

MODULE IV - UNIT 4

FAMILY-CENTERED AND
CHILD-CENTERED CARE AGE 6-12
INSTRUCTOR'S GUIDE



Estimated time for unit: 1.25 hours

1. Goals

- a) List five teachable skills that support self-determination development
- b) Give an example of an age-appropriate application of Growing Up with Hearing Loss
- c) Demonstrate age-appropriate child- and family-centered communication skills with My Hearing Explained for Children
- d) Demonstrate the use of Living Well for Tweens

2. Concepts to master

- Self-determination is defined as a combination of attitudes, knowledge, and skills that enables individuals to make choices and engage in goal-directed, self-regulated behavior, allowing people to feel that they have control over their choices and lives.
- Self-determination is an underpinning to children's rights as described by UNICEF in Unit 1, and its development can be promoted in five teachable skills.
- Non-intrusive, child-centric counseling tools can be employed to teach of these skills, wherein clinicians can engage children in "self-determination conversations" about their lives, challenges, options, and decisions.

3. Reading/preparation

Homework from unit 3

Read Smith & Wolfe (2019), Supporting Theory of Mind Development

https://journals.lww.com/thehearingjournal/Fulltext/2019/05000/Supporting_Theory_of_Mind_Development.4.aspx

4. Lectures

Family-Centered and Child-Centered Care (age 6-12)

In this unit, we continue to extend our consideration of blended family-centered and child-centered care regarding ages 6-12. We focus on self-determination, which includes subset skills such as self-efficacy (belief in one's abilities, specifically to meet challenges, complete tasks), self-advocacy (skills and confidence to speak up for oneself and

things that are important), self-regulation and self-awareness (healthy management of thoughts, feelings, actions), and self-esteem (overall feeling of one's worth or value). The unit will first consider relevant attitudes, knowledge, and skills involved with developing self-determination, and then examine the teachability of this life skill. Demonstrations of three counseling tools provide examples for clinical use.

5. Activity

Activity #1: Homework report: Supporting Theory of Mind development

Class discussion of article on ToM development among children with hearing loss, and authors' recommendations.

Prompts:

- Significant delays in “false belief understanding” compared to children with normal hearing
- Delay in understanding others' beliefs has consequences for a child's social interactions and pragmatic communication
- Likely cause: less audibility, limited access to conversations
- Delays in ToM skills can have a significant negative impact on the development of social relationships and academic achievement
- Recommendations (see headings)
- “Eyes open, ears on”
- Access! Remote mic
- Close proximity

Question: how to advance these recommendations to families?

Activity #2: Mind mapping: Lightning round

Instructor: Break class into 3 groups and assign each group a topic (attitudes, knowledge, or skills) to write in the central circle. Remind learners to keep children ages 6-12 in mind during assignment, and then ask each group to generate a mind map for their topic (i.e., brainstorm characteristics associated with assigned without worrying about order and structure). Time limit: 3 minutes!

Activity #3: Teachable skills worksheet

With worksheet 4, ask students to label each “promoting self-determination skill” with a relevant “teachable step”.

Ages 6-9, sample answers (more than one answer could apply; discuss interpretations)

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

Ages 9-12, sample answers (more than one answer could apply; discuss interpretations)

- Role-play situations in which one needs to practice self-advocacy: PLAN, ACT
- Help students learn to look at situations from multiple perspectives: KNOW ONESELF, VALUE ONESELF
- Read books about different careers; KNOW ONESELF, LEARN FROM EXPERIENCE
- Help explain one’s hearing loss, its potential impact, the use of equipment, appropriate accommodations: KNOW ONESELF, PLAN, ACT
- Provide opportunities to reflect on and evaluate performance of specific tasks: LEARN FROM EXPERIENCE
- Increase understanding of environmental factors on learning: LEARN FROM EXPERIENCE
- Help increase ability to work with interpreters, note takers, remote mics; VALUE ONESELF, LEARN FROM EXPERIENCE

Activity #4: Reflection paper

Give students 5 minutes of reflection time and ask them to consider/respond to the question "If a child wants to discuss his/her answers with you (Growing Up with Hearing Loss, Age 6-9 Self-Assessment), what skills do YOU need?" Ask students to hold on to this reflection as it will be a recurring theme throughout their academic program. Option: depending on trust and comfort levels, students may want to discuss their thoughts with the class.

6. Homework

1. Open Develop New Skills for age group 9-12 years:

https://idainstitute.com/tools/growing_up_with_hearing_loss/get_started/9_12_years/develop_new_skills/#siblingnav

- Download Practical Suggestions on how to Learn and Grow (bottom of page)
- Compare two versions (for ages 6-9 and 9-12) of practical suggestions
- How is development/growth in self-determination represented? Be prepared to discuss.

2. Practice online version of Living Well for Teens

- https://apps.idainstitute.com/apps/lw_tween_en
- Complete 2 situations with hypothetical tween in mind; email or pdf
- Be prepared to discuss pros and cons compare to paper version