

Achieving Independence: Hearing Device Care & Self-Advocacy Expectations

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Outcomes

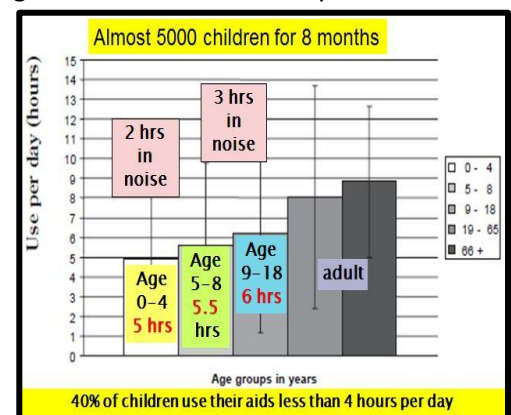
- Describe why it is important to teach hearing aid independence skills and related listening strategies
- Implement use of hierarchies of hearing aid independence
- Use suggested activities to improve specific hearing aid independence skills

Disclosure

This is an important topic to me. So much so that I teamed with Gail Wright, DHHT, to develop a 128 page Guide. Information from this publication will be shared during this presentation. No purchase is required for you to benefit from the presentation.

Why is it important? 1. Inconsistent Use Issues

Phonak 2010 study: Ages infant – 18 years. 40% of children wear hearing aids 4 hours or less. Only 10% achieved full time hearing aid wear. 2012 Survey (Karen Anderson & Jane Madell): Responses by 286 parents and 101 audiologists. Focus was on identifying effective strategies parents use to keep hearing aids on. General finding – it isn't enough for audiologists to say "Just keep putting them on." Lack of effective support to families contributes to inconsistent use. Children's responses to sound also impacts use. If the family 'sees' the child hear (mild loss) then less use. If family still struggles to communicate (sev/prof) also less use. Brochures to give to families that provide strategies and ratings of hearing aid retention accessories are available for free download from: <http://successforkidswithhearingloss.com/hearing-aids-on>



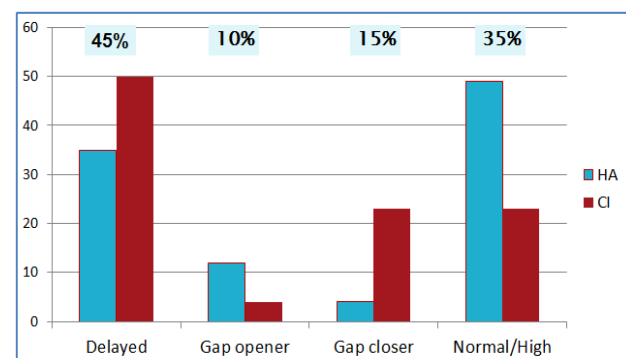
Clearly, we need to expect students to wear their hearing aids throughout every school day and provide support to families so that hearing device wear during all waking hours is achieved.

Why is it important? 2. Educational Outcomes

2010 study – 135 children all degrees of HL, all cognitively OK. Considered language development from age 4 to age 7. The number of Delayed decrease with consistent hearing aid use? The aim of student independence & self-advocacy skill is to empower effective use and communication.

Inconsistent or limited hearing aid wear has long term negative consequences.

Language Learning during age 4–7 years



Why is it important? 3. Fewer cluster programs

More kids in neighborhood schools as one-and-only HA users or maybe only a couple of kids/school. Result: child has much more experience with HAs than anyone regularly in the building. **When the technology is not working, the student needs to be able to recognize this access barrier and respond to it appropriately. To achieve true independence, the student needs to learn the skills and practice the skills under supervision before he can be expected to be fully responsible.**

Why is it important? 4. Legal Requirements

Studies have shown 50% of hearing aids worn by children are functioning poorly at any given time. Clear intent that the school bears the responsibility to ensure hearing aid monitoring occurs. To verify performance of hearing aid monitoring the school must collect data to provide evidence of checks. The law does not dictate that only an adult be responsible for all aspects of hearing device monitoring. It is to the student's benefit to become his own "technology specialist" to monitor, troubleshoot, report. Because hearing aids can malfunction anytime, it is only the student who can verify he is receiving his typical level of access to classroom communication throughout the day. **US Law has made the school responsible for ensuring that hearing devices worn by children who are deaf or hard of hearing are functioning properly. Since only the child (if trained) can identify when issues occur, to truly make certain that devices are working, schools must ensure that children have the skills they need to be able to accurately self-monitor and report arising issues.**

