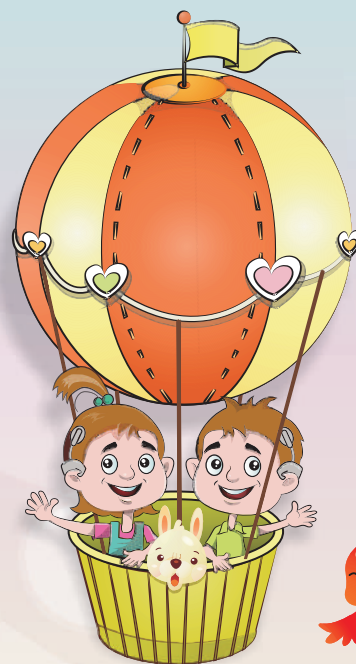**Self-Advocacy**

"Let Them Soar To New Heights"

Carol Flexer, PhD, CCC-A; LSLS Cert. AVT
and
Ritu Nakra,B.Sc(Hons)Physics;P.G (N.I.F.T); B.Ed Special Education (H.I); LSLS Cert. AVT

HearMeSpeak
communication is the essence of human life

INTRODUCTION
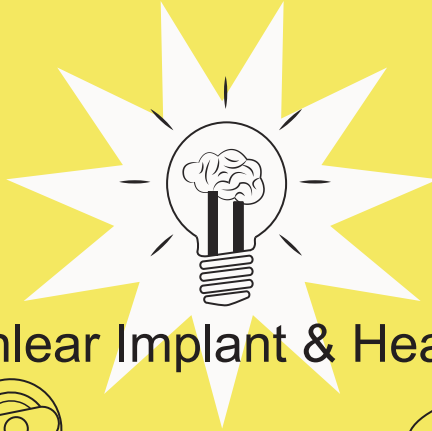
Dear Parent / Professional :

Self-advocacy literally means 'the action of representing oneself or one's views or interests.' Being able to perform tasks independently infuses a child with a sense of purpose and worthiness. Developing self-advocacy skills helps children gain awareness of their own personal preferences, strengths, interests, potential, and challenges. Self-advocacy enhances a child's executive functioning by teaching them the art of consideration of multiple options after calculating the consequences of their actions. Most important, social/emotional development derives from self-confidence and the ability to communicate feelings.
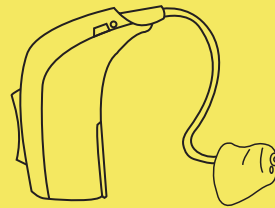
These training cards are excellent resource materials for developing self-advocacy skills in your young child. Each card is self-explanatory and displays a specific objective and a specific goal. Teaching your child these skills will help him/her confidently communicate and explain about: their hearing loss; care and maintenance of their hearing device; and their conversational needs in different environments. Self-advocacy skills will facilitate your child's social integration, which is our ultimate AIM!
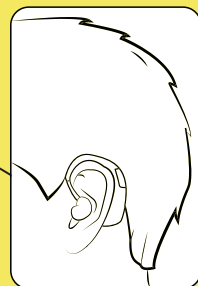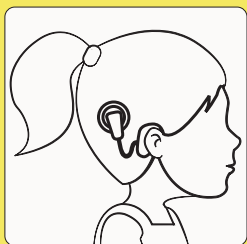
Our Best Wishes,
Carol Flexer, PhD, CCC-A; LSLS Cert. AVT
Ritu Nakra, B.Sc(Hons) Physics; P.G (N.I.F.T.); B.Ed Special Education (H.I); LSLS Cert. AVT

Cochlear Implant & Hearing Aid

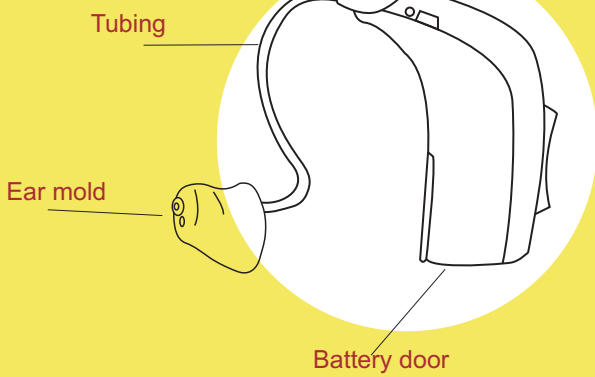Can say the name of their device, for example, hearing aid or cochlear implant.
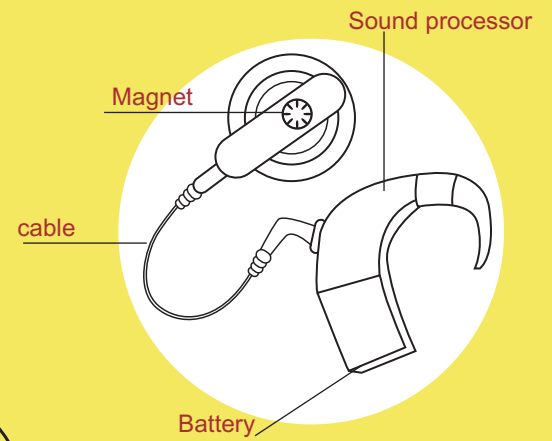
Puts on his\her own hearing device.

