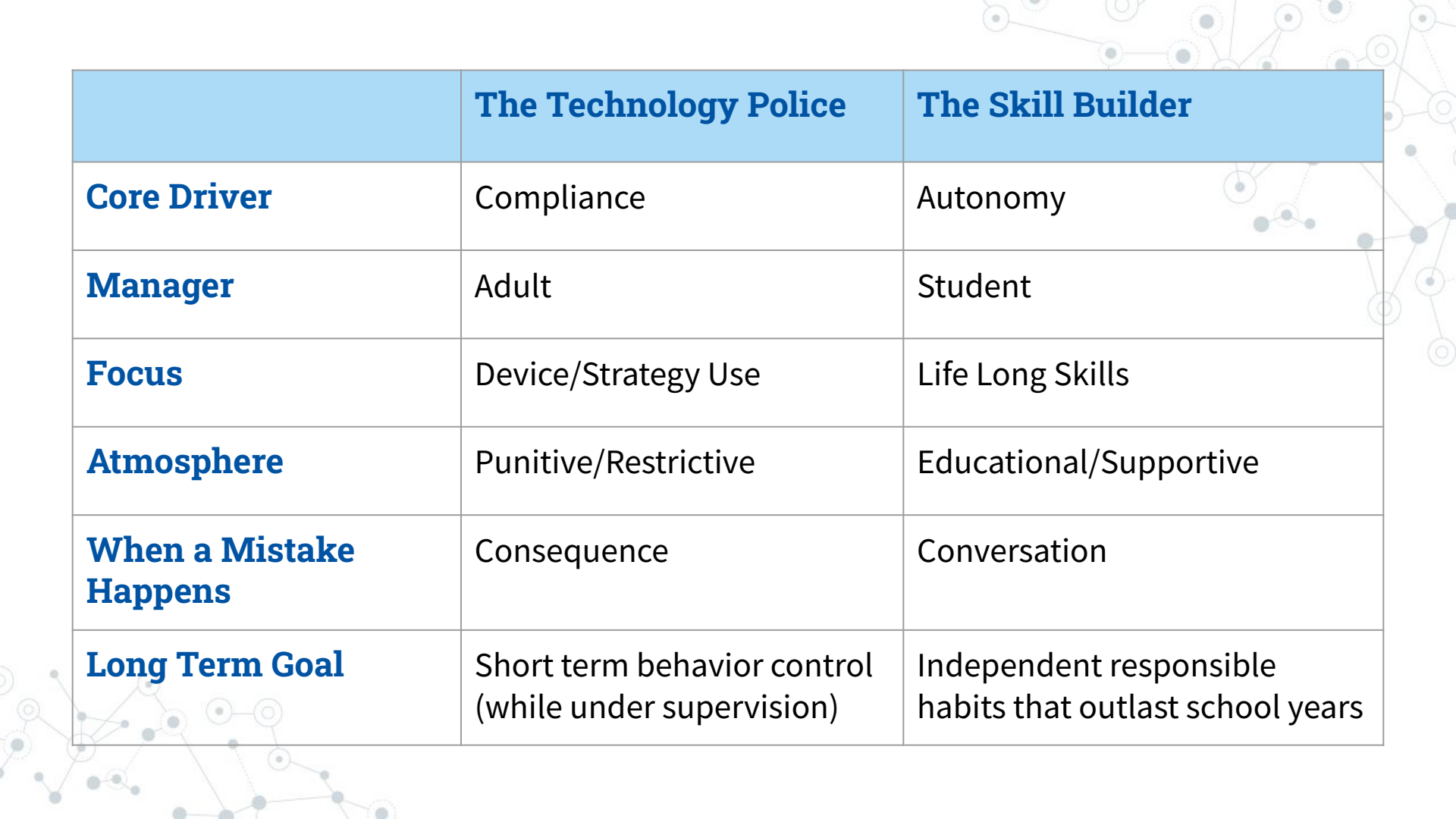
- ◎ Technology and strategy mastery
- ◎ Communication repair
- ◎ *"I understand my hearing loss, hearing technologies and how (and why) to use the tools available to me."*

Autonomy

- ◎ Critical thinking (environmental logic)
- ◎ Advocacy
- ◎ *"I am in control of my choices; I'm not just doing this because my Ed Aud/teacher told me to."*

Relatedness

- ◎ Peer mentorship
- ◎ Connection, media/text
- ◎ *"I belong to a community, and I see others like me."*



