



Why do Teens Reject Hearing Devices?
WHAT CAN WE DO?

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Legal Implications Supporting Amplification Use

If amplification is in the IEP doesn't the student have to use it?

- Technically yes because the IEP is a contract between the school, student, and the student's parents.
- If the student is noncompliant then technically the school is in violation of the IEP and providing FAPE
- If we know that many students are at risk for rejecting amplification then it makes sense to include provisions within specialized instruction to develop student resilience and skills to help them to cope with issues when their peer group becomes a focus in upper elementary and middle school
- If a student is not using amplification then it needs to be removed from the IEP and the needed accommodations/supports reviewed

Objectives for Session

The participant will be able to:



- 1) Relate hearing device use to the schools' responsibility by law and parent rights.
- 2) Describe factors from infancy and the elementary school years that impact resilience and self-esteem.
- 3) Describe actions that can be taken to reduce the likelihood of students resisting or refusing to use hearing devices that are necessary for optimal school outcomes.

Legal Implications Supporting Amplification Use

June 2015 Court Case (Detroit): Setting Up an FM system does NOT meet IDEA documentation rules

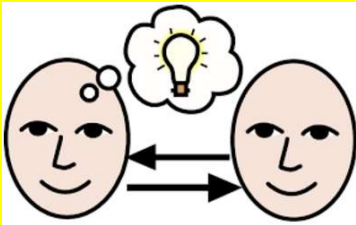
- Audiologist set the FM to meet the student's hearing needs
- FM was delivered to the classroom and teacher inserviced
- FINDINGS = in addition to providing the equipment
 - The student needs to know how to operate and maintain it
 - A district needs to keep records that will corroborate that the FM was available to the student EVERY DAY
 - And whether or not the FM was used

<http://successforkidswithhearingloss.com/wp-content/uploads/2014/06/Setting-up-FM-system-does-not-meet-IDEA-documentation-rules.pdf>

So FM use is on the 'legal radar' and resistance needs to be addressed.

Legal Implications Supporting Amplification Use

You already know this!



Legal Implications Supporting Amplification Use

What power/right does the parent have to prevent amplification use in school?

- The district has an obligation to inform the parents of their rights including the district's ADA/504 obligation for equal access
- If the parent doesn't consent to the district going further, the district's legal obligations will have been fulfilled
- For those districts who want to go beyond their minimal obligations, they could proceed to court or file child neglect complaints (very rare)

Parents have the right to support their child's success or to support their failure. This includes preventing amplification for a HOH student.





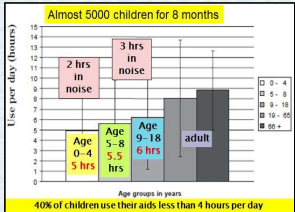
Let's look into the problem of when and why students reject amplification in school.

Why is it important?

- 2008 (Franks) study about why students age 8-18 resist wearing FM/DM.
- 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
 - Lack of benefit
 - Mechanical, convenience, comfort problems
 - Support issues (i.e., teacher resistance, lack of support when issues occur)

Early training in hearing aid monitoring and self-advocacy can equip the student with the skills needed to cope with these issues

Why is this issue important?

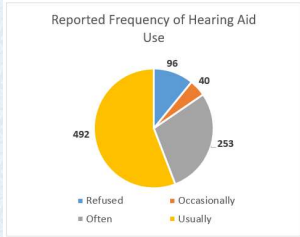


- Phonak 2010 study: Ages infant – 18 years
- 40% of children wear hearing aids 4 hours or less
- Only 10% achieved full time hearing aid wear

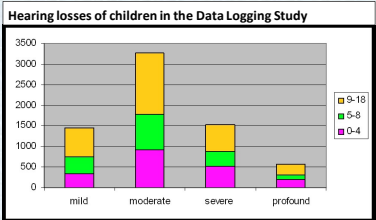
<https://successforkidswithhearingloss.com/wp-content/uploads/2012/01/Phonak-Data-Logging-Study-2010.pdf>

