



## *Supporting Success for Children with Hearing Loss Teacher Tools Membership Materials*

**Welcome to *Kool Kidz Vidz!*  
Your students have valuable insights  
to share with other students!**

### **How it works**

Interested Teacher Tools members can select students who are interested in sharing their insights with other kids with hearing loss. They can be hearing aid users, cochlear implant users, communicators via sign language or cued speech. In other words, any students with hearing loss who are being served via an IEP. Videos can also be recorded with young adults in college. Each teacher can submit up to three videos (3 students or 1 student with 3 videos).

1. Select interested student(s) at least age 13 through age 21. Video of DHH student pairs is permitted.
2. Discuss with your students the potential questions, issues, experiences they would like to have filmed
3. Obtain written parent consent using the provided SSCHL consent form
4. Keep one the original signed parent consent and send a scanned copy via email to [teachertools@success4kidswhl.com](mailto:teachertools@success4kidswhl.com) along with

- a. the main topic the student will be addressing (only one main topic from list below, can address multiple questions from each topic; that there is some overlap in topics)
- b. the grade/gender of student (no real student names, school, state, city specified)
- c. the name that your student will be using (i.e., Tom Sawyer, Luke Skywalker)

Note: Teacher Tools reserves the right to request that a topic and/or false name be changed in an effort to manage multiple names or balance the number of topics addressed.

- d. Once this information has been reviewed, the teacher will be given the go ahead to record the video and emailed information to allow the full 3-10 minute video to be sent to Karen.
- e. Record the video using your iPad, video camera, laptop, Smart Phone or other device (mp4). Once you have completed the final version send it to Karen for final review and uploading.

### **Requirements**

**Parent consent:** No Kool Kidz Vidz video can be recorded without signed and submitted parent consent. Teachers may provide the parents with a copy of the video or arrange for them to view it, if requested. Parent review would be accomplished prior to informing Karen at Teacher Tools that the video is completed. The parent can keep a copy of their child's video if they desire.

**Sharing:** The teacher cannot upload the video to any school or personal website or email it to anyone for any purpose. The *only* exception is to provide the video to the parent for review, as desired.

**Length:** Videos should be at least 3 minutes and not exceed 10 minutes in length. Ideal length is 5-6 minutes. Videos not complying with the length restrictions are unacceptable.

**Topics:** For the video to be accepted for upload onto Teacher Tools, the student must communicate primarily about just one of the five main topics. Students should be encouraged to describe their experiences, challenges, solutions, triumphs and feelings as they relate to their selected topic. Any/some/all of the bulleted items underneath the chosen topic heading can be discussed in one video. Keep it positive! Encourage students to role play how they would respond in challenging situations.

**Style:** The concept is for the student to be sharing their experiences and insights with other students. Although occasional teacher prompting is acceptable, the student should be prepared to talk about the topic independently, not in an interview format. Students should be encouraged to look into the camera (i.e., keep eye contact with the blue camera light) so that the other students watching will feel a connection with the speaker. It is strongly suggested that practice videos be filmed before the final version is submitted. Transcripts will be made of the videos and will be provided as visual support to those watching and for instructional purposes.

**Time allowed to film:** Teachers will have up to 3 months from the time their student/topic was approved to submit their first video to Karen and Lynne for review. A maximum of 3 videos (single or multiple students) should be submitted by April 30, 2016. It is fine if a teacher wants to submit only one video.

**Submitting videos:** Once the Kool Kidz video has been completed, the teacher will email Karen at [teachertools@success4kidswhl.com](mailto:teachertools@success4kidswhl.com) specifying the student name, topic and length of the video and the full mp4 video file. In addition, the teacher must draft and submit a minimum of 5 discussion questions that they would suggest be used by other teachers after they show the video with their own students. Drafting these questions may be a valuable review activity to perform with the student who was filmed.

### **Acceptance of videos**

Teacher Tools reserves the right to not accept videos for any reason and to revise, eliminate or replace any of the discussion questions submitted. An instructional sheet will be produced stating the topic, student gender/grade, video transcript, suggested discussion questions and pre/post data gathering for each of the Kool Kidz Vidz.

### **Benefit to Teachers**

In addition to involving your student(s) in an enriching activity that hones their concept of self-advocacy and other skills, teachers who have one or more Kool Kidz Vidz accepted and uploaded to Teacher Tools will be able to choose from one CD that contains the Teacher Tools instructional materials from the 2013-2014 OR 2014-2015 membership years OR receive a certificate that can be turned in for a free Teacher Tools membership for the 2016-2017 membership year PLUS a 15% off coupon for your next Supporting Success order. Names of teachers who provided accepted Kool Kidz Vidz will be recognized on Teacher Tools with our sincere thanks!



## *Supporting Success for Children with Hearing Loss Teacher Tools Membership Materials*

### **Kool Kidz Vidz TOPICS**

Encourage students to share their experiences. Stories of real happenings are more powerful than generalities! Focus on the positives. It really helps to role play examples of what to say!