	The Technology Police	The Skill Builder
Core Driver	Compliance	Autonomy
Manager	Adult	Student
Focus	Device/Strategy Use	Life Long Skills
Atmosphere	Punitive/Restrictive	Educational/Supportive
When a Mistake Happens	Consequence	Conversation
Long Term Goal	Short term behavior control (while under supervision)	Independent responsible habits that outlast school years

The Professional Paradigm Shift

Traditional Role:

- ⊙ Goal: audibility and accessibility
- ⊙ Focus on connectivity, RM-HAT compliance, strategy use
- ⊙ *Compliance* is punitive

Skill Builder Role:

- ⊙ Goal: accessibility and **autonomy**
- ⊙ Student is a collaborator
- ⊙ We are consultants... they are the experts in their own listening experience

Measurment Shift

- ① ~~Traditional Outcome Measures: Moving beyond speech-in-noise scores~~
- ① FLE
- ① Self Advocacy
- ① Fatigue

The Contact Note Shift

Documentation can reflect SDT goals:

- ~~◎ *RM-HAT check indicated appropriate functioning*~~
- ◎ *"Student demonstrated competence by independently troubleshooting a blocked wax guard."*
- ◎ *"Student utilized a repair script ('Can you say that slower?') during 3/4 classroom observations."*
- ◎ *"Student independently requested closed captioning for a classroom video."*



Activities and Goals

Theory Meets Practice

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***Competence* → Tech/Strategy Mastery & Repair Scripts**

***Autonomy* → Environmental Mapping & Strategy Choice**

Relatedness → Peer Mentorship & DHH Community
→ PEAK

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Categorizing Competence

3 Domains *(per chapter 10 of the Handbook)*



Scaffolding Competence

Communication Repair

Moving beyond "What?" to communication repair

Management

Thinking critically about each listening environment and deciding how to manage it

Understanding & Explaining

Understanding their hearing, technologies, strategies & accommodations and explaining the 'why'

Competence Foundations: Grades K-2

Focus: Basic Ownership and Identity

Audiogram

Learning that **o** represents the right ear and **x** the left ear.

UNDERSTANDING
AND EXPLAINING

Hearing Aids & CIs

Color and label parts

Play HA/CI bingo

UNDERSTANDING
AND EXPLAINING

Basic Disclosure

Practice a simple script: *"These are my hearing aids/cochlear implants; they help my brain hear you."*

UNDERSTANDING
AND EXPLAINING

Responsibility

Requesting, retrieving, charging technology with/without a prompt.

MANAGEMENT

Competence Exploration: Grades 3-6

Focus: Environment Management and Cause/Effect

The "Sound Walk"

Walk the school with a decibel meter or rating scale. Identify **red/yellow/green** zones. Why is the cafeteria "red" and the library "green"?

UNDERSTANDING
AND EXPLAINING

Audiogram Literacy

Introduce the "Speech Banana." What sounds are "above" their hearing line? What does this mean?

UNDERSTANDING
AND EXPLAINING

Trading Places

Practice asking a peer to switch seats so the "better ear" is toward the talker using a structured script.

MANAGEMENT

Emerging Advocacy: Grades 7-9

Focus: Autonomy and "Safe Failure."

Troubleshooting Kits

Students build a locker kit with spare wax guards, batteries, and cleaning tool

MANAGEMENT

The Strategy Toolbox

Role-playing strategies (e.g. how to ask an "elbow partner" for clarification or how to request captions in class)

MANAGEMENT

What's an IPP/IEP?

Review the *Accommodations Page* together so they can know what to request

MANAGEMENT

Communication Repair

Practice question training to probe the source of the communication breakdown

COMMUNICATION
REPAIR

Independent Leadership: Grades 10-12

Focus: Transition and Systematic Self-Evaluation

Strategic Choice

Exploring when the RM system is helpful and when it isn't.

Discuss what they will do if they are not choosing the DM

Self Advocacy

Students to present their preferred strategies and accommodations (in person, digitally, etc)

Disclosure

Discuss and practice disclosure for a professor or employer

Metacognition

Explore self-directed questions (e.g. Does copying notes help me remember or is highlighting a hard copy better? What vocabulary words are not familiar to me?)

