

Candidate's Name: Eleanor Bennett Course Prefix/Number/Section: SPE 739

Date: 9/5/19 Subject: Itinerant Grade Level: 3<sup>rd</sup> Duration: 30 mins

Lesson Topic: Self Advocacy "Boss of Your Hearing Loss"

1. Big Idea(s) and Related Essential Question(s):
  - Understanding your hearing loss.
  - What should people know about your hearing loss?
  - What are some things you can do to improve your hearing?
2. Instructional Objectives
  - BL will be able to answer simple questions about his hearing loss.
  - BL will be able to discuss possible actions to improve his hearing in situations.
3. Related Academic Standards: Common Core and/or PA Standards
  - IEP GOAL: Given attendance in regular classes with normal hearing peers, BL will utilize age / grade appropriate self-advocacy skills related to his hearing loss and be able to give information about his hearing, listening needs, and available technology scoring a 15/20 on a teacher-made rubric. (Taken from previous IU)
  - CC.1.5.3.C – Ask and answer questions about information from a speaker, offering appropriate detail.
  - ECC: Knowledge of how to advocate for services as needed, e.g., school, work, medicinal and community.
4. Vocabulary
  - Self-Advocacy – Speaking up for yourself
  - Hearing aid – a device that goes behind or in the ear that makes sounds louder
  - FM System – a device that makes the teacher's voice louder by going right into the hearing aid
  - Sound System – a device that makes the teacher's voice louder by using a speaker
  - Hearing Loss – having difficulty hearing or no hearing at all
5. Materials/Resources
  - Book: "I'm the Boss of my Hearing Loss" (Appendix A)
  - PPT: previously made by another student
  - Computer / Laptop / Smart Board to view PPT
  - Similarity and Difference Chart (Appendix B)
  - Website: Good site to check what is advocacy levels are expected of D/HH students at which grade level
    - <https://education.mn.gov/MDE/dse/sped/cat/dhh/> (current version)
    - <http://www.clarkeschools.org/uploads/files/mainstreaming/CompensatorySkillsChecklist.pdf> ( 2010 version)

6. Instructional Procedures

- Review (5 mins)
  - Good morning! Introduce myself again. Explain that Mrs. Hayward and I will be switching. I will be working with BL and Mrs. H is observing.
  - Ask if there is anything he wants to know about me / play quick ice breaker game: 2 truths and 1 lie.
- Introduction to New Lesson
  - Tell BL the plans for the session: read book, talk about own hearing loss, and read PPT.
- Developmental Activities (20 mins)
  - BL will read the book “I’m the Boss of my Hearing Loss” out loud.
    - Teacher will follow along and make notes on specific words he makes mistakes.
    - After reading the book, BL will tell about similarities and differences he noticed between his own hearing loss – write them on the chart provided.
    - BL can use specific pages from the book to compare. Can also use this opportunity to explain more / show what he knows.
  - BL will watch the PPT made from a previous student
    - BL will read the slides out loud.
    - After reading, BL and the teacher will discuss if the slide content is appropriate for him.
    - BL and the teacher will talk about what additional information should be added.
- Assessment, Closing, and Review (5 mins)
  - Choose 5 questions from a pool of 20 about self-advocacy. Review answers with BL.