Takes off his\her own hearing device.

Cochlear Implant

Sound processor

Magnet

cable

Battery

Hearing Aid

Tubing

Ear mold

Battery door

Is able to point to the external parts of cochlear implant,
such as: coil, cable, magnet, battery and sound processor or
part of the hearing aid such as ear mold, battery door and tubing.
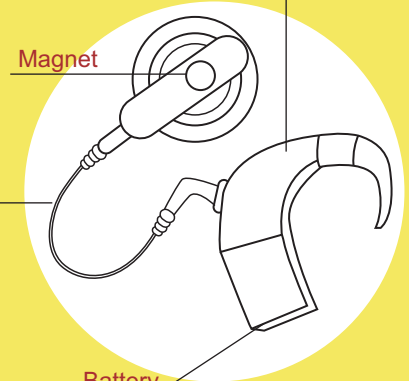
Tubing

Ear mold
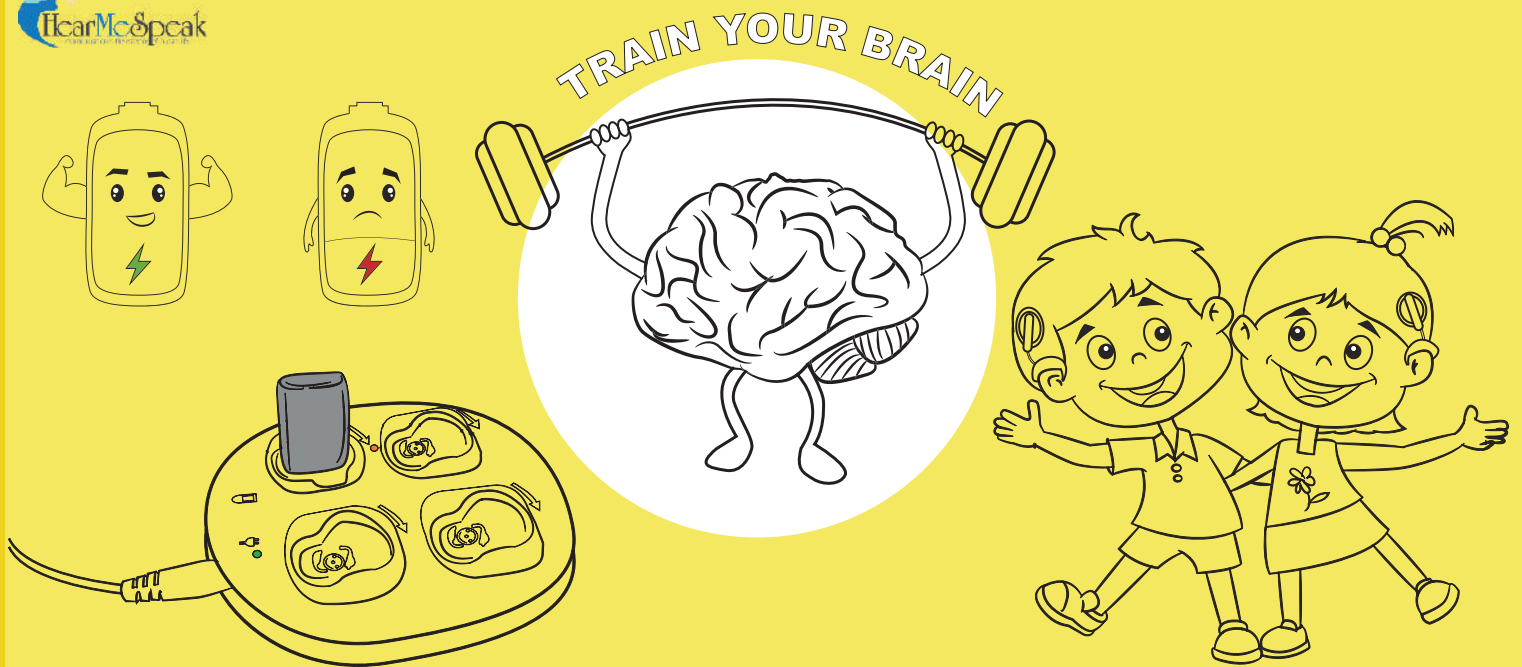
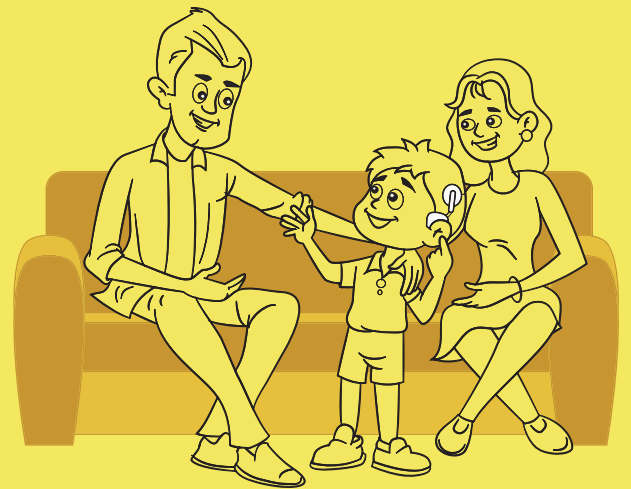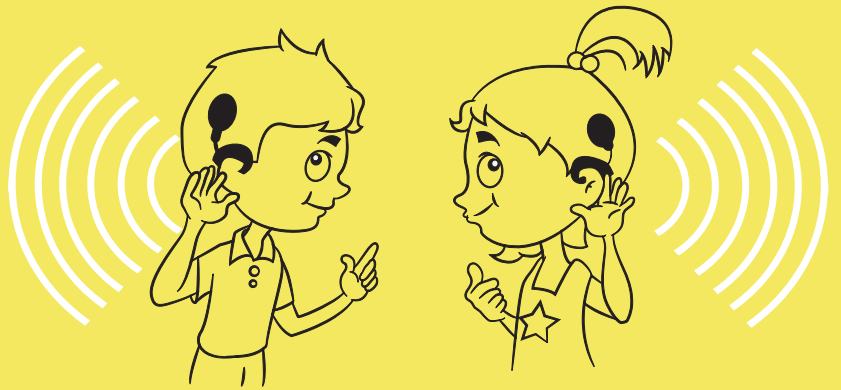Battery door