Transition Portfolio

Create a digital folder with the latest audiogram, 504/IEP, and contact info for Vocational Rehab

AUTONOMY

Tween/Teen Strategy Toolbox



Teen Strategies Toolbox

Learning strategies for teens who are deaf or hard of hearing

I'm a student

I'm a teacher

Partnerships in Hearing - <https://content.oticon.ca/pih-teen-strategies-toolbox/p/3>



Teen Strategies Toolbox Companion Guide

Slides 50-62



Content by Slide Number

01 Advocacy and Self Advocacy

02 The Importance of Self-Advocacy

03 Teen Strategies Toolbox Components

04 Self Advocacy Slider

05 Student Strategies List

06 Teacher Checklist

07 Preparing to Implement the Toolbox

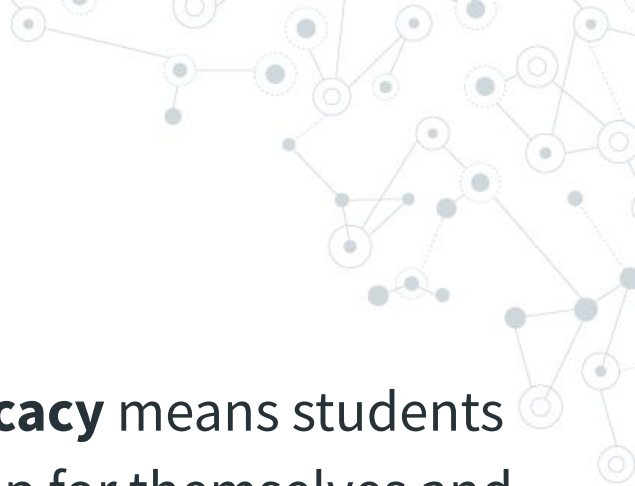
08 Implementing the Toolbox

09 Sharing the Teacher Checklist

10 Individual Educational/Program Plans

11 Frequency of Use

12 Teacher Email Example



Advocating for Hearing and Learning Needs

Advocacy means telling others what someone needs or wants. For example a student's parent or audiologist advocate for what they need to hear and learn best in school.



Self Advocacy means students standing up for themselves and telling others what they need or what's important to them and asking for help when they need it.

The Importance of Self-Advocacy

As students progress through the grades, the ability to advocate for their own hearing needs becomes increasingly critical.



Teen Strategies Toolbox

- Help students self-identify the supports they want or need to be successful in the classroom.
- Let their teachers know how to best support them the way they want to be supported.



Developing Skills

- Encourage students to identify how comfortable they are advocating for their hearing and learning needs.
- Determine if they will need teacher support in developing their self-advocacy skills.

Toolbox Components

The Teen Strategies Toolbox simultaneously helps students identify specific classroom challenges while guiding teachers on how to best support their learning.

Approaching support from both student and teacher perspectives, the toolbox includes:



Self Advocacy Slider

Encourages students to reflect on and communicate their comfort level when asking teachers for specific support.



Student Strategies

Helps students identify challenges and learn about strategies to advocate for their hearing and learning needs.

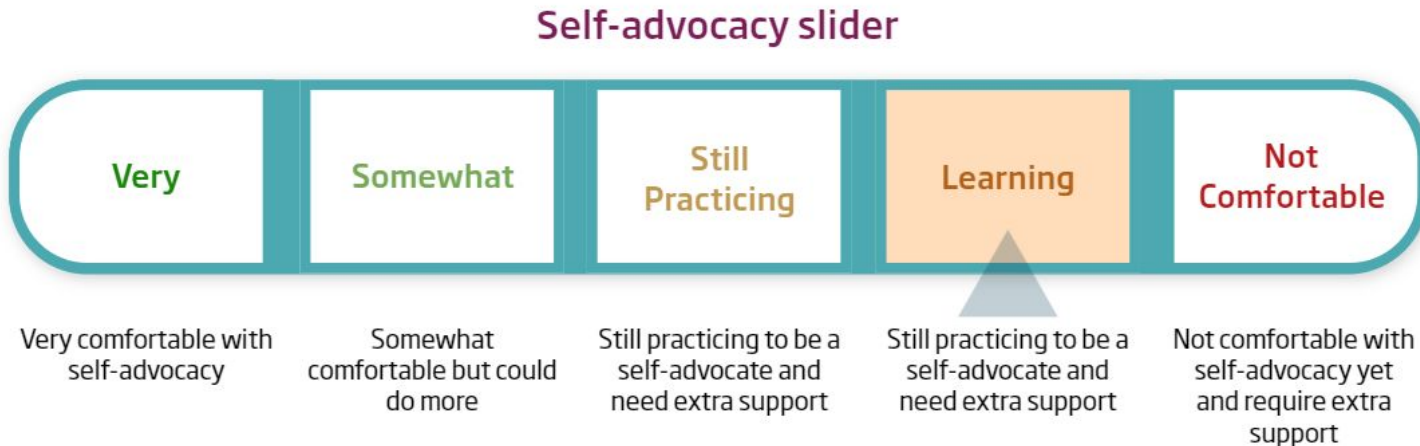


Teacher Checklist

Assists educators in understanding classroom dynamics and implementing student-specific support and accommodations.

