Helping Children and Teens Navigate Transitions Successfully

Carolyne Edwards
Director, Auditory Management Services

Cheryl DeConde Johnson
The ADEvantage: Audiology-Deaf Education vantage consulting

Ida Institute: Person-Centered Care

Established in 2007
Funded by the Oticon Foundation
Non-profit organization

Mission
To develop and integrate person-centered care in hearing rehabilitation

Ida Institute Collaboration

User Driven Innovation
Clinical tools
Facilitation of Change Management
Educational materials
All materials freely available

Global network
More than 11,000 members
Veterans Administration (US)
National Health Service (UK)
Australian Hearing

Welcome to the Ida World

Evidence Base
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Vision 2020

Outline for Today
1. Case Study Introduction
2. Rationale for Supporting Student Transitions
3. Transitions Management Development Process
4. Self-Determination Theory
5. Orientation to Transitions Management Tool
6. Discussion

Kathleen’s Story

Reflect on video:
1. What struck you as you watched...
   - from Kathleen’s perspective
   - From Kathleen’s parent’s perspective
2. What role would an audiologist play?
Kathleen’s Story Video Reflection

In Pairs
1. What struck you as you watched...
   - from Kathleen’s perspective
   - From Kathleen’s parent’s perspective
2. What role would an audiologist play?

Large Group Sharing

Rites of Passage

- Ancient ceremonies to recognize the changes that are inherent in our movement through life.
- Symbolize a life journey from dependence to autonomy, the development of new life skills, and the movement from focus on self to relationship with others.
- In the educational framework, we too have rites of passage which support those changes in families and children.
- Those rites of passage we have defined for this project as transitions.

Rationale for Supporting Student Transitions

- Transitions are not done alone; they are done in contact with others through dialogue and exploration.
- Different skills, attitudes, exploration and reflection are needed at each educational transition for parents and children.
- Preparation for each transition will ready the families for the changes ahead.
- Parents’ and children’s abilities to negotiate those transitions is key to their movement through the educational system.

How to Support Transitions

- Identify key transitions in educational settings
- Name those transitions for parents and children
- Determine what will be needed for upcoming transition
- Dialogue with parents and children about upcoming transition
- Create opportunities for reflection, exploration and experience
- Recognize the parents’ and children’s growth

Some questions we explored:
- Key issues and challenges for patients, families and professionals
- Why is it important to manage transitions well?
- The theory behind transitions management

Our Innovation Process

- Understand
  - Understanding needs, challenges and methods
  - The needs of children and families
  - The strengths and tools in their communities
  - The methods and tools meeting performance goals
- Create
  - Create concrete tools and resources
  - Develp tools and resources for education to support parents and families

Who we work with:
- Arooj Majeed (UK)
- Carolyne Edwards (CA)
- Carrie Spangler (US)
- Cheryl DeCande Jones (US)
- Dave Gordy (CA)
- Eileen Rall (US)
- Janet Jamieson (CA)
- Joni Johnson (US)
- Karen Manno (US)
- Kris Keigob (US)
- Lisa Hanigfold (US)
- Paul Peryman (NZ)

http://idainstitute.com/toolbox/transitions_management/
Social-Emotional Learning (SEL) Competency Clusters*

Relationship Skills
- Appropriate social conversation rules
- Social Communication Skills
- Social Cognitive Skills
- Social Relationships & Friendships
  - Perceiving & interpreting situations
  - Determining what to say
  - Executive Function

*Collaborative for Academic, Social, and Emotional Learning (CASEL)

Theory of Self-Determination
- Relatedness
- Competency
- Autonomy

How do we facilitate Self-Determination?
- Promote the development of self-esteem
- Support exploration of possibilities
- Encourage problem solving
- Help children understand their hearing loss
- Develop and understand the process of goal setting and planning
- Evaluating outcomes of choices and problem solving situations
- Promote choice making
- Promote reasonable risk taking
- Promote self-advocacy

Orientation to the Transitions Management Tool

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Getting Started
First Step: Reflect on how you are doing now; what is important to you, what is working well, and areas where you need help:

- Describe how your family communicates, and how you ensure each family member clearly understands what is being said.
- Describe how you and your family make important decisions.
- Describe how you and your family handle challenging or difficult situations.
- What are your current goals for managing your hearing loss or (if parent) your child’s hearing loss?
- What are your hopes and dreams (for yourself, or if parent, for your child)?

Happy and Healthy Lives
Consider how you make choices and decision about different aspects of your lives.

