Greetings!

Welcome
If you are new to Bimonthly Updates! Topics vary with each issue. Feel free to forward!

The need to wear hearing aids has been a challenge to accept for many students and their families. We recognize that amplification is often the lifeline to optimal socialization and learning for many of our students who are hard of hearing. With the move to inclusion for all, there are increasing numbers of students with hearing loss who may be the only student in their school who uses hearing devices. It is not uncommon for many students to resist using their hearing aids or personal hearing assistance technology (FM/DM systems).

This Update will share the results of the survey: *Children Rejecting Hearing Devices: Who, Why, When?* that has been available for completion since last August. With 90 respondents and a collective caseload of 1863 students, the results provide a strong view of this phenomenon. The results will be presented primarily in graphic form. Mention will also be made of what can be focused on with the students at different ages to try to decrease the number of non-users.

WHAT’S NEW

Last call to take our survey! *Roles/Duties of an Itinerant Teacher of the Deaf/Hard of Hearing*. Only open until May 8th! Over 200 respondents already! The preliminary results will be shared in the Late May Update - our last Update of the 2016-2017 school year.
Thanks to the hundreds of individuals who participated in the free Interact-AS webinars throughout the 2016-17 school year. The April 25th webinar recording can be accessed on our Interact-AS page along with the informational videos. The next free webinars will start in September or October 2017. You are welcome to send any Interact-AS questions - please click on this link Contact Us.

**School's Out!** Creating Successful Summer Experiences  $17.85

As summer approaches, we want to be sure that our students are prepared to go off to camp or be a part of other fun summer activities. A great way to teach language as you prepare for successful experiences! While supplies last.

TIME IS RUNNING OUT TO SIGN UP FOR Summer Camps! New camps have been added!

**TEACHER TOOLS**

Over 1300 members and still time to join and receive ALL of this year's membership materials. Login now as the May Review is now posted. On one page you can easily download all of the instructional materials posted throughout the school year, including some year-review pages. It is a wealth of teaching material and important for teachers' professional development too.

Announcing the NEW Teacher Tools e-Magazine!

Click here to access the Promotional Issue of our Teacher Tools e-magazine format for next year. Review the interesting sections (full screen is best). Authors have been identified and the abbreviated materials in the promotional issue represent a brief version of what this wonderful resource will be like next year!

SUBSCRIBE NOW FOR 2017-2018 FOR THE BEST SUBSCRIPTION PRICES!

The cost for membership will increase next year. If you purchase by June 30th, the 2016-3017 membership subscription fee will be honored for 2017-2018 members. Go to Teacher Tools to subscribe. If paying by PO, the first, last names and email addresses of members must be included.
TOPIC: CHILDREN REJECTING HEARING DEVICES

Who completed the survey? A sincere thank you to the 90 people who took the time to respond to this survey. There were 68 itinerant teachers of the deaf/hard of hearing, 9 center-based teachers of the deaf/hard of hearing, 8 educational audiologists, and one each of SLP, DHH Coordinator, and Interpreter. Caseloads for itinerant teachers ranged from 7-51 students with a median of 16 students.

Summary of the following findings:

1. Children who are 'one and onlies' who do not come into contact with other students who use hearing devices are more than twice as likely to reject their hearing devices.

2. Just over half of students recommended to wear hearing aids use them full time at school. Almost ¼ are essentially non-users in one or both ears. Another ¼ use them 3-4 times per week.

3. Chance of rejection is greatest for hearing aid users with mild-moderate unilateral loss and hearing loss ranging from 26-70 dB.

4. Perceived social pressure is the most prevalent influence for non-use of hearing aids. The influence of the 5 reasons varies by degree of hearing loss.

5. Over 30% of children with hearing loss were not recommended to use FM/DM technology.

6. Of those recommended, 40% use hearing assistance technology (HAT) routinely, and 7% use it in specific classes only. Over 20% of students recommended to use HAT refuse or actively resist.

7. Chance of rejection of HAT is greatest for bilateral hearing loss users with loss in the 26-90 dB range.

8. Again, perceived social pressure is the greatest influence for resistance to HAT, although teacher resistance and comfort are influential; all issues vary somewhat by degree of loss.

For students who resist using amplification, is there an effect in having contact with other students who use hearing devices?
How many students are not using their hearing aids?

Hearing Aid Use (reported for 1848 students)

- 52.30% Wear hearing aids full time
- 12% Wear aids 3-4x/week
- 5.20% Wear aids 1-2x/week
- 12% Refuse to wear both aids
- 25.20% Refuse to wear one of two aids

Does hearing aid rejection have anything to do with degree of hearing loss?