Self Advocacy Slider

The self-advocacy slider encourages students to think about how comfortable they are asking each of their subject-specific teachers for supports or accommodations. It should be noted that for many students this may change from teacher to teacher.



Student Strategies List

Students do not always know or remember the different strategies and accommodations available to them. Use the **Student Strategies list** to:



Identify Challenges

Pinpoint potential challenges within various learning environments.



Teach & Review

Help students learn about or review available strategies and accommodations.



Build Understanding

Explain the importance of being knowledgeable about hearing and learning needs.



Foster Self-Advocacy

Teach students the critical life skills and importance of self-advocacy.

Teacher Checklist

Teachers want to support their students to the best of their ability but may not always be aware of the challenges experienced by students with hearing difficulties, or the ways to best support them. **Use the Teacher Checklist to:**



Identify Challenges

Identify to teachers specific challenges a student is experiencing in different environments.



Provide Solutions

Provide student-identified strategies and accommodations that best address these challenges.



Assess Comfort

Illuminate a student's comfort level asking each of their subject-specific teachers for support.

Preparing to Implement the Teen Strategies Toolbox



Determine the Setting

You know your students best! Consider whether it would be best for students to participate in this activity in a group vs. one-on-one environment.



Required Materials

Per student, please provide:

- **ONE** Student Strategies sheet
- **MULTIPLE** copies of the Teacher Checklist (one per subject)

Implementing the Toolbox



1. Student Sheet

Explain advocacy/self-advocacy and its importance as a lifelong skill.

Review each item, encouraging comments and group discussion.



2. Teacher Checklist

Have students fill out one Teacher Checklist **per subject**.

Consider preferred strategies and accommodations for each specific class.



3. Comfort Level

On **each** Checklist, ask students to circle their comfort level.

Gauge how they feel asking specific teachers for identified support.

Share Teacher Checklist with Teachers



1. Connect & Share

When possible, meet with teachers to discuss the toolbox (in person or virtual).

Otherwise, place the form in mailboxes and send an email explanation.



2. Key Focus Areas

Draw teachers' attention directly to the **Self Advocacy Slider**.

Encourage advisors to connect the toolbox outcomes to **IEP/IPP goals**.



3. Support & Feedback

Encourage active questions and ongoing feedback from teachers to continuously support successful implementation.

Individual Education/Program Plans (IEPs/IPP), Learner Support Plans, etc.

Goal & Strategy Alignment

Align student-identified strategies to specific goals and needs by exploring *the toolbox* during planning times.

At School Year Start

IEP/IPP goals can be created to align directly with identified toolbox outcomes.

During Review Times

Goals can be **added or modified** to accurately reflect ongoing toolbox outcomes.

Reporting & Action

Incorporate official recommendations directly into student reports to ensure follow-through.

*"Please consider embedding ***'s preferred strategies and accommodations into their IEP/IPP/Learner Support Plan in the following sections:"*

Recommended Placement

Baseline comments and designated review times

Frequency of Use

Start of Semester

Or with teacher changes

- **Wait 1-2 weeks:** Let students experience classes first to understand teachers' styles, listening environments, and expectations.
- **One page per subject:** Ensure students complete a separate page for each subject since preferences and self-advocacy comfort vary.

Ongoing Review

Mid-semester & IEP/IPP reviews

- **Revisit outcomes:** Regularly check toolbox results during review windows to ensure accommodations stay relevant.
- **Monitor efficacy:** Confirm that designated strategies continue to be appropriate, beneficial, and actively applied.

Teacher Email Example

Today, Sarah and I met to discuss specific tools/accommodations that she would find useful specific to the listening and learning expectations in your classroom. In addition, Sarah rated her comfort level advocating for these strategies and accommodations.

Following our discussion, Sarah filled out a form that was placed in your mailbox which may be helpful in tracking and documenting her learner needs in her IEP. Please consider embedding Sarah's preferences into the following sections:

Baseline Comments & Review Times (Jan, March, June)

- Self advocacy rating
- Strategies (e.g., preferential seating, note taking)

Exam Accommodations

- Quiet room
- Extra time
- Frequent breaks



IEP Goal Examples

...For your reading pleasure!



