



MODULE IV - UNIT 5

FAMILY-CENTERED AND
CHILD-CENTERED CARE AGE 12-18
INSTRUCTOR'S GUIDE

Estimated time for unit: 1.25 hours

1. Goals

- a) List a set of self-advocacy skills for this age group
- b) Describe the relationship between Theory of Mind and language development
- c) Provide three examples of self-determination goals for young people ages 12-18
- d) Demonstrate use of four counseling tools designed to support these developments and person-centered care

2. Concepts to master

During the ages 12-18, young people gradually develop the capacity to self-advocate for their needs as individuals with hearing loss. Our assistance helps them acquire relevant information about their legal rights and protections, as well as developing personal and interpersonal skills needed to explain those needs with diplomacy and clarity. Optimally, they will be provided opportunities to apply their knowledge and practice their skills.

During this life stage, young people also continue to develop in social cognition, or Theory of Mind, whereby their understanding of other people's thoughts, feelings, beliefs, and intentions become more sophisticated and insightful. The development of social cognition/Theory of Mind is directly related to language development.

An overarching task during adolescence is the development of self-determination skills, defined as the ability to make choices and manage one's own life. Conditions needed to acquire self-determination include an ongoing development of competence, a sense of connection and belonging, and autonomy (i.e., capacity and opportunity to decide for oneself)

These essential developmental tasks can be supported with a variety of counseling tools, including four presented in this unit.

3. Reading/preparation

Homework from unit 4

To demonstrate use of Living Well for Teens and Tweens, students will work in pairs:

- Download paper version of this tool
- Complete as hypothetical teen and HCP
- Bring copy to next class

Discussion:

- Evaluate: ease of use, other observations?
- Compare to online version: Pros and cons

4. Lectures

Family-Centered and Person-Centered Care (age 12-18)

In this unit, we extend our model of “centeredness” from Family-Centered + Child-Centered Care (ages 3-12) to Family-Centered + Person-Centered Care (ages 12-18), in response to the patient’s increasing capacity in self-expression, self-direction, and cognitive development. As patients approach young adulthood, we actively increase our focus on preparing the patient for eventual independence.

The tween and teen years involve psychological changes and growth in the areas of self-advocacy, advanced Theory of Mind, and self-determination. These concepts serve as the basis for age-appropriate audiologic counseling tools, four of which are included in this lecture, with practice opportunities and discussion questions.

5. Activity

Activity #1: Teachable skills worksheet

With worksheet 5, ask students to label each “promoting self-determination” skill with a relevant “teachable step.”

Ages 12-18, sample answers (more than one answer could apply; discuss interpretations)

- Take opportunities to make decisions on day-to-day activities (academic goals, hobbies, careers, schedules, health issues): KNOW SELF, PLAN
- Take opportunities to evaluate decision outcomes: LEARN FROM EXPERIENCE

- Learn how to break long-term goals into short-term objectives: PLAN, ACT
- Identify personal barriers to communication (group discussions, lighting, background noise): KNOW SELF, PLAN
- Practice communication skills for successful interactions: KNOW SELF, PLAN, ACT
- Implement strategies to aid comprehension: PLAN, ACT, LEARN FROM EXPERIENCE
- Practice how to make requests for academic and social supports from general education teachers, support staff: VALUE SELF/TAKE RESPONSIBILITY
- Take opportunities to increase involvement in IEP meetings: VALUE SELF/TAKE RESPONSIBILITY, PLAN ACT
- Use scenarios, roleplaying to develop self-advocacy skills: PLAN, ACT
- Increase understanding of legal rights while in school and after graduation: VALUE SELF/TAKE RESPONSIBILITY, PLAN, ACT

Activity #2a/b/c: Role-play with three online tools

To experience the use of online tools, a student will volunteer to role-play a teen with hearing loss with the first tool:

a. Living Well for Teens Online

After the volunteer role-plays how a young person might answer the self-assessment questions, he or she will be asked to save the completed version and submit by email to the instructor. Discussion is then opened up to the class:

- Ease of use, other observations?
- Does this tool support:
 - Separation-Individuation? If so, how?
 - Theory of Mind? If so, how?
 - Self-determination? If so, how?

The roleplay and discussion steps are repeated for two more tools:

b. The People I Talk to For Teens

c. Why Improve My Communication?

Activity #3: Reflection paper

Give students five minutes of reflection time and ask them to consider/respond to the question “If you were a hearing care professional today, how comfortable would you feel using these tools with patients aged 12-18? Would you need some support, and if so, what kind?” Option: depending on trust and comfort levels, students may want to discuss their thoughts with the class.

6. Homework

Homework for next time: Living Well with Hearing Loss for Teens

- Students will work in pairs:
- Download paper version of this tool
- Complete as hypothetical teen and HCP
- Bring to next class
- Evaluate: Ease of use, other observations?
- Compare to online version: Pros and cons