

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

Date: 10/15/19 Subject: Itinerant Grade Level: 1<sup>st</sup> Duration: 30 mins

Lesson Topic: Self-Advocacy

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?
  - What are some things you need to know about your hearing aids / FM system?
2. Instructional Objectives
  - CS will be able to answer simple questions about his hearing loss.
  - CS will be able to discuss possible actions to improve his hearing in situations.
  - CS will be able to answer questions about his hearing devices.
3. Related Academic Standards: Common Core and/or PA Standards
  - IEP Goal: When given 5 self-advocacy questions or tasks from a pool of 30 grade-level (1<sup>st</sup> and 2<sup>nd</sup> grade level) self-advocacy skills / concepts, CS will accurately answer questions or perform tasks achieving 4 out of 5 questions / tasks over three consecutive monthly probes.
  - 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
  - Hearing Loss – having difficulty hearing or no hearing at all
  - Hard of Hearing – having difficulty hearing, but still able to
  - Deaf – having close to none / no hearing at all
  - Audiologist – doctor who checks your hearing
  - Audiogram – chart that shows your hearing loss
5. Materials/Resources
  - Pool of Self-Advocacy Questions (Appendix A)
  - Self-Advocacy Data Sheet (Appendix B)
  - White board markers and erasers
  - Laptop / Computer
  - SpongeBob Self-Advocacy Game (attached)

6. Instructional Procedures

- Review (5 mins)
  - Good morning! Ask CS how his week was. See what is new. Check the connection to the FM and check his hearing aids.
- Introduction to New Lesson
  - Tell CS the plans for the session: play a game!
- Developmental Activities (20 mins)
  - Teacher will show CS the SpongeBob self-advocacy game:
    - Teacher will explain how to play the game.
    - Teacher will check to make sure CS is answering questions correctly.
    - The first 5 questions he randomly chooses will be used for progress monitoring. (Appendix B)
    - Teacher will not always answer questions correctly (sabotage) allowing CS to catch the mistakes and provide correct answer.
    - If CS answers incorrectly, teacher will explain / guide CS to the correct answer immediately.
- Assessment, Closing, and Review (5 mins)
  - When finished, CS and the teacher quickly review which concepts he answered incorrectly. Making sure he understood the initial explanation provided earlier.

7. Addressing Learners' Diverse Needs

- Accommodations and adaptations (IEPs, 504 Plans, at-risk students)
  - CS is a hard of hearing student who prefers to use listening and spoken language.
  - CS will work one-on-one with a hearing support teacher in a quiet room.
  - CS and the hearing support teacher will sit close to one another, preferably sitting across from one another.
  - CS uses hearing aids in both his ears.
  - Teacher will wear CS's FM system during the instruction period.
  
  - **\*\*In a classroom setting, these accommodations should be met:**
    - Sit close to the front of the room and teacher
    - Since CS's hearing is bilateral, there is not preference to which side of the room he should sit.
    - CS should not be seated near any noises including: AC units, hallways, doors, windows, etc.
    - Teacher should always wear and use CS's FM system – mute when necessary but remember to turn back on.
    - CS has difficulty hearing the differences between phonemes; CS 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: Make note of which self-advocacy concepts CS does not remember / know. These will be covered in more depth in a later lesson.
- Formal Assessment: Given 5 randomly selected self-advocacy questions from a pool of 26, CS will be able to answer them with 80% accuracy.
- Data Analysis: Teacher will use pre-assessment and post assessment data to determine the effectiveness of the lesson. (Assessing CS's knowledge of self-advocacy concepts and taking care of his hearing aid and after the review assessing again.) Additionally, CS's answers for formal assessments will be recorded for his baseline for monthly assessments.

9. Reflection on Planning/Instruction; Data Analysis and Plan for Re-teaching (as applicable)

- Reflection
  - When checking CS' hearing aids, it was evident that they hadn't been cleaned in a long time. Should remind CS to check his hearing aids more frequently.
  - Cleaning CS' hearing aids took longer than expected. The earwax was in his tube and clogging the hole. While I have plenty of experience cleaning earwax from hearing aids thanks to this student teaching experience, it was a first for me seeing it in the tube. I needed to ask Mrs. Hayward for guidance in the area.
  - Since the cleaning took longer than expected, I was unable to finish the game with CS. We will continue it next week and review the concepts he didn't know.
  - CS showed interest in playing the self-advocacy game. Many times the testing of self-advocacy concepts involve flash cards which he showed little interest. He was much more happy playing this game and much more willing to answer the questions.
  - As an itinerant teacher, I take all my supplies from car to classroom. Since we were only working on the PPT game, I forgot to bring in my bag of "supplies". This included a white board and markers to keep track of points. Luckily, I had a notepad to use.
- Data Analysis
  - CS was able to correctly answer 5 randomly selected self-advocacy questions with 80% accuracy. (Appendix B)

- Re-Teach Ideas
  - If I were to re-teach this, I would have CS clean his one hearing aid as I cleaned the other. Currently, his mom cleans them for him. He should learn the basic understanding of cleaning them – it would also lessen the time used on that instead of the planned activity.
  - Additionally, now that CS has an understanding of the game, I would skip over the explanation and get right to the questions.
  - Since CS did so well with the questions provided (these are pulled from his pool of 30 concepts he needs to know) I would increase the difficulty a little. I would give him 2<sup>nd</sup> grade questions to stimulate thinking and create deeper understanding of his hearing loss.

**Appendix**

**Appendix A – SA Pool**

1. What do you say if someone covers their mouth when talking?
2. Why are you the Boss of Your Hearing Loss?
3. Should you sit near the AC or door in class? Why?
4. What is an audiogram?
5. Who is the ‘Boss of your Hearing Loss’?
6. If your FM system is not working, what do you do?
7. How long do you wait to put battery in?
8. What does a hearing aid do?
9. How does the FM system work?
10. What should you do if you didn’t hear what the teacher said?
11. Do you wear hearing aids when riding your four wheeler? Should you?
12. Where do you put your hearing aids when you take them out?
13. Why do you wear hearing aids?
14. What do you do if your hearing aid isn’t working?
15. Student behind you is tapping their pencil. You can’t hear the teacher; what do you do?
16. You go to art. Do you keep the FM, leave it in your class, or give it to the art teacher?
17. Where should you sit in class?
18. Name 4 ways to be a good listener
19. If you change your HA battery and it still isn’t working, what should you do?
20. How many hearing aids you do wear? Why?
21. FM System: You checked to see if its on and its still not working; what do you do?
22. HA: changed battery, no blockage, what else do you do?
23. The teacher is talking and not using the FM system. What do you do?
24. Name the parts of the hearing aid.
25. What is an audiologist?
26. What would you do if someone talks too softly / whispers?
27. What would you do if there is too much background noise?
28. What would you do if someone looks away from you while talking?
29. You have a substitute teacher. What should you tell them about the FM?
30. What level of hearing loss do you have?