Degree of Hearing Loss for Non-Hearing Aid Users (based on 416 students)

<table>
<thead>
<tr>
<th>Degree of Hearing Loss</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profound</td>
<td>11%</td>
</tr>
<tr>
<td>Severe</td>
<td>15%</td>
</tr>
<tr>
<td>Mod/Severe 56-70 dB</td>
<td>23%</td>
</tr>
<tr>
<td>Moderate 41-55 dB</td>
<td>29%</td>
</tr>
<tr>
<td>Mild - 26-40dB</td>
<td>22%</td>
</tr>
<tr>
<td>High Frequency</td>
<td>1.2%</td>
</tr>
<tr>
<td>Unilateral 71+ dB</td>
<td>12%</td>
</tr>
<tr>
<td>Unilateral 26-70dB</td>
<td>17%</td>
</tr>
</tbody>
</table>

What are some reasons why students do not use their hearing aids? (Low functioning refers to the student being cognitively low functioning which impedes consistent device use).
What do we know about children who are not using classroom HAT (FM/DM systems)?

Does rejection of FM/DM have anything to do with degree of hearing loss?

What are some reasons why students resist or reject use of hearing assistance technology?
**November 2**  
**Winnepeg, MB**  
Conference for educators and other related professionals who work with students with hearing loss  
1 Full Day

**November 7**  
**Manhattan, NY**  
Professional Development for educational professionals who work with students with hearing loss in 5 boroughs.  
Hunter College  
1 Full Day

---

**What can we do to reduce the number of students who reject their hearing devices?**

This was the topic of an ongoing section of the 2016-2017 Teacher Tools membership materials called Maximizing Acceptance, which resulted in a 28-page document exploring the issues and describing interventions for children from infancy through adolescence. Below are some brief highlights for school-age students:

1. Instruct students to anticipate questions about their devices and how to reply appropriately.
2. Develop the metacognitive skills so students have the perspective to recognize that they may not be hearing everything the same as hearing peers.
3. In conjunction with self-advocacy skill development, focus on developing the student's ability to remember what was heard via subvocalization skills and chunking, to develop a greater feeling of control of what they do/do not know and can therefore be more confident about the need to request clarification or assistance.
4. Work on social ‘being friends’ skills, including the underpinnings of social cognition and theory of mind.
5. Intentionally develop resilience in students through goal-setting, humor, positive self-talk, positive outlook, confidence, and problem-solving.
6. Actively work with the tween/teen to understand issues of belonging and self-determination.
7. Develop or support connections between students with hearing loss and/or young adult role models.
8. Introduce information about successfully (young) people who are deaf/hard of hearing, including use of the Teacher Tools Kool Kidz Vidz.

Stay tuned as Supporting Success gathers more materials to help teach and support these areas! Other information related to grade level influence on hearing device rejection and availability of hearing device loaners were not presented here and may appear in a future Update.

MORE ABOUT THE TOPIC

See the following SSCHL webpages for more information:

- Social Needs & "I hate my hearing aids!"
- Addressing Self-Esteem & Feelings of Fitting In
- Self-Identity and Hearing Loss
- Self-Concept: Assessment & Strategies for Adolescents
- Strategies for Keeping Hearing Aids on Young Children

Go to the Bimonthly Update Goodies page and download these resources. You only have a short time before they are gone!

New to our Updates? Go to the Goodies page to see all of the past Updates issues for this school year.

Other Suggested Internet Resources:

- When Kids Reject Hearing Aids
- Mirror, mirror on the wall, should I let my long hair fall?
- 20Q: Understanding and Supporting Reluctant Users of Remote Microphone Technology

Free Handouts/Materials

- Special Considerations for Parents Raising a Teenager with Hearing Loss
- Counseling Strategies for Tweens and Teens with Hearing Impairment
- Predictors of hearing aid use time in children with mild-severe hearing loss

WEBCASTS

Families can pursue student rights under ADA prior to exhausting their IDEA due process.

On February 22, the US Supreme Court ruled in favor that a child with cerebral palsy can have her service dog attend her in school. In this unanimous decision, the Court not only allowed the service dog in the classroom, it established that students and their parents can pursue their rights under ADA without completing the IDEA due process procedures first. [Video] about this case.

This ruling supports that students with hearing loss may request CART, hearing assistance technology, interpreter services, or other supports under 504/ADA’s requirement to allow them to have the opportunity to communicate as effectively as peers without hearing loss, even if the student does not qualify for an IEP or feels that he or she has access issues that are not being addressed by the IEP. [Read more about ADA here.]

NOTE: The information presented is not legal advice, is not to be acted on as such, may not be current and is subject to change without notice.