7. Addressing Learners’ Diverse Needs

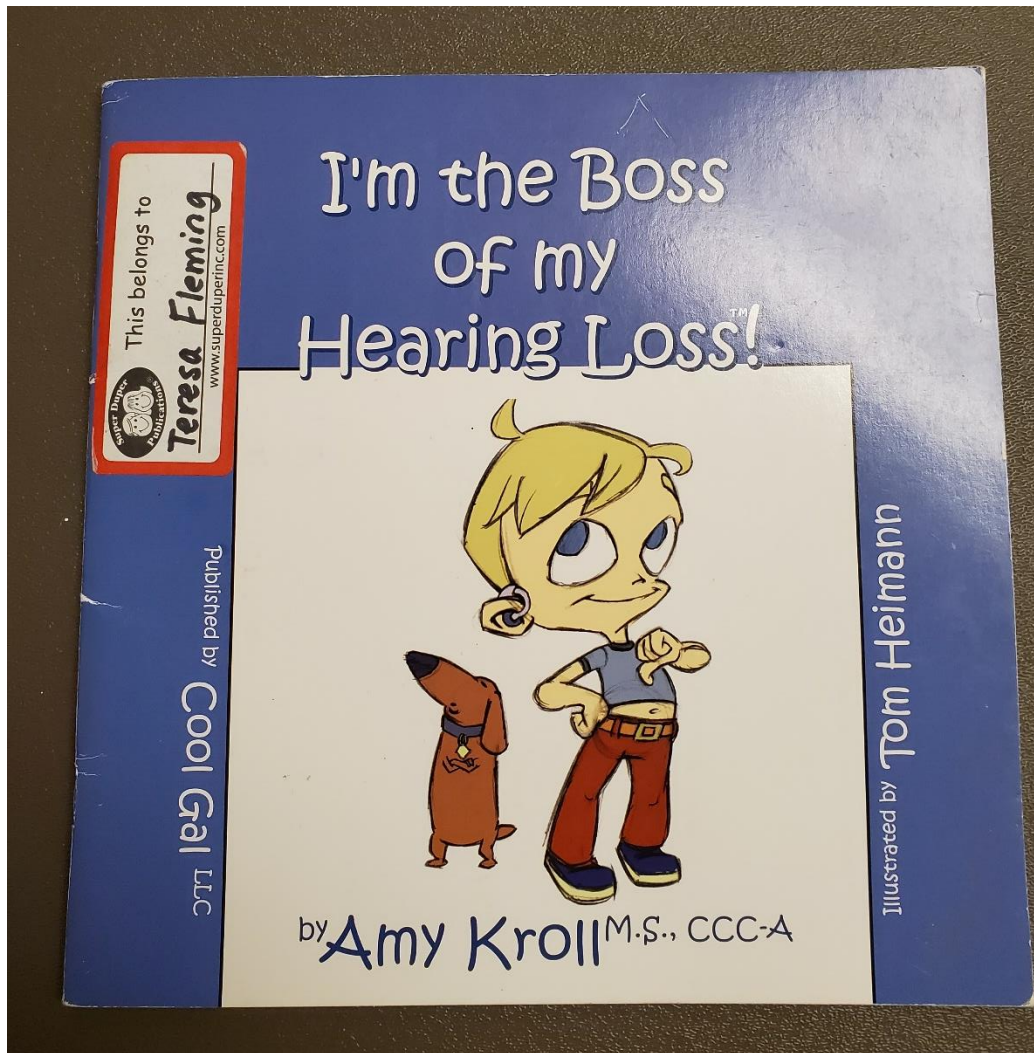
- Accommodations and adaptations (IEPs, 504 Plans, at-risk students)
  - BL will work one-on-one with the hearing support teacher in a quiet room.
  - BL and the teacher will sit close to one another, preferably across from one another.
  - BL is a hard of hearing student who prefers to use listening and spoken language.
  - Although BL uses a sound system in the classroom, the sound system will not be used during the itinerant hearing support services.
  
- **\*\*In a classroom setting, these accommodations should be met:**
  - Sit close to the front of the room and teacher
  - Since BL’s hearing is unilateral, BL should sit with his better hearing ear (right) closer to the teacher.