Sound processor

Magnet

cable

Battery

Can tell the accurate names of the external part of the implant such as cable, processor, magnet and battery, or parts of the hearing aid such as ear mold , tubing and battery door.
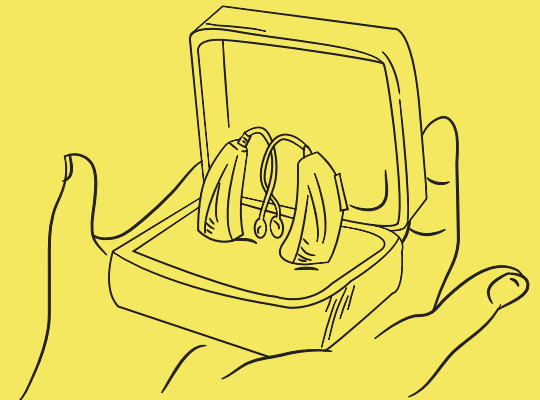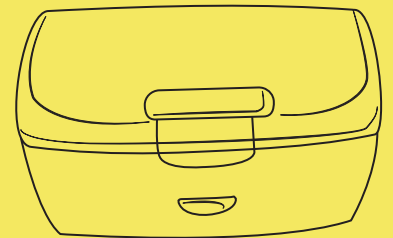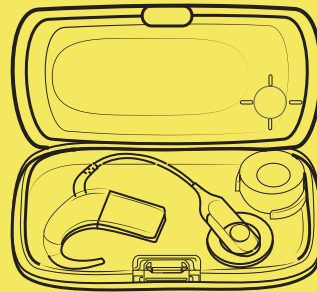
TRAIN YOUR BRAIN