Emotional Wellness
Emotional wellness is based on how you feel. It is important to our overall health that we keep a healthy emotional life. For younger children, this may mean spending time with adults or other children with hearing loss. This helps them learn to understand themselves and cope with the challenges life can bring. It also involves the ability to understand and share feelings such as anger, fear, sadness, hope, love, and happiness. For teens and young adults, it can mean being able to manage stress levels in school or college and having a positive acceptance of their hearing loss. It can also mean getting enough sleep and knowing when and how to ask for help.

FRAMEWORK
- Inspired by Others
  - What points from video inspire you?
  - What skills do I need to know more about?
  - What is challenging for me?
- Am I Ready?
  - Questions to consider (Self-assessment)
  - Discuss answers with audiologist or someone close to me
- Develop New Skills-
  - practical suggestions on how to learn and grow
  - Key Areas:
    - Make choices
    - Make decisions
    - Solve problems
    - Set goals
    - Speak up for yourself
    - Monitor & evaluate your own behavior
    - Understand your own strengths & limitations

The World of a Child Aged 3-6: FOUNDATION & SUPPORT
Socially, children need to:
- Work cooperatively
- Participate in small groups
- Converse in pairs, small groups, and in the larger group
- Choose between activities
- Manage changing from one activity to the next
- Understand and comply with the rules of the classroom
- Learn directly from another and also incidentally

Children need to be able to:
- Indicate if their technology is not working
- Inform if they cannot hear
- Be able to choose and make decisions
- Navigate a socially complex situation

Environment 3-6
Did you notice?
3-6 Environment video clip

What may be challenging for my child?
Be Inspired By Others
Mackenzie talks about how she learned the hard way to use an FM system in kindergarten.

Be Inspired By Others
Mackenzie’s mother shares her hope and anxieties as Mackenzie was moving into a mainstream school environment and what she did to help her be successful.

Am I Ready?
Every child’s hearing journey is unique. To understand how your child is developing and how you can best support your son or daughter as they learn and grow, it can be helpful to think about how they manage with their hearing devices and interact with others in daily life. Following are some questions you can use to assess how your child is doing and what you may want to discuss with your child’s hearing care professional.

- Am I Ready?
  - How does your child feel about wearing their hearing aid(s)/cochlear implant?
  - Does your child wear their hearing aid(s)/cochlear implant regularly?
  - If no, what are the barriers to full-time use?
  - If your child does not want to wear the hearing aid(s)/cochlear implant, can they explain why?
  - Does your child have friends to play with?
  - Can your child describe to others why they wear hearing aids/cochlear implant?
  - What does your child do if they cannot hear or communicate well?
  - Does your child participate in conversation at meal times at home?
  - What do you do as parent(s) to ensure that your child can hear well and take part in communication?
  - Discuss your answers with your child’s hearing care professional to make sure they get the support they need.

KEY SKILLS for all age groups
- Make choices: Being able to choose a preference when two or more options are available
- Make decisions: Being able to consider possible solutions and select the one that best meets your own needs while also considering how it affects others
- Solve problems: Being able to find solutions for challenging situations
- Set and attain goals: Deciding on a goal and developing a plan to reach it
- Advocate for themselves: Knowing and standing up for one’s rights and communicating assertively
- Manage and assess own behavior: Being able to evaluate your own actions and drive your own learning
- Recognize own strengths, limitations and abilities: Identifying your own preferences, interests and abilities and using this to experience success

Develop New Skills: Practical Suggestions for How to Learn and Grow
For parents:
- Activities to help children develop the ability to steer their own lives in meaningful and satisfying ways
- Reach goals by continuously building and refining skills through practice and increasing expectations as children grow

EXAMPLE:
Choose what you like:
- Choose who you want to sit next to at dinner tonight
- Choose what you will do first tomorrow – get dressed or have breakfast
- Ask yourself: Do I like my choice?
The World of a Child Aged 6-9: DISCOVERY

Socially, children need to:
• Hear and understand the rules of play activities and adjust if they change
• Take cues from peers
• Wait for their turn
• Collaborate with others
• Converse between activities
• Manage change between activities

Children need to be able to:
• Concentrate in noise
• Communicate with teachers and peers in learning situations
• Indicate if their technology is not working
• Inform if they cannot hear
• Be able to choose and make decisions

What may be challenging for my child?

Environment:
• Impulsive
• Busy
• Noisy
• Active

Am I Ready?

• How do you feel most of the time?
• Do you have friends you can play with at school?
• Can you hear and take part when your family talks around the dinner table at home?
• How do you feel about telling others about your hearing aids or CIs?
• Do you know how to change your batteries?
• Do you tell your parents or teacher if your hearing aids or CIs aren’t working?
• If you cannot hear your teacher, do you have some ideas for what you can do? What could you do?