Grades K-3: Competency

By the end of the IEP period, the student will demonstrate foundational knowledge of their hearing technology and hearing loss by identifying key components and explaining their function to a communication partner.

- ◎ **Objective 1:** Student will independently point to and name 3 parts of their hearing technology (e.g., earmold, microphone, processor) with 100% accuracy.
- ◎ **Objective 2:** Student will use a practiced 1-2 sentence script to explain their hearing loss to a peer (e.g., "I wear these to help my brain hear you better") in 4 out of 5 opportunities.
- ◎ **Objective 3:** Student will identify a "dead battery" or "malfunction" and notify an adult using a specific verbal prompt or visual aid.

Grades 4-6: Relatedness

The student will develop a sense of relatedness by identifying support systems and engaging in peer-to-peer interactions with other students who are deaf/hard of hearing (DHH).

- ◎ **Objective 1:** Student will identify at least three "communication allies" in the school environment (e.g., SLP, teacher, a specific friend) and describe how they help with auditory access.
- ◎ **Objective 2:** After meeting with a DHH peer or mentor, the student will identify two similarities and two differences in their hearing journeys (e.g., "We both wear hearing aids, but they like soccer and I like art").
- ◎ **Objective 3:** Student will participate in a DHH group activity or virtual "meet-up" and contribute at least one personal strategy they use for understanding classroom rules.

Grades 7-9: Autonomy

The student will demonstrate autonomy by making internal choices regarding their communication environment and tech use, moving from adult-prompted to student-led strategy selection.

- ◎ **Objective 1:** The student will independently identify 2 "high-challenge" listening environments in the school and choose one modification (e.g., moving seats, requesting the DM) without adult prompting.
- ◎ **Objective 2:** Student will attend their IEP/504 meeting and independently present the "Accommodations" page, identifying which strategies are most helpful to their current learning style.
- ◎ **Objective 3:** Student will independently manage their "Troubleshooting Kit" (batteries, wax guards, etc.) and perform a weekly check of their equipment's status.

Grades 10-12: Self Advocacy

The student will demonstrate independent advocacy skills by navigating complex communication breakdowns and preparing for the transition to post-secondary or vocational environments.

- © **Objective 1:** Student will utilize advanced communication repair scripts (e.g., "I missed the last instruction because the fan was too loud; could you repeat the page number?") in 100% of observed classroom breakdowns.
- © **Objective 2:** Student will create a "Transition Portfolio" including a current audiogram, a summary of functional hearing performance, and contact information for Vocational Rehabilitation (VR) or college disability services.
- © **Objective 3:** Student will demonstrate the ability to disclose their hearing loss and request specific accommodations (e.g., closed captioning, preferred seating) in a mock interview or a meeting with a new general education teacher.



In Summary...

Self-Determination Theory (SDT) suggests three essential requirements for a student's **psychological growth** and **emotional resilience**:



Competence

Feeling capable, effective, and supported in mastering skills and achieving learning goals.



Autonomy

Having choice, personal agency, and the ability to self-advocate and lead one's learning journey.



Relatedness

Experiencing a strong sense of belonging, connection, and peer support within the school.

The Pathway to Social-Emotional Well-Being

Improved Competence → Reduced Anxiety

- ◎ With competency and understanding the "mystery" of hearing loss is removed
- ◎ Knowledge replaces the fear (Israelite et al., 2002)
- ◎ Students experience lower anxiety because they possess the specific tools to support their communication needs

The Pathway to Social-Emotional Well-Being

Improved Autonomy → Increased Confidence

- ◎ Shifting from "compliance" to "agency"
- ◎ High internal motivation leads to a "Skill Builder" identity
- ◎ Student feels in control of their environment leading to higher self-esteem and reduced "learned helplessness."

The Pathway to Social-Emotional Well-Being

Improved Relatedness → Emotional Belonging

- ◎ Connecting with DHH peers and mentors validates the student's lived experience.
- ◎ Reduces the sense of "otherness" and isolation
- ◎ Relatedness provides a safe space to process the frustrations of hearing loss, which buffers against depression and social withdrawal

Take Home Message

By treating the student as a Skill Builder, we ensure that when students graduate, they have the **internal resilience** and **external strategies** to succeed in college and the workplace without a school-provided support system.

The goal of the school based audiologist and SLP is not to be the voice for the student, but to provide the student the tools to find their own.

1

The student is the "Skill Builder"; we are the "Consultants"

2

It is never too early to support students self determination

3

Self-determination is a dynamic process, not a destination

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