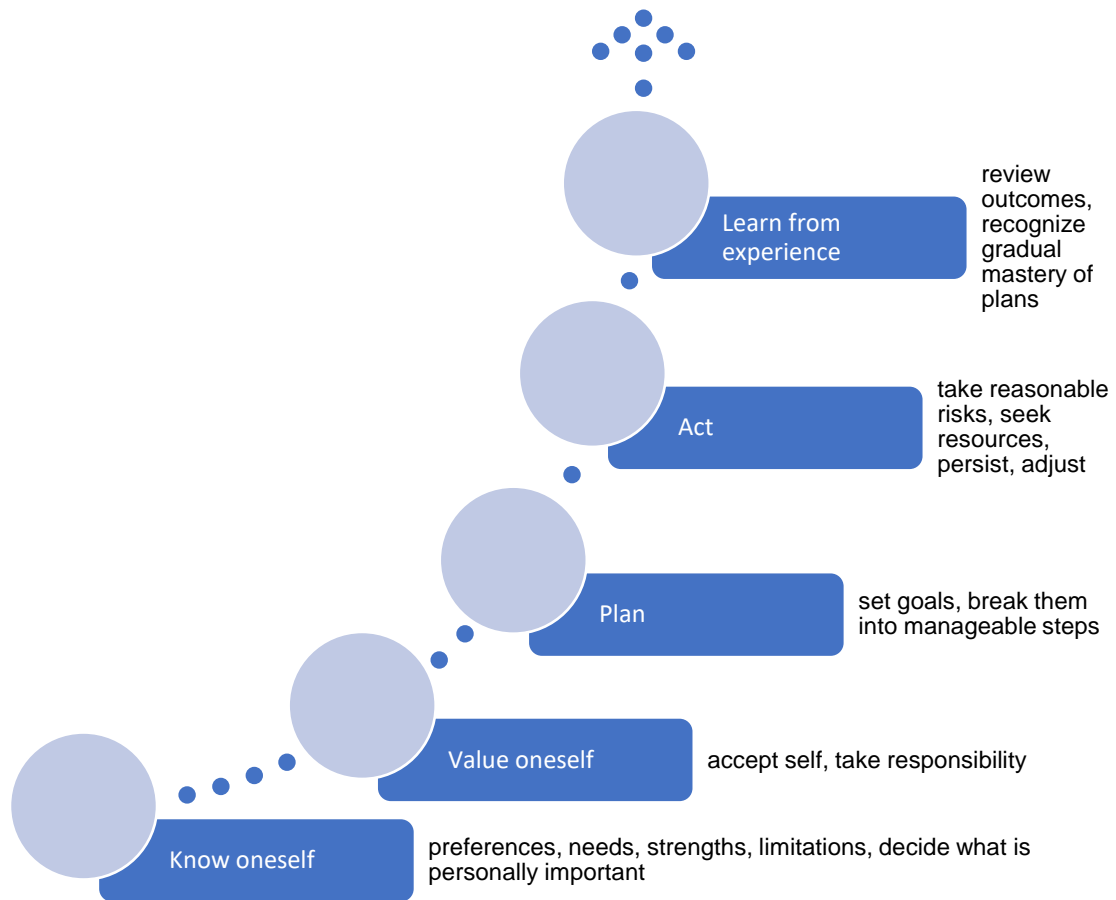


Unit 4.4

Worksheet: Which “teachable step”? (know, value, act, plan, learn)



Source: Erwin, E. J., & Brown, F. (2003). From theory to practice a contextual framework for understanding self-determination in early childhood environments. *Infants & Young Children*, 16, 77–87.

Age 6-8

- _____ Help child understand his/her hearing loss
- _____ Provide opportunities to evaluate one's work
- _____ Promote involvement in community activities (e.g., sports, art, drama).
- _____ Teach organizational skills
- _____ Provide opportunities to make choices, decision, evaluate outcomes
- _____ Help set simple goals, check on progress
- _____ Avoid prompting or assisting when not truly necessary

Others?

Age 9-11

- _____ Role-play situations in which one needs to practice self-advocacy
- _____ Help learn to look at situations from multiple perspectives
- _____ Read books about different careers
- _____ Help explain one's hearing loss, its potential impact, the use of equipment, accommodations
- _____ Provide opportunities to reflect on and evaluate their performance of specific tasks
- _____ Increase understanding of impact of environmental factors (noise, attentiveness, distance, fatigue) on learning
- _____ Help increase ability to work with interpreters, note takers, remote mics

Others?

Source: Luckner, J. & Sebald, A. (2013). Promoting self-determination of students who are deaf or hard of hearing. *American Annals of the Deaf*, 158(3), 377-386.