

Title of Lesson:

Advocacy and Audiograms

Search terms:

Audiogram, frequency, Hertz, decibels, advocacy, speech banana, Deaf awareness, deaf gain

Date of Creation:

November 10, 2019; Modified July 10, 2020

Creator of the Lesson:

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Grade Level:

4th-8th

Subject:

Deaf Awareness, Social-Emotional Learning, Self-Determination, Advocacy

Interdisciplinary Connections:

Hearing sciences, audiology, communication, environmental management, deaf gain

Time Duration:

45 min

Summary of Lesson:

Students will learn components of audiograms (left/right ear and aided/unaided markers) plotted on audiogram. Students will review their own audiogram and explain its meaning. Students will use the information for their advocacy needs and will determine their resulting environmental management plan. Students will deconstruct the normalcy communicated in medical information and consider 'deaf gain'.

DSE Alignment:

DSE 1. Contextualize disability within political and social spheres.

- I can read, write, or explain reports about my health and medical records (specifically audiogram) so that I can advocate for myself.
- I can explain my needs and wants as a Deaf student.

DSE 2. Privilege the interests, agendas, and voices of people labeled with disability/disabled people.

- I can comprehend information about me and emphasize it should not be without my collaboration.
- I can listen and value the Deaf experience and Deaf perspective to understand my own value and Deaf Proud.

DSE 3. Promote social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society or people labeled with disability/disabled people.

- I can teach others about my value and what is deaf gain.
- I can develop ideas to contribute to an inclusive school from my Deaf perspective.

DSE 4. Assume competence and reject deficit models of disability.

- I can celebrate my Deaf culture and language while understanding how my body is described by the medical community.
- I can discuss the norms/normalcy communicated in medical information and talk about my contributions as 'deaf gain'.

Standards

Speaking and Listening (Comprehension and Collaboration)

- CCSS.ELA-LITERACY.SL.4.1.C
Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-LITERACY.SL.5.1.C
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-LITERACY.SL.6.1.C
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- CCSS.ELA-LITERACY.SL.7.1.C
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- CCSS.ELA-LITERACY.SL.8.1.C
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Lesson Objectives and Assessments:

Objective 1:

- Students will build on their knowledge of the following terms: hearing loss (HL), decibels (dB), frequency (Hz), speech banana, advocacy, communication, environmental management. [Students will make connections by knowing how these technical terms impact their advocacy.]

Assessment 1:

- Students will define the terms and explain how they are applied to hearing sciences.

Objective 2:

- Students will understand the components of an audiogram and how to read one.

Assessment 2:

- Students will identify the right/left ear, Hz and dB, as well as explain the levels of hearing loss on a given audiogram.

Objective 3:

- Students will build confidence in their advocacy skills by talking comfortably about HL with peers/others while building on their understandings about how HL may impact ones' self-concept and access needs in their environment. They will understand the audiogram or notions of normalcy does not define them.

Assessment 3:

- Students will be able to request appropriate amplification accommodations and make adaptations needed to maximize listening and communication in community or environmental situations.

Teacher Guide:

Pre-Assessment:

- Students will be given their own audiogram (without names). Students will attempt to explain: level of HL, how certain levels effect the learning environment (and possible information that could be lost), and how to use the classroom environment to gain the maximum amount of auditory input to support academic learning (i.e. seating arrangements, proximity to sound source).

Anticipatory Set:

Step 1: To introduce this lesson, play "[Self-Advocacy Introduction](#)" YouTube video. [Captioned] [Length: 1:42 minutes]

Lesson Progression:

Step 2: [Instructional Activities]: Terms can be discussed and recorded on an anchor chart. Students will add their knowledge to the definitions as the lesson continues and develops.

- Review the following vocabulary words:
 - Hearing loss (HL)
 - Decibels (dB)
 - Frequency (Hz)
 - Speech banana
 - Advocacy
 - Communication
 - Environmental management
 - Advocacy
 - Deaf gain

Step 3: Whole Group Discussion:

- Lesson begins with a PowerPoint (PP) projection of a blank audiogram.
- Instruct students: left side of audiogram is labeled in dB (bottom: loud dB, top: quiet dB)
- Continue with PP: Picture support with speech banana showing what types of sounds are represented at each dB (i.e. hissing of wind in trees, dog barking, train)
- Instruct students: bottom of audiogram is labeled in frequencies (Hz) (left: low Hz, right: high Hz)
- Continue with PP: Picture support with speech banana showing what types of sounds are represented at each frequency (i.e. vocalizing /z/ (low Hz) and vocalizing /s/ (high Hz))
- Explain visuals- demonstrating left ("X" and blue), right ear ("O" and red).

Step 4: Turn and talk with partner:

- Referring back to the speech banana, ask the following guiding questions:
 - Looking at the example audiogram... How can varying levels of HL impact the learning environment?
 - What letter sounds are represented at what levels?
 - What auditory information might be missed in school?
 - What might be the conversational impacts? Instructional impacts?
- Have pairs of students respond and share with the whole group.

Step 5: Small-Group Activities: Answer the following questions:

- Practice: Project a blank audiogram. Identify left and right ear HL.
- On previously created anchor chart, display a list of HL (in dB and Hz).
- Have students work together to mark the displayed HL on their blank audiograms.

Step 6: Whole Group Discussion:

- Come back for whole group discussion on findings. Have one student volunteer mark projected audiogram in Hz and another mark dB.
- Discuss what this means (Where might this student need to be seated to maximize opportunities for auditory gain and informational access? Why?)

Step 7: Individual (multiple means of expression):

- Revisit original audiogram from pre-assessment. Explain that the audiogram they are looking at is their own.
- Allow time for students to try reanalyzing their audiogram.
- Explain to the students that this is their own personal audiogram and it is their right to keep this information private.
- Further explain that by understanding their personal audiograms, it will give each student a better understanding of how to advocate for themselves and to gain the most communicative and informational access possible in varying environmental settings.

Closure:

Step 8: Class discussion

- What does the information on your audiogram mean to you?
 - How will this affect environmental placement in your classroom?
 - How will you manage your environment to gain the most auditory access for you?
 - What can you tell your teacher(s) in general education settings or specials classes about what supports you may need?
 - Do you think you need to self-advocate with your peers? If so, how can you inform them of what you need in a respectful and informative way?
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- Reiterate to students that their audiogram provides them with their own personal information that they have a right to keep private. This information can be used to best understand and support their specific needs in environmental situations but remind them that it does not define them. In closing, emphasize to students about the misconceptions of how society has “normalized” deafness or hearing as a loss and rather than a gain and that it is important and necessary to embrace the value of all experiences (“Deaf Gain”).

Required Materials/Equipment:

- Projector
- Computer (for video and if using PowerPoint)
- Blank audiograms
- Copies of individual student audiograms (each student gets their own)
- Copies of speech banana
- Whiteboard
- Writing utensils
- Anchor chart paper
- Markers

Extensions/Practice:

- Students develop a group presentation advocating for their needs for access to information. Demonstration of thinking and understanding can be expressed through means such as blogs, campaigns, live presentations, commercials, artwork, podcast, etc.
- Students develop a group presentation informing others of the meaning of Deaf-Gain. Demonstration of thinking and understanding can be expressed through means such as blogs, campaigns, live presentations, commercials, artwork, podcast, etc.

- Summative Assessment/Lesson Extension: Students will add knowledge learned to the PowerPoint each creates for their annual IEP meeting (added as document in cumulation with other information learned through Deaf Studies)

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