Why is it important? 5. Preventing Rejection

2008 (Franks) study about why students age 8-18 resist wearing amplification. No correlation with unilateral/bilateral hearing loss. 53% had social-based reasons for lack of use: *It makes you stand out. Students ask me "What is that?" I really dislike that.. I don't like the fact that I have to give it to the teacher. I feel bad teachers have to use it.* 47% rejected hearing devices due to poor functioning equipment, resistance by teachers, or lack of self-esteem. **Early training in hearing aid monitoring and self-advocacy can equip the Student with the skills needed to cope with these issues.**

Why is it important? 6. Precursors to Success

Discussions Regarding Opportunities for Direct Communication Should Include: *Opportunity to communicate and have meaningful relationships with peers who have hearing loss and classmates with typical hearing.* Most DHH students are primarily auditory learners. They must have working hearing devices to communicate with peers effectively (a precursor to meaningful relationships) and the skills to self-advocate appropriate as needed. The Title II ADA policy clarification requires that schools ensure that the communication of children with hearing loss is as effective as peers so that they can have an equal opportunity to reach the same level of achievement. Optimal outcomes from early identification of hearing loss, early intervention, and listening through advanced hearing devices does NOT inoculate a child from learning challenges in the classroom. Children with hearing loss have learning barriers due to limited access to incidental language and listening that cannot be fully addressed by technology. **DHH students need the skills to be able to compensate for these barriers to accessing verbal instruction and classroom communication. To compensate optimally, hearing devices must be working optimally.**

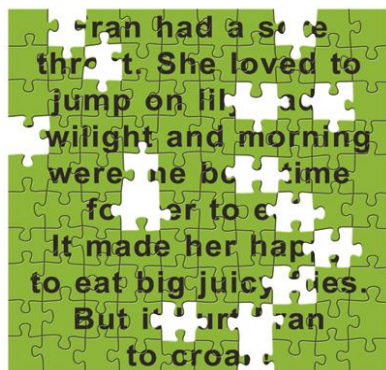
Why is it important? 7. Core Considerations

The **expanded core curriculum** for deaf/hard of hearing consists of those skills that must be mastered in order to benefit from the general education curriculum. For most students with hearing loss, this requires working hearing devices all waking hours and the skills needed to recognize communication breakdowns and self-advocate. **The Common Core Standards** require students to **fully participate in the classroom setting**. For a student with hearing loss, this REQUIRES that Special Considerations be discussed and an appropriate educational plan developed that includes expanded core curriculum skills.

Setting the Stage: Teachers Supporting Student Independence and Self-Advocacy

Teachers have a lot to do and remember! We need to help them understand why hearing aid monitoring is necessary. We need them to encourage and support the student's self-advocacy. **The name of the game is access:** How much can the student understand of what is said? Without hearing devices? With hearing devices? How much does the FM help? What would access to verbal instruction be like if the hearing devices were not working?

85%



- Inservice the teacher about challenges to learning due to a hearing loss
- Peer-to-peer communication/socialization issues
- "Hearing" versus comprehension of what was said
- Classroom tips to improve communication
- The need to repeat key points said by other students

Handout: Fill in Puzzles

- Other accommodations necessary for access

Distance MATTERS! Effect of distance on speech recognition (typical hearing) (Wonder Woman twirl)

6 feet – 85% 12 feet – 62% 24 feet – 44% Crandell, Flexer & Smaldino

Most hearing aids and CIs are designed to work best at a conversational distance of 3 – 6 feet

Importance of Teacher Self-Talk

Consistent modeling of language and problem-solving provides the student with examples of description words. Also informs class peers indirectly of the challenges of the student with hearing loss. Parts of the hearing aid and careful handling. Awareness of listening in noise challenges and what to do. Awareness of listening at a distance challenges and what to do. Responding to questions about hearing devices.

Training the Teacher to Monitor

- Inspecting the hearing devices, names of parts
- Listening to the hearing devices
- What it looks like when the earmolds are inserted correctly
- Performing the Ling Sound check with the student
- The need to involve the student in hearing aid monitoring in an age-appropriate way
- Requirement for data collection

Skill Expectation Hierarchies (Handout): SEAM – Student Expectations for Advocacy and Monitoring

Use the SEAM to Support Development of the Communication Plan Example:

The Communication Plan helps to ensure that the child has complete communication access. Data generated by the SEAM can be used to comprehensively complete a child's Communication Plan.

Communication Plan Element	Examples of Related SEAM Items	Discussion
Primary receptive and expressive communication mode in school and at home; adequacy of communication mode in school and at home	• Student understands how to appropriately let the teacher know when he is having trouble hearing or understanding. • Student is responsible to close classroom door if bothered by hallway noise. • Student actively uses communication repair strategies in the classroom and socially.	While identifying the student's primary communication mode, it is critical to document the student's management of said mode, including his ability to repair communication and manage the environment to maximize comprehension.