- BL should not be seated near any noises including: AC units, hallways, doors, windows, etc.
  - BL does not have any hearing aids / implants; but uses sound system
  - Teacher should always wear and use BL's sound system – mute when necessary but remember to turn back on.
  - BL may request for things to be repeated. If this happens, rephrase as much as possible.
  - Do not use yes/no questions to check for comprehension.
- Language adjustments made for specific ELP levels (include ELP level and PA ELP Standard/s)
    - N/A
  - Challenges for advanced learners
    - N/A
8. Informal / Formal Assessment
- Informal Assessment: Watch and listen to BL's answers while discussing his hearing loss and his responses to situational questions. Specifically noting which questions he needs more direct help with.
  - Formal Assessment: Check BL's answers to the randomly chosen five of the pool of twenty self-advocacy questions. Use these questions as progress monitoring.
  - Data Analysis: Check to see what he knows about his hearing loss before reading the story. Then after the lesson see which questions he gets correct. (Appendix C)
  - Data Analysis: BL has a pool of 20 self-advocacy questions. Will monitor which ones he gets correct and which ones he doesn't. (Appendix D)
9. Reflection on Planning/Instruction; Data Analysis and Plan for Re-teaching (as applicable)
- Reflection
    - Started off by introducing the book – making BL look at the cover and notice the hearing aid. (Although BL doesn't have one, it was a good way to show similarities.) Asked BL if he wanted me to read it, or if I should read it to him – with an inflection on him reading. He asked if I could read it to him. I was surprised as he is in 3<sup>rd</sup> grade and the book is quite simple. Suggested he read it, but I help with any words he doesn't understand.
    - After reading each page, we reviewed the pictures. Tried to bring it back to his life. Made him think about and discuss the similarities and differences himself. Example: when reading how to troubleshoot FM system, asked what he would do if his sound system wasn't working. Made comment about talking more about this later to keep his focus on the book / task at hand.
    - Anytime I asked a question that related to him / compared to the book, I noted if he answered correctly. Now know which topics need to cover in more depth.

- BL was very interested in the PPT. He loved the pictures that involved Mrs. Hayward. When suggested he make his own PPT, which we would print out and make his own “Boss of Your Hearing Loss” book, he was hesitant. Said he already knew about his hearing loss so no need to make one. Had to pretend that I don’t know anything about him, so that his friend and I would benefit from it. Seemed more interested after that.
- Data Analysis
  - After the lesson I was able to do a quick self-advocacy check from the pool of 20. He correctly answered 3/5 questions.
  - Marked which ones he answered incorrectly on the data chart.
- Re-Teach Ideas
  - Would do this again, but maybe not with a student this age. I believe that the PPT is enticing for all students but connecting it to the book may be better for younger students. BL is in 3<sup>rd</sup> grade and it was iffy if the book was too “childish” for him. He liked the graphics though, so 3<sup>rd</sup> grade may be the limit for the book.
  - Would like to have more reasons ready if a student doesn’t want to do the PPT. I was able to use myself and other students, since BL is new to the school. But if the student is more resistant, would need more sway with them. Older students can show it to their teachers every year as part of an in-service meeting. Younger students would like it for the fun of it. But I would need more ideas for middle school students.

## **Appendix**

### **Appendix A – Boss of My Hearing Loss Book**



Similarities (Same)	Differences (Different)

1. Are you deaf or hard of hearing?
2. Who is the “boss” of your hearing loss?
3. Why are you the boss of your hearing loss?
4. Why do you use a sound system?
5. How does a sound system help you?
6. What should you do if the sound system isn’t working?
7. Do you have a better listening ear?
8. Where should you sit in class?
9. Should you sit near the door / AC / pencil sharpener during class? Why / why not?
10. What should you do if the teacher forgets to use the sound system?
11. What should you do if you don’t hear what a friend said?
12. What should you do if someone covers their mouth while talking?
13. What should you do if someone is whispering and you have trouble hearing them?
14. What should you do if someone looks away while they are talking?
15. What should you do if your classmates are talking, making noise, shuffling paper and you’re having a hard time hearing the teacher?
16. Why is it important to look at someone’s face when talking?
17. Name four ways to be a good listener.
18. What is an audiologist?
19. How often should you see your audiologist?
20. Why is it important to see your audiologist?