Discuss your answers with your child’s hearing care professional to make sure they get the support they need.

Develop New Skills: Practical Suggestions for How to Learn and Grow

For parents:
• Activities to help children develop the ability to steer their own lives in meaningful and satisfying ways
• Reach goals by continuously building and refining skills through practice and increasing expectations as children grow

EXAMPLE: Make a decision:
• Decide who you will ask to play with you tomorrow at school
• Decide when you will work on your homework for school
• Ask yourself:
  • Why did I make that decision?
  • Was it a good decision?
  • Why was it good/not so good?

Being a Tween: EXPLORATION

Socially, you need to:
• Get to know other children and talk to your friends
• Understand what your classmates are saying and adjust the way you behave
• Choose between activities and make decisions
• Work together with others

You need to be able to:
• Concentrate in noise
• Keep up with conversations with one or more friends or classmates
• Understand your teachers and classmates when you do schoolwork
• Ask for help if your hearing device is not working

What may be challenging for me?

Environment
Simone is a professional ballet dancer who has cochlear implants. In this video, she shares how she learned to speak up for herself in her mainstream school setting.

Be Inspired by Others
Makenzie
Be Inspired by Others
Mackenzie and her mother, Alison, describe Makenzie’s transition into middle school and the steps they took to make sure she could be happy and successful.

Am I Ready?
- How do you feel about wearing hearing aids or CIs?
- How do you like to learn new things?
- How do you like sports and exercise?
- Spending time with friends-
- When you cannot hear well-
- Your place in the world?

Discuss your answers and notes with your audiologist or someone close to you.

Be Inspired by Others
Caroline is a teacher of the Deaf. In this video, she relates how she refused communication support at secondary school, and offers advice to students and their parents who may be going through a difficult adjustment.

Develop New Skills: Practical Suggestions for How to Learn and Grow
Every day in school and when you are with your friends, you learn something about yourself. You learn about what you like and dislike and what happens when you make decisions. You also learn to speak up for yourself and explain who you are to others. And you discover what you are particularly good at, and what new skills you would like to learn.

EXAMPLE: Solve a problem:
Think of a problem you experience sometimes that is related to your hearing loss. What can you do to solve it? Think of a problem you experience with others at school from time to time. What can you do to solve it?

Ask yourself:
- Why did I choose the solution I did?
- Did my solution work?

Being a Teenager: CO-EMPOWERMENT

Socially, you need to:
- Take and act on directions in the workplace
- Participate in one-on-one, small, and large group conversations in school
- Explain your hearing loss to peers, teachers, and coworkers

You need to be able to:
- Speak up for yourself and say you have a hearing loss
- Ask for support when you need it
- Apply communication strategies to hear well
- Explain to others how they can help you

What may be challenging for me?

Environment:
- Noisy
- Busy
- Challenging for conversations

12-18 years

Be Inspired by Others
Simone is a professional ballet dancer who has cochlear implants. In this video, she talks about the difference between secondary school and high school and managing hearing loss in a mainstream environment.
Develop New Skills: Practical Suggestions for How to Learn and Grow

Every day in school, when you spend time with your friends, or when you pursue personal interests such as hobbies or sports, you learn something about yourself. You learn about what you like and dislike and what happens when you make decisions. You also learn to speak up for yourself, including how to explain to others how they can help you hear better. And you discover what you are particularly good at, and what new skills you would like to learn.

EXAMPLE: Set goals and meet them:

- Set a goal for yourself – something you really want to learn or do. Now write down one or two activities that you can engage in, or people you can meet with, to bring you closer to your goal.
- Write down goals you would like to include in regular planning meetings with your teachers. What can help you achieve these goals?

Ask yourself:
- Are my goals realistic?
- Who else can help me?
- How will I know when I have achieved my goal(s)?

Being a Young Adult: PERSONAL RESPONSIBILITY

Socially, you need to:
- Collaborate with others at university or in the workplace
- Form relationships with others so they understand and respect your needs
- Explain your hearing loss

You need to be able to:
- Speak up for yourself and say you have a hearing loss
- Identify and ask for the support you need to hear and communicate well

Apply communication strategies to hear well
- Explain to others how they can help

What might be challenging for me?

Be Inspired by Others

Lauren is an audiologist. In this video, she describes her transition from high school to college. Lauren was unaware that she could ask for resources to help her study and so went through her undergraduate studies without a FM system or a note taker. Today, she wishes she had known better.
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Slide 49
Be Inspired by Others
Kathleen reflects on a period of depression she went through in her early 20s after she came to the realization that she had missed out on certain social milestones.