Fall 2016 Children Rejecting Amplification Survey

- 50 respondents representing almost 1000 students on their combined caseloads
- 11% refused to use hearing aids
- 56% usually wore hearing aids
 - Miss zero to an occasional school day
- 30% often wore hearing aids
 - 3-4x/week
- 4% occasionally wore aids
 - 1-2x/week



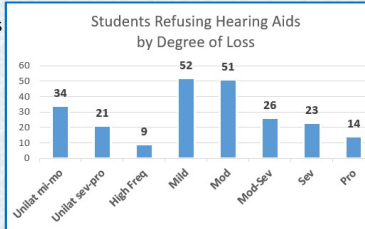
Why is it important?



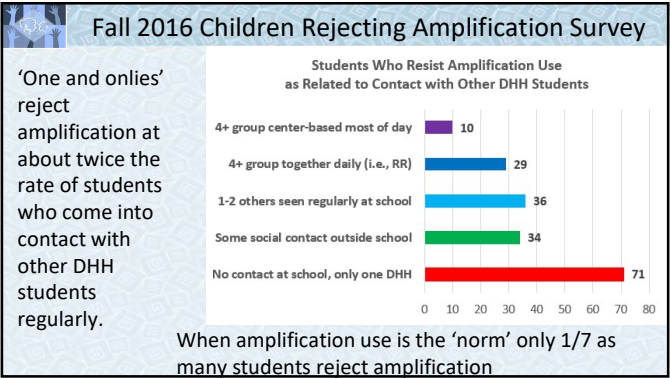
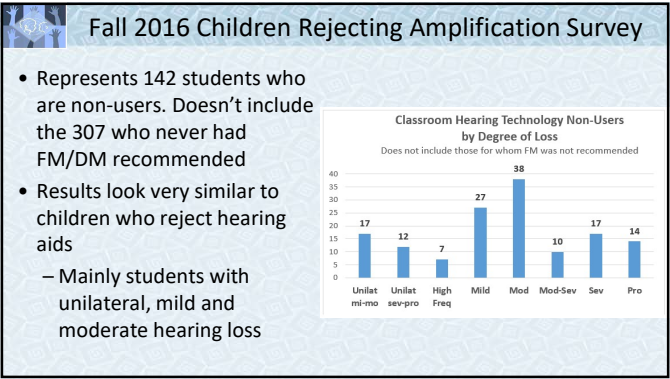
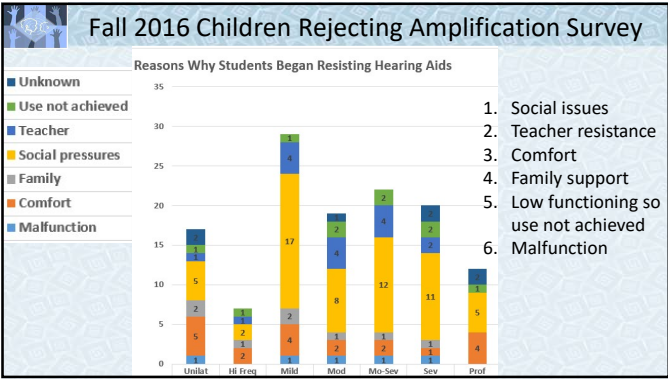
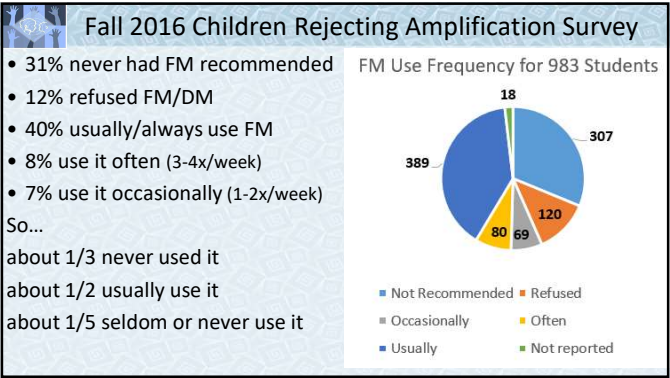
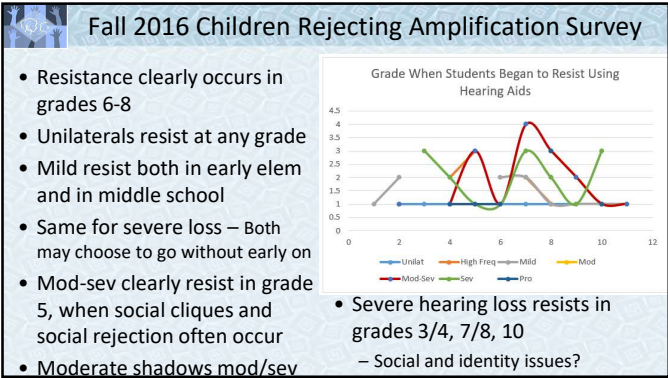
- Very representative of the types of students with hearing loss served by IEPs