Demonstrates understanding that the battery of the cochlear implant needs to be charged by saying, something like, battery needs charging" or by pointing to the battery charger or to the battery compartment on their device.
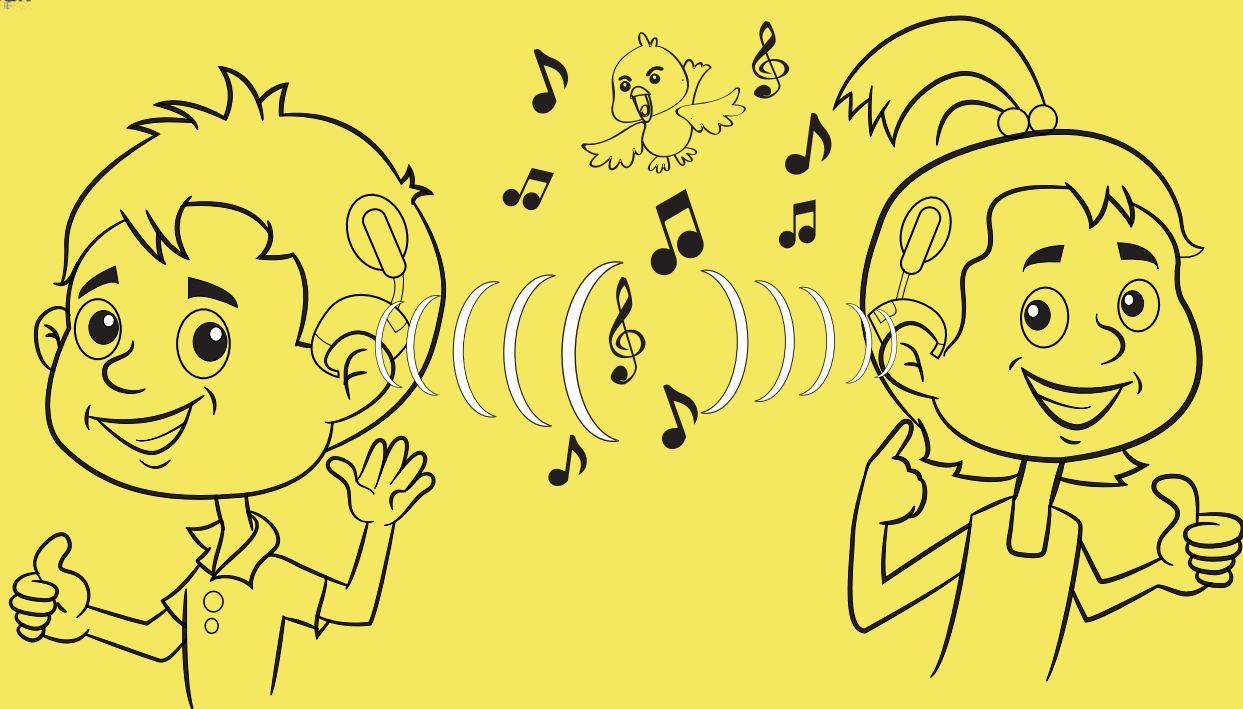
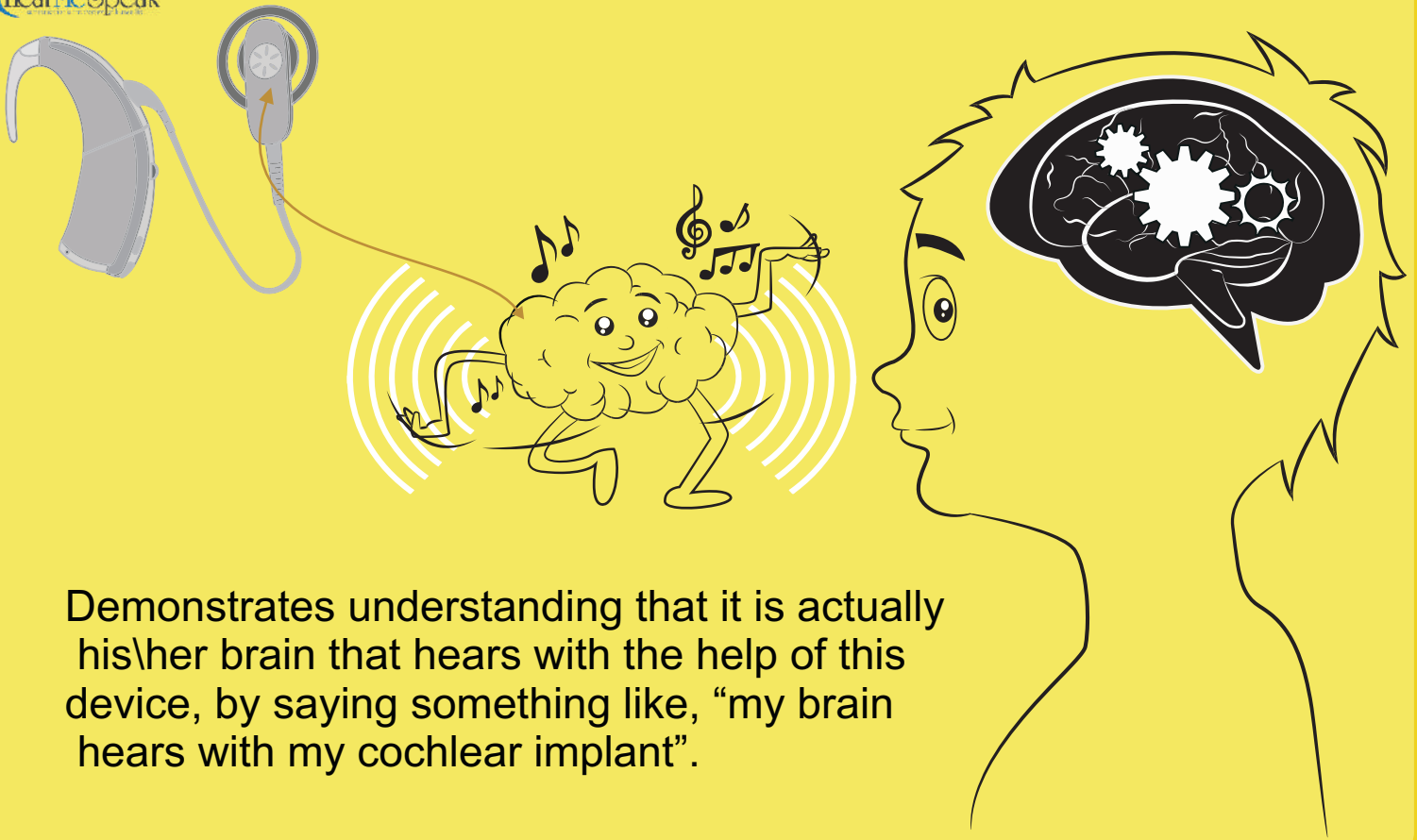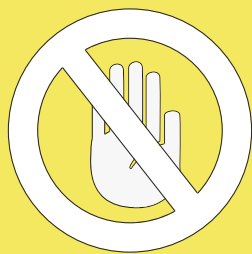Informs the parent- teacher when the battery needs to be charged.