Slide 50
Am I Ready?
- How do you manage stress?
- How would you describe these parts of your life?
- Do you have a friend or group of friends with whom you feel comfortable discussing events and your shared interests (e.g., sports, movies, politics)?
- How will you make decisions about your career?
- If you plan to go to college or university, how will you make sure you can follow the classes?
- If you cannot hear what somebody is saying, what do you do?
- When someone asks you about your hearing aids or CI, what do you do?
- At your job (student or full-time), what will you do if your co-workers refuse to adjust their communication style so that you can follow conversation?
- If you are in a noisy place such as in a bar or at a concert and someone wants to talk to you, what do you do?
- My next steps should be: Discuss your answers and notes with your audiologist or someone close to you.

Slide 51
Every day at work or your place of education, and when you spend time with your family and friends, you continue to learn something about yourself. You develop new skills, refine how you make good decisions and discover your personal preferences in matters that are important to you. You also continue to speak up for yourself and explain to others how they can help you hear and communicate better.

EXAMPLE: Speak up for yourself:
Think of situations where you need to speak up on your behalf. For example:
- Practice talking about your hearing loss with someone you know well
- Decide how you will talk about your hearing loss when going for job interviews
- Think about how you will tell a possible date about your hearing loss

Ask yourself:
- What was good/less good about the approach I took?
- What did it feel like to do it this way?
- Will I do it the same way next time?

Slide 52
Develop New Skills: Practical Suggestions to Expand and Flourish
Every day at work or your place of education, and when you spend time with your family and friends, you continue to learn something about yourself. You develop new skills, refine how you make good decisions and discover your personal preferences in matters that are important to you. You also continue to speak up for yourself and explain to others how they can help you hear and communicate better.

EXAMPLE: Speak up for yourself:
Think of situations where you need to speak up on your behalf. For example:
- Practice talking about your hearing loss with someone you know well
- Decide how you will talk about your hearing loss when going for job interviews
- Think about how you will tell a possible date about your hearing loss

Ask yourself:
- What was good/less good about the approach I took?
- What did it feel like to do it this way?
- Will I do it the same way next time?

Slide 53
Managing Transitions: Discussion
As an audiologist, how can this tool support your work with families and children and youth as they move through these transitions?

Tools: www.idainstitute.com
- My World Pediatric Tool
- Telecare for Teens and Tweens
- My Turn to Talk for Parents
- My World Pediatric Tool
- Telecare for Teens and Tweens
- My Turn to Talk for Parents
- Articles:
  - Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice, Christopher Nelme and Richard M. Ryan; University of Rochester, New York, USA; Sage Publications, 2009
  - Planning Successful Transitions from School to Adult Roles for Youth With Disabilities; Gillian A. King, Patricia J. Baldwin, Melissa Currie, and Jan Evans; Thames Valley Children’s Centre, London, Ontario, Canada; Lawrence Erlbaum Associates, Inc. 2005
  - Self-Determination and Student Transition Planning Knowledge and Skills: Predicting Involvement Michael L. Wehmeyer, Susan B. Palmer, Jane H. Soukup, Nancy W. Garrett, and Margaret Lawrence Beach Center on Disability University of Kansas, Lawrence Erlbaum Associates, Inc. 2007.
  - Transitions in the Lives of Children and Young People: Resilience Factors; Scottish Executive Education Department; 2002
  - Rite of Passage; Hans Henrik Philipsen; Audiology Today, Mar/Apr 2015.
  - Wellness Skills and Development Chart; Cheryl DeConde Johnson
  - Parenting a child with chronic illness as they transition into adulthood: A systematic review and thematic synthesis of parent experiences; Heath, Gemma; Fair, Albert; Shaw, Karen. Patient Education and Counseling, 2016.
  - Leaving School — What are the options for your deaf child? NDCS, 2016.
  - Supporting deaf young people through transition: Successful transitions to adulthood for people with hearing loss (England); NCSC, National Sensory Impairment Partnership, and Department for Education, 2016.

Resources: Other Clinical Tools & Articles about Transition
Tools: www.idainstitute.com
- My World Pediatric Tool
- Telecare for Teens and Tweens
- My Turn to Talk for Parents
- Articles:
  - Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice, Christopher Nelme and Richard M. Ryan; University of Rochester, New York, USA; Sage Publications, 2009
  - Planning Successful Transitions from School to Adult Roles for Youth With Disabilities; Gillian A. King, Patricia J. Baldwin, Melissa Currie, and Jan Evans; Thames Valley Children’s Centre, London, Ontario, Canada; Lawrence Erlbaum Associates, Inc. 2005
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