Fall 2016 Children Rejecting Amplification Survey

- Graph represents 230 non-users
- Those who can 'get by' or 'fake it' without their aids were most likely to be non-users
- Moderate-Severe and Severe cannot 'pass' without amplification
- Unilaterals with a hearing aid in their worse ear were more likely to be non-users
 - Still 'know' when sound is on their 'bad side'



Biggest surprise was the large numbers of students with moderate hearing loss who cannot readily 'pass' in large group listening environments or socially in noise.



Why do kids reject amplification? Summary:

- Students use amplification initially because adults tell them they have to and – usually - they know it helps them
- When families are not supportive of amplification, no benefit is experienced or there are comfort issues, we see non-users in PK-2
- When peers are more likely to tease and make ‘differences’ an issue (Grades 4-5) then students often try to ‘pass’ without amplification
- In middle school they ‘know how to get what they need from classes’ and are focused on fitting into their peer group. Often students haven’t formulated long-term goals by then. These together encourage non-use.
- We cannot force them to comply and behavior plans have no long-term benefit.

• Getting students with hearing devices get together really helps!

Infants

- **Attachment style – secure, anxious-avoidant, anxious-resistant – is a strong predictor of child adjustment, peer relationships, and even academic test performance throughout life.**
- Inconsistent access to communication teaches that the world is an unsafe, unreliable and possibly dangerous place.
- Consistent hearing aid use needs to be achieved as early as possible (ideally by 6 months of age) to prevent bonding issues
- A strong sense of trust, developed early, can contribute to a sense of security (everything will be okay) even when faced with adversity later in childhood (i.e., peer teasing)



Fill out the survey so we can expand the pool of respondents and get more accurate data trends!



10 Questions!

Monkey Survey at

<https://www.surveymonkey.com/r/PZGSNRX>

Infants

Families with a number of children may feel that the child with hearing loss is harder to soothe than their other children and more ‘clingy,’ often crying whenever mommy gets out of sight.

Add to this the struggle to keep hearing aids on active young children and families can become very stressed in how they deal with the child.

Once they realize that their young child becomes more upset or can be more clingy than their previous babies because the child cannot HEAR mommy, thus life is very unpredictable, the family may be more understanding and motivated to be sure to cue in the child (with aided hearing of speech and/or sign) to what is going on around them.

In other words, communication efficiency influences a child’s eventual attachment style.



who me?







WHAT CAN WE DO?

DIFFERENT THINGS AT DIFFERENT AGES! – ESPECIALLY THE EARLY YEARS!