#### **Acceptance by others**

- Share a story about something another kid said to you about your hearing devices. How did you respond? How did it make you feel? What could you have said to show that you aren't going to let their words make you feel bad about your hearing devices or yourself?
- Share an experience, ie, "This one kid annoyed me because he said X,Y,Z. What would a teacher do if I told her about it? She let the kid still say it, so that isn't fair! So I said, "Q,R,S" to him, and he finally went away."
- If you use sign language or cued speech to communicate, how do other kids or teachers react to you? What have you done to "break the ice" and make friends with hearing kids? Share some experiences about when you successfully communicated with your teachers and you felt like they really understood what you meant.
- What have you done when a teacher or someone has not understood the impact of your hearing loss and has made comments like, "Well, he heard me say his name, so I assumed he could hear everything I was saying" or "It seems like he can hear fine." Or "He just was not listening"? How else could you react when this happens to help them understand?
- Sometimes hearing kids mention or point out the hearing aids or cochlear implants and this makes kids with hearing loss feel embarrassed. When someone points out your hearing devices, what do you say to yourself so you don't feel embarrassed? What can you say to encourage other kids with hearing loss to feel okay about wearing their hearing devices?
- How do you educate other people about your hearing loss and what you need to listen/learn/communicate? Give examples of times you have done this.

#### **Responding to Challenging Communication Situations in School**

- Share some of your most challenging classroom listening situations and why they are frustrating. What do you do when this happens to you? What would you like to do different (if anything)? It would really help if \_\_\_\_\_.
- Share a story about challenges understanding what classmates say. What did you do when you had a hard time hearing them? What could you do different? I need to remember that \_\_\_\_\_.
- Tell about situations in which you do not hear much or all of what was said. How do you feel when this happens? How do you handle this? Share a situation when you handled it really well and felt really good about it!
- Share how you feel when teacher(s) do not follow the needed accommodations (like not wearing the FM, passing the mic, or repeating class discussions)? What can you do/say to address this...?

- Sometimes people think that preferential seating is all that they need to do for you to hear just like the other kids. What is preferential seating to you? Is it different due to the subject/course, the class size, shape, the teacher and teaching style? What could you say to a teacher to get them to allow you to pick your own spot to sit?
- Many kids really know what kind of accommodations help them in school and which ones do not. How do you let your teacher(s) know what you need in order to hear/understand or communicate your best?

#### **Use of FM**

- Share an experience about using your FM in school. How would/do you handle it when the FM isn't being used correctly, such as sharing a story about your teacher not using your FM system (including not using a pass around mic during discussion). What did you do? What would you have liked to do?
- Some students choose to not use FM in the classroom. Why did you choose this? Did you do so for all classes/situations? What must you do differently when you are not using the FM (your added responsibilities)?
- Share a time when a substitute or regular teacher refused to wear the FM or made you feel stupid because you didn't hear what he/she said. What could you have done to prevent this from happening? If it does happen, what are some ways you can handle it? How can you be assertive in letting the teacher know what you need and why you deserve to hear your best through the FM?
- Share a time when your teacher passed the mic and what a difference it made. Describe how other accommodations really help you. Share what you say or do to encourage your teachers to do these things.

#### **Responding to Challenging Communication Situations at Home or in Social Situations**

- Share about what helps you hear better in social situations and what your friends do to help you when you have missed something. How do you remind them to make it easier for you to communicate? Role play examples.
- What are the most difficult social issues you experience because you have a hearing loss? How do you respond or wish you could respond at those times?
- Some kids find sports or after school activities to be the socially lonely. How has being involved in sports/activities with kids that don't have a hearing loss made you feel? What have you done to make it easier to get along and make friends with other kids when there are challenges communicating? Role play examples. What technology or accommodations have made a difference for you in participating in sports/activities?
- What kind of hearing technology has made a difference for you at home, social situations or when you are out in the community? If you use sign language, what strategies have helped you communicate in these situations? What do you say to other people so they know what you need to understand your best? Role play examples.
- What is one thing you would like your friends or family to understand about what it is like to have a hearing loss? How do you think you could help them understand or what have you tried to help them understand? What would be better if the "got it"?
- Many kids come from homes where their family does not speak English. How has this made it hard for you as a kid with hearing loss? It helps me when my family \_\_\_\_\_. What I would

really like my family to understand is \_\_\_\_\_. Share an experience about using hearing technology or sign language and how it is different at home than in school. What would you like to see changed?

### **Knowledge is Power**

- Share what you know about your hearing loss, hearing devices, and the accommodations that work best for you. Role-play what you could say to a new teacher to let them know about your hearing and communication needs.
- Share how it makes you feel knowing that no one else in your class (grade, school) wears hearing devices. Why is it hard? Why is it okay? What would you like to say or share with a younger kid with hearing loss to make them feel okay/better about being the only one to use hearing devices in their grade or school?
- Share what you would like my classmates and teachers to know about having a hearing loss.
- How many other kids do you know with hearing loss? Are you friends? Why or why not? Why do you think it is important to connect with other kids who use hearing devices and/or who communicate like you do?
- If you use sign language, what do you like about using an interpreter in the classroom? What don't you like? If you could change something about being the only kid in your class to use sign language and an interpreter, what would it be? Why?

### **Focus on the Positives**

- What is something positive about having a hearing loss? What do you like about having a hearing loss? What is cool about having a hearing loss?
- What interests you? What cool hobbies do you have? What is cool about you? Does having a hearing loss get in your way at all? If so, what do you do?
- What do you imagine yourself doing in the future? What college or profession are they interested in? What do you think you may need to do differently than others in your college or profession because you have a hearing loss (use devices, use sign language, etc.)?
- Do you know an adult who has hearing loss, uses hearing devices, sign language or cued speech? How have they inspired you? What is something important you have learned from this person?
- How do you think having a hearing loss has made you a stronger person?

Questions? Email [teachertools@success4kidswhl.com](mailto:teachertools@success4kidswhl.com)

**Thank you for your interest in Kool Kidz Vidz and making our aloner/solitaire/one-and-only students benefit from the insights of other students with hearing loss.**