Demonstrates knowledge that their device is kept in a specific, safe place when not worn, typically a dry-aid box, by pointing to the dry-aid box or by placing their device in the box.
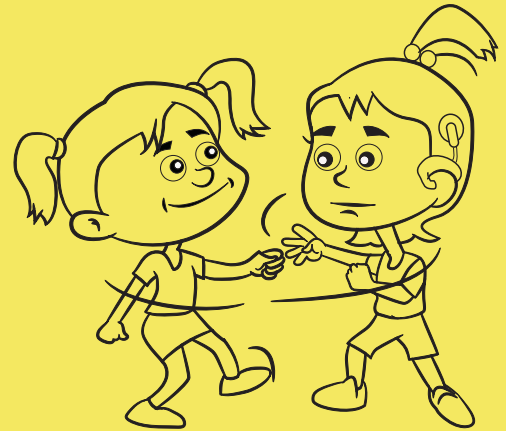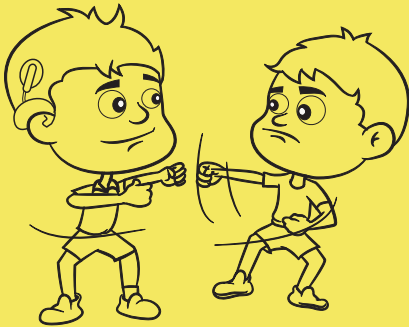
Demonstrates understanding about why they are wearing their hearing device by saying something like, " I hear with my cochlear implant".

Demonstrates understanding that it is actually his\her brain that hears with the help of this device, by saying something like, "my brain hears with my cochlear implant".
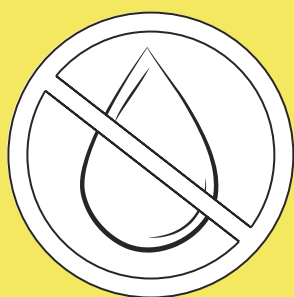
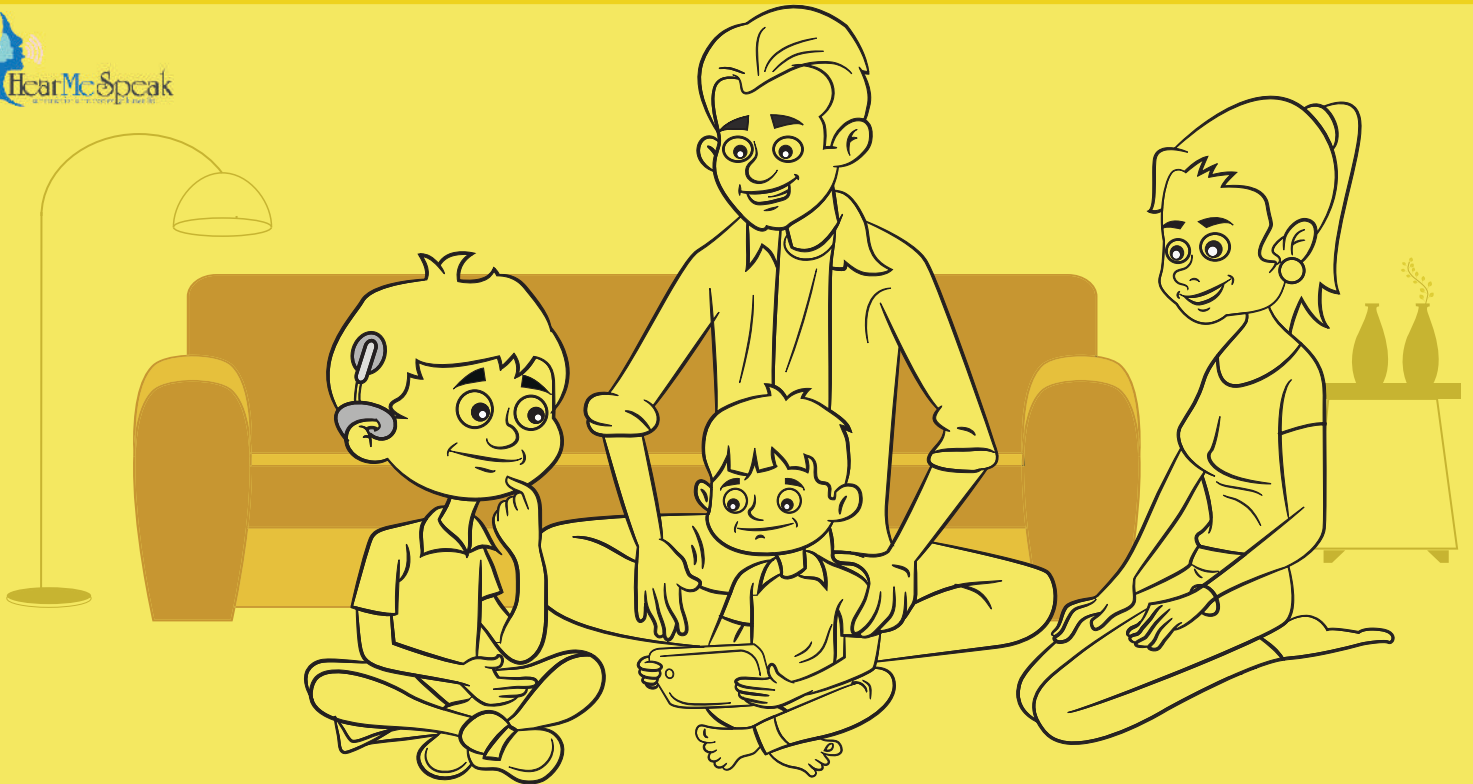Does not let anyone, other than parents or teacher, touch his\her device.