Infants

Young children with consistent access to effective communication are more likely to make secure emotional attachments which are more likely to result in better interpersonal relationships, higher self-esteem, and greater resilience in dealing with challenging situations.

Any effort we invest into supporting parent understanding of the need for consistency in communication/hearing is likely to have lifelong payoffs.

The first critical goal of early intervention!





Toddlers (18 months-3 years)

- Between the ages of 18 months and 3 years the child begins to assert their independence. Families can become overprotective.
- If children are not given the opportunity to assert themselves, and/or do not have the age-appropriate language to do so successfully, they can begin to feel inadequate. They may become overly dependent on others, lack self-esteem and feel a sense of shame or doubt in their own abilities.
- Toddlers need to realize that they must communicate their own wants and needs and be praised for doing so! This builds self-esteem and self-confidence.





Early School-Age (4-6) – Independence & Self-Esteem

“Glance and Get” Pros and Cons

- It is common for students to compensate for what they did not hear or understand by looking around and copying what other children are doing
- Teachers need to carefully observe (or your class observations) to ensure that a response to directions is at the same rate as peers and not due to ‘copying’

Avoid routinely separating the student out for comprehension checks. Encourage the student, and the whole class, to ask questions if they are not sure of a direction.

Use of HAT is critical to ‘level the playing field’





Toddlers

- At about 20 months of age, typically developing children learn to remove their clothing. Often, hearing aids are taken off at this age too as the child practices ‘taking off.’
- Soon comes the frustration that accompanies learning to ‘put on.’
- By age 2 to 2 ½ we should work with families to support their child in learning, hand-over-hand, how to get their hearing aids up to their ear, tuck in the earmold, and how to put the hearing aid over the back of the ear.
- Ideally, children will have the skill of putting on their own hearing aids accomplished by the time they are age three, to age four years at the latest.
- Toddlers need to be supported as they make choices and learn ‘to do,’ including the process of learning how to put on their own hearing aids.





Early School-Age (4-6) – What is Good?

- Children ages 4-6 are developing a sense of judgment. They are actively learning what ‘good’ is from their teacher and peers.
- When a child attends school it is likely that he or she will be surrounded by children and adults who have NEVER seen a child with hearing devices
- They may be exposed to questions like, “Can I try one?”, “I don’t like it; it looks stupid,” or “It’s ugly.”
- These comments occur when a child is learning what peers find acceptable. Without a strong self-concept and **practice explaining** hearing devices, a child may quickly believe that he is ‘not good’ because of the hearing devices or, that the hearing devices are not ‘good.’
- Early rejection by peers is associated with persistent academic and social difficulties.**





Early School-Age (4-6) – Independence & Self-Esteem

Completing Tasks:

- As children become preschoolers they develop initiative – how to plan, how to complete tasks from start to finish
- In order to complete tasks the child needs to understand:**
 - What he is supposed to do
 - Have the language comprehension to know **how** to perform the task

They may feel guilt if their effort does not produce the expected results. They may develop negative behaviors secondary to their frustrations.

Early self-advocacy skills, like asking for help or clarification, can strengthen independence and self-esteem.

Develop language for better understanding of directions as needed.



Early School-Age (4-6) – Action Items Needed

- PreK – Gr 1 are times when a student is at high risk for beginning to develop negative feelings about the hearing devices. **It is critical for:**
- students to receive instruction and practice in **how to answer questions** about their hearing loss and hearing devices
- students to realize that hearing devices are ‘new’ to class peers and that peers **do not understand** that someone hearing loss does not always hear everything the same way they do
- students to understand **that they ARE missing information** because of the hearing loss, not because they are not as smart as the other students
- teachers need to discuss hearing loss, hearing devices, listening challenges, and how to be a ‘good communicator’ with classes of children who are 4, 5, 6 years old **so that the child with hearing loss can ‘shine’ as an expert** and peers can ask questions as a group.