Role of the Classroom Teacher	Role of the Grade 1 Student	Role of the DHH Professional
Perform daily Ling Sound Listening/Device Checks; provide oversight to ensure student is checking off daily monitoring sheet.	Participates in the Ling sound listening check from close (if no FM) and far (if FM + HA). If student responsible for checking daily monitoring sheet.	Teach student to respond to Ling Sounds/device check 1. Point to picture representing Ling Sounds 2. Repeat back input 3. Do action

IEP Goals Written to Common Core

Developed for distribution to participants of the 2015 Supporting Communication is allowed <http://successforkidswithhearingloss.com> 3

Skill building is cumulative. Goals assume mastery of skills learned in previous grades. PS – grade 4.

Related Standard	Example: IEP Goals	Example: IEP Objectives
Speaking and Listening: Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	After listening to a series of sentences at his developmental level, (Student) will repeat the sentences, asking for restatement or clarification as needed with 80% accuracy as measured by teacher recording.	While wearing his FM/hearing aid, (Student) will listen to a series of Ling sounds in close proximity and from 15 feet away, and will match the sound to the corresponding picture with 80% accuracy as measured by teacher tally.

EXAMPLES OF SKILLS FOR EACH LEVEL – PRESCHOOL – GRADE 4+

Skills - Prior to School Entry or Preschool

Prior to School Entry or Preschool
1. When/how to ask an adult before device(s) are removed (through about age 7)
2. How to insert earmolds/hearing aids independently
3. How to participate in the Ling sound listening check from close and far
4. How to do self-test (bah, bah, bah, sh, sh, sh) with each device after it has been turned on
5. When/how to report all issues with hearing changes/ hearing aid malfunctions to an adult
6. Asks for repetition when he did not hear the message

Teaching to say bah, bah, bah when each aid is inserted (beginning self-test)

Tuning into how hearing aids are working: right, left, both, low volume, M/T buzz (if applicable)

Kindergarten
7. Explain why it is important to have extra batteries and how to request assistance when a battery is dead
8. How to perform a visual inspection of the hearing aid
9. How to charge the FM daily and explain/demonstrate proper use and careful handling
10. How to appropriately remind teacher to turn on/off the FM transmitter
11. How to appropriately request that the FM microphone be used during group interactions
12. Demonstrates completion of daily monitoring by completion of check-off form (under supervision)
13. Provide at least 3 ways to respond when another person asks about the hearing aids
14. Explain how distance makes it harder/easier to hear speech
15. Demonstrates self-selecting a seat where he can hear best

Teach about battery placement, checking batteries:

- What happens when a battery dies?
 - Poison to swallow
 - Can corrode ('rust')
- Why do you need to let an adult know when your battery dies?
- How can you tell your battery is dead?
- Where are extra batteries kept? Why do we need to be careful?
- Who helps you get a new battery?
- Practice asking for a new battery.

Performing a Visual Inspection

- When you inspect your hearing aid, what are you looking for?
- What about your FM?
- Clues that there may be a problem?
- It is important to be careful with an FM. How will you do this?
- Show me how you charge your FM.

Styles of Communication: Passive (mousy), Aggressive (bossy), Assertive (confident)

Communication Styles Role-play: e.g. ways to remind your teacher to turn on the FM

- Which of these would cause other students to respect you?
- Which would annoy other students?
- Which would make it seem like you don't care about doing well or may not be very smart?

Self-Selecting a Seat/ Recognition of Impact of Distance on Listening

- Approach via Self-Advocacy and Communication Repair TOOLS
- Use the CHILD as a basis of situations. Talk about what is challenging: speaker/listener/place

Responsibility for Daily Checksheet – monitoring checksheets need to be child friendly.

Grade 1
16. How to appropriately inform the teacher that s/he is having trouble hearing or understanding
17. How to perform a battery check and change batteries when needed
18. How to recognize when an earmold is plugged and needs cleaning; clean under supervision
19. Demonstrates knowledge of the effect of interfering noise by closing the classroom door, moving away from noise, or requesting reduction
20. How to appropriately inform the teacher she s/he is having trouble hearing/understanding peer answers
21. Uses pre-determined signal with teacher to indicate challenges in listening/understanding
22. How to appropriately request that FM microphone be passed or remind teacher to turn on FM microphone
23. Reports the names of the parts of the hearing aid (and FM) and their function

Teach about battery placement, checking batteries, supply (when to tell someone to buy/bring more)

Earmold Inspection & Cleaning: What to look for. How to clean. Careful drying (use a blower).