Demonstrates knowledge about how to protect their device while playing by, for example, avoiding activities that have the probability of the device falling off or getting damaged, such as rough sports.
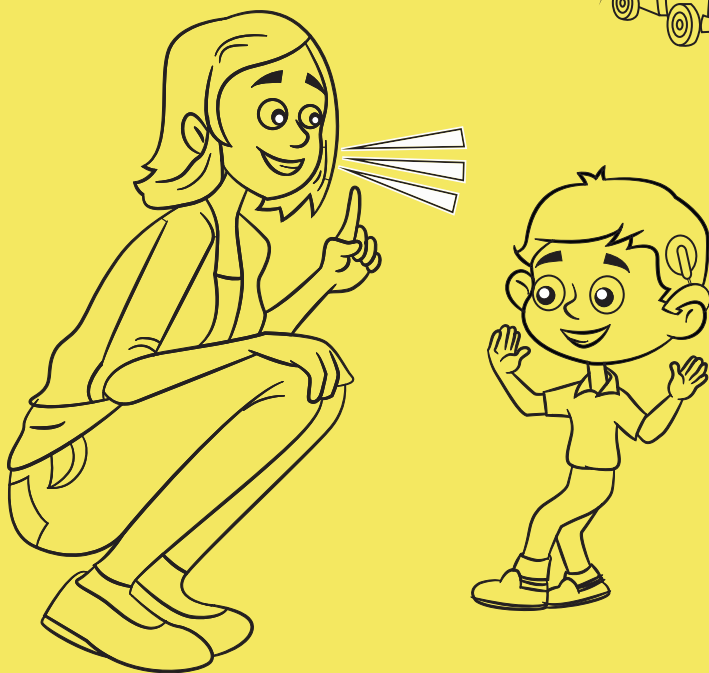
Demonstrates knowledge about how to protect the device from getting wet by, for example, wearing a rain hat, or using an umbrella, or by removing the device before swimming or bathing (unless the device is waterproof).
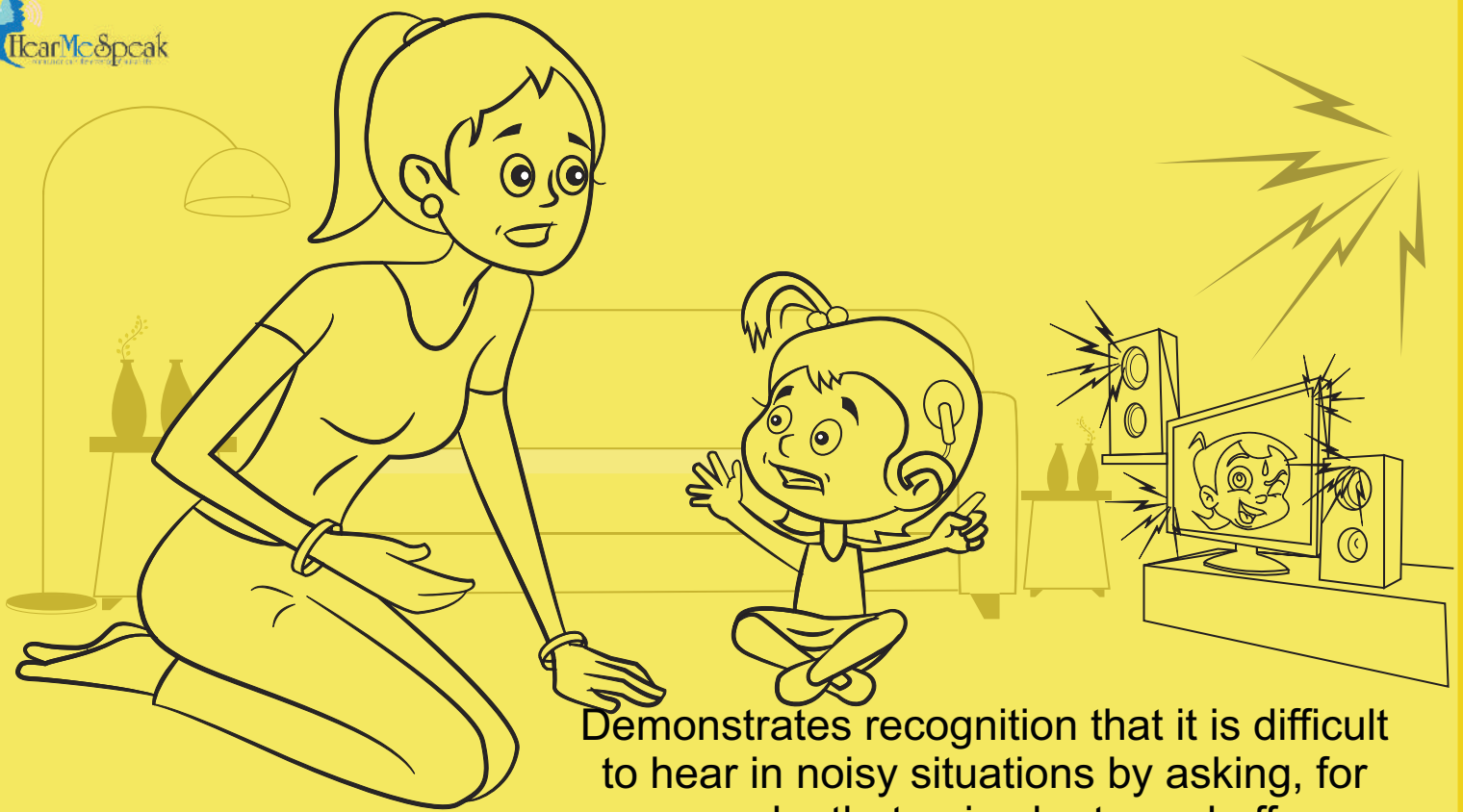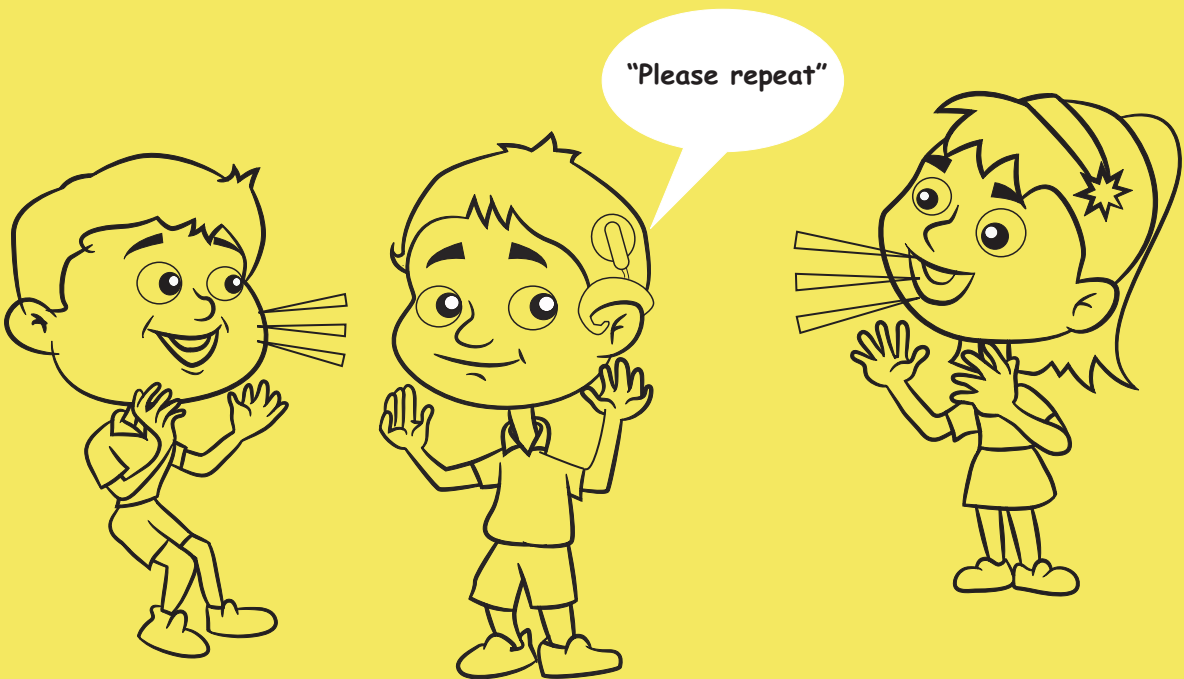