Early School-Age (4-6) – *I don't know, I didn't hear it!*

Recognition by the child that they have a hearing loss

- At this age, the child may have little awareness that information is being missed due to hearing issues.
- He may only be aware that the teacher said something, the other students seemed to know what to do and that he didn't know what to do.
- He may have used the hearing aids for years, but may have no concept of why he has to wear them or what it means to have a hearing loss.
- Discussing the size of the child's 'listening bubble' and performing the ELFLing procedure will assist his understanding of how it is harder for him to hear in relation to distance, noise, speechreading, and knowing the words used. Do so with and then without the hearing devices (hearing aids, FM/DM, cochlear implants).

Early School-Age (4-6) – *remembering what was heard*

Subvocalization Skills

- Our students do not know what they did not hear because they didn't hear it.
- As unfair as it is, they are continually held responsible for what they never clearly perceived.
- By learning subvocalization skills they can focus on **WHAT** they heard and remember it.
- They can then (1) include this information into a communication clarification request or (2) learn to apply their language knowledge to 'fill in the gaps'.
- Teaching subvocalization is also practice in perseverance. The characteristic of perseverance, along with age-appropriate self-confidence and self-esteem, are **the most powerful factors in resisting** the influence of feeling like you are different.



Early School-Age (4-6) – *perspective taking*

Perspective is necessary for children with hearing loss because, **ironically, they are held accountable for being aware of when they did not hear something (fully/correctly).**

We need to start working with students early to:

- 'Get a Clue' meaning look around themselves to figure out the information missed
- work on **Theory of Mind** skills so that they are able to take the perspectives of others as a means to guesstimate what information may have been missed or misunderstood
- work on **basic listening skill behaviors**
- make sure children know that no one is going to 'spoon feed' just the 'important' information – they are responsible for focusing on communication



Early School-Age (4-6) – *getting along with others*

Students with hearing loss have been found to be about 4 years delayed in pragmatic language skills by the time they are 7 years old

- Children need instruction in identifying and explaining feelings
- If students with hearing loss are not able to recognize the feelings of others, then early 'friend making' will be jeopardized
- Direct teaching of 'being a friend' is often needed.
- These skills will strengthen other areas of interaction and self-advocacy development. For a student to feel as though they are part of the group, they need to know that they have friends who will accept them and help them 'stand strong' in situations of teasing about hearing devices.
- Direct teach how to appropriately recognize and respond to teasing/bullying



Early School-Age (4-6) – resilience to teasing needed

- Teaching the differences between friendly versus unfriendly teasing and bullying as related to hearing loss and devices.
- Other's will ask them about their hearing loss/hearing technology ("What are those things?") and they may be doing so out of curiosity, as a way to initiate interaction, or because they are being unfriendly.
- Appropriate ways to respond to comments about hearing loss, sign, hearing devices to inform others (disclosure and sharing communication needs).
- Recognizing bullying and appropriate responses to these situations.
- Individuals have a choice about how they can feel when someone says something mean. They can believe it and dwell on negative thinking or they can be true to who they are and recognize that bullying really does not have anything to do with them, it is more about another person feeling insecure.



Later Elementary Years (7-11 years)

The Power of Industry

- During this stage, children are capable of learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of industry.
- If children are encouraged to make and do things, and are praised for their accomplishments, they begin to demonstrate industry by being diligent, **persevering** at tasks until completed and putting work before pleasure.
- This is also a very social stage of development. As the world expands a bit, the **most significant relationships for children in grades 2-5 are with the school and neighborhood.**
- Parents are no longer the complete authorities they once were, although they are still important.

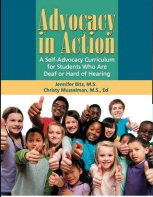
Address Teasing and Fitting In BEFORE Grade 4

- Social connections become more important starting in about grade 3 and increasing to cliques by grade 4.
- Students need to be able to stand up for themselves. If they are teased, they will tease them back.
- Students need to be able to stand up for themselves. If they are teased, they will reject them. If they are teased, they will isolate or nothing.
- Friendship skills are developed appropriately and self-advocacy skills are developed by about 4th grade.
- Without these skills, students are likely to lack the confidence, have the resilience, or the perseverance to get through the challenging grades 5-7 without rejecting hearing aids.