Self-Selecting a Seat/ Recognition of Impact of Noise on Listening: Use the photos from the LIFE-R photo version as a source of situations to discuss in terms of speaker/listener/place and TOOL to use

Name Hearing Aid / FM Parts and Function: Name the parts. What does the part do? What can go wrong?

Grade 2
24. Participates in the Ling sound listening check with a class peer (2x/week)
25. Demonstrates completion of daily monitoring by completion of check-off form (responsibility)
26. How to actively use communication repair strategies (i.e., repetition, keyword requests) in class
27. Provide at least 3 ways to respond if a peer teases about the hearing aids
28. Describes purpose and use of FM in simple terms to classroom teacher, with assistance
29. Be able to report "When it is hard to listen/hear/understand"
30. Begin to demonstrate limited abilities to troubleshoot hearing aid

Paired Ling Check (DHH student + peer): Increases student responsibility; Frees up teacher time; Creates positive interaction opportunity with a class peer; Peer selection can be a 'reward' for good work; Demonstrates the student with hearing loss is capable but has listening challenges.

Communication Repair / Reporting: develop an awareness of when something is missed. Work on appropriate use of repetition strategies. When? How? Teachers are not mind readers. Need to speak up!

Responding to Peer Comments: Was the other person really trying to be mean? Most are curious, not mean. Students need to practice how to respond to comments. Discuss teasing: Why it happens. How to respond. Discuss negative impact of bluffing. Practice responding appropriately.

Concept of Why FM is Needed: The football helmet = FM unit/hearing aid analogy. Student participates in preparing a brochure to give to the teacher that explains how FM helps them in the classroom.

Beginning Troubleshooting: outgrowth of working on parts of devices – what can you do when there is a problem with one of the parts. Step-by-step troubleshooting with visuals to support instruction.

Grade 3
31. How to daily perform Ling sound listening check on self
32. How to troubleshoot a hearing aid (and FM) when it is not working
33. Explain why it is necessary to perform hearing aid & FM monitoring
34. Describe purpose and use of FM with classroom teacher, with oversight

35. Identify challenging listening situations in school
36. Identify if the source of the listening difficulty was due to speaker, listener or environmental issues
37. Describe the self-advocacy strategies to address challenging listening situations and implement use of strategies in some situations

Skill to be learned is the PROCESS of checking the hearing aid and FM devices. What to look/ listen for. Responsibility for FM Checks too; The Power of “L”. Student is responsible to make sure all is working. Identify Listening Challenges (and why): grade 3/age 8 students can reliable self-report. Can now perform the LIFE-R student appraisal and After LIFE. Pair significant issues with speaker/listener/place and strategies. After LIFE:

- You tap into the student’s perception of what they do in response to listening challenges.
- A way to check awareness of challenging situations and how they choose to respond.
- You can use the After LIFE to track improvement in use of strategies over time.

Grade 4
38. How/when to us a Dri-Aid kit if moisture accumulates in earmold tubing
39. How to advocate appropriately for use of FM; responsible for delivery between classes
40. How to actively use advanced communication repair strategies (i.e., addition) in classroom
41. Describe purpose and appropriate use of FM, set up signal system and request accommodations with classroom teacher, with assistance
Grade 5
42. Responsible for hearing aid/FM troubleshooting, knowing when to refer to an adult for next steps
Responsible for completion of daily hearing aid/FM check sheet (under adult supervision)
Middle School/High School
43. Responsible for hearing aid/FM troubleshooting and calling educational audiologist to report issues

When to Use a Dri-Aid Kit: discuss prevention of moisture (protection) and treatment (DriAid/Blower)

FM Delivery / Advocating for Use: Check the FM as you deliver it to teacher. Signal: one of the TOOLS

Self-Advocacy Strategies: Menu approach to strategies; After LIFE choices as a strategy resource.

Advanced Communication Repair Strategies: When to use, how to use.

Responsible for Troubleshooting FM/HA: Student should have skill + easy to follow information resource

Take-Away Handout: Example IEP Goals Supporting Independence with Hearing Devices.

Excerpted from the 27 goals provided in *Building Skills for Independence in the Mainstream*.

Summary

If a child is to fully participate in the classroom he needs to have fully functioning amplification – only he, with training, will be able to identify when his hearing changes. Children with hearing loss will experience communication breakdowns. Full access and full participation requires skillful use of self-advocacy strategies. The hierarchy of skill building begin in preschool and should be completed by the end of grade 4. It can be fun!

Materials to Support Skill Development: Building Skills for Independence in the Mainstream; Hear It, Fix, It; Monkey Talk Game; Rule the School Self-Advocacy Game; What’s the Problem game; I’m the Boss of My Hearing Loss book; Hearing Aid Bingo; Student Repair Inventory & Practical Training (SCRIPT)