Demonstrates understanding about why their sibling is not wearing the same device by saying, for example," you hear with your ears, I hear with my device (and we both hear with our brain)".
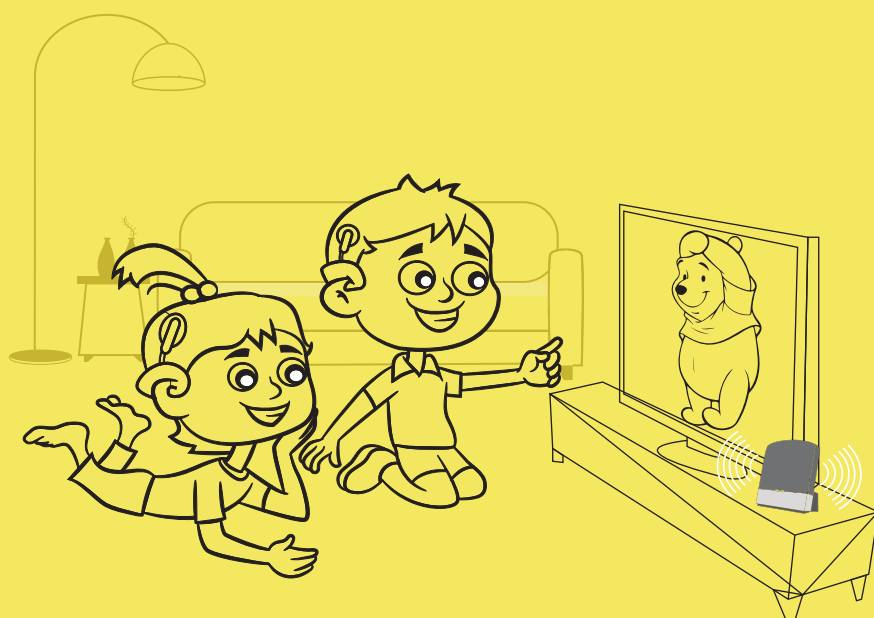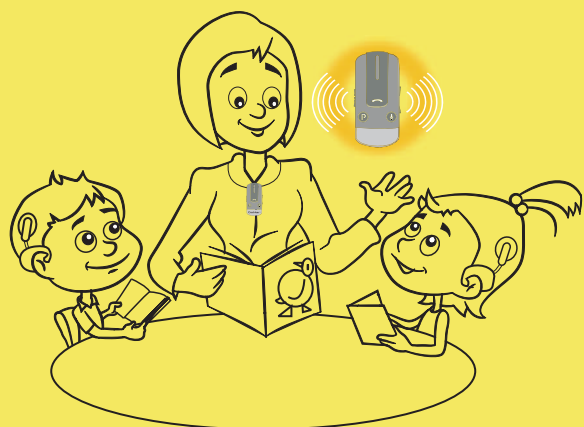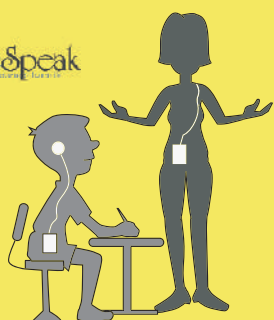
Child demonstrates recognition of the problematic effect of distance from the sound source by moving closer to the talker
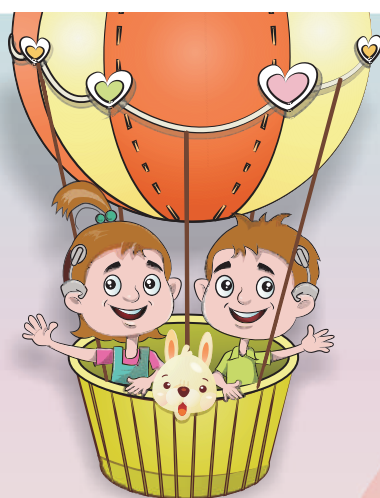
Demonstrates recognition that it is difficult to hear in noisy situations by asking, for example, that noise be turned off or the door be closed.

Asks for repetition or clarification when not hearing or understanding the speaker by saying, for example, "please tell again" or "please repeat".

Uses an assistive device such as an FM system or a mini- microphone + collar microphone or a TV streamer at home and at school.

HearMeSpeak

communication is the essence of human life

Designed and Co-Authored by:

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Illustrations: Ashok pal