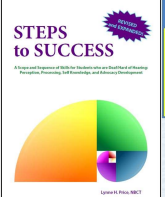
Wait to Act to
Prevent Rejection
and you will be
Too Late!

Later Elementary Years – building perseverance

- Grit is a disposition to pursue very long-term goals with passion and **perseverance.**
- Students with high levels of grit are **more successful** in both academic and non-academic pursuits. They are **less prone** to negative emotions like anxiety, depression, anger, or guilt.
- At the **foundation of perseverance** is optimism that a goal can be achieved or the challenge overcome. **Look What I Can Do!**
- Discuss the IEP and having the student **select their 'own goal'** and how it can be accomplished. It will take responsibility and follow-through in class.
- Work on 'grit' and goal setting will **develop perseverance** skills and **increase student feelings of control and confidence.** Goal-setting using a student-selected IEP goal is an easy way to encourage this development.









Later Elementary Years – build confidence

Industry vs Inferiority – Build confidence in student understanding

- A follow-up to sub-vocalization is the skill of chunking information. *Chunking* refers to grouping things together. In this case, teaching the child not only how to chunk pieces of auditory information, but also which words to select.
- Chunking is a commonly used strategy for early readers. It can be expanded to assist the student with hearing loss to become more confident in remembering what was heard.
- It aids in more effective understanding.
- Strong strategies to deal with challenging situations increase feelings of control and confidence and result in more resilience when challenges occur.**



Later Elementary Years – build resilience

Teach how to Manage Negative Situations via Positive Self-Talk

- Positive self-talk can help children to build self-esteem and confidence.
- When children learn to give themselves positives, they may be more likely to keep trying
 - even when things don't work out the way they planned the first time
 - or to try new things that they feel nervous about.
- When they have regular contact with others who use hearing devices they can strategize/commiserate together. Then think about "What would Justin do?" Kool Kidz Vidz can provide some examples too.

Middle School & High School

Realities



Strategy for Teaching Self-Talk

You will need cards with facial expressions and/or descriptive feeling words.

Present the following sentences:

- I'll get this right with a bit more time. I can catch up! I can get help if I need it.
- I'm dumb. People will laugh at me. I'll just get told off for being behind if I ask for help.
- Ask the student(s) to identify as many feeling words as they can to go with each statement.
- Ask which statement would make them feel like they are just as important as other people and can do the work required of them.
- Discuss how positive and negative feelings can make you more likely to succeed or fail in what you want and need to do.
- Use Kool Kidz Vidz to discuss feeling words, self-talk, and a positive outlook

CONFIDENCE IS LIKE A MUSCLE:
THE MORE YOU USE IT, THE STRONGER IT GETS.

Middle School & High School – What we CAN do

COACH the second:

- Realize their own
- Recognize their o
- Develop the skills challenges
- Understand the c relate to their go;



C.O.A.C.H.
Lynne H Price

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Middle School & High School (12-19 years)

Developing Their Identity

- An adolescent must struggle to discover and find his or her own identity, while negotiating and struggling with social interactions and "fitting in", while developing a sense of right from wrong.
- Some attempt to delay entrance to adulthood and withdraw from responsibilities. This may be happening when the adolescent:
 - acts as though not wearing amplification will make him the same as others
 - experiments with different attitudes, hobbies, peer groups to find a balance between being a self-confident individual simultaneously with being 'one of the crowd,' sometimes making ultimately harmful choices
 - struggles to define ultimate goals ("I want to go to college") and the actions it will take to reach those goals, sometimes resisting life-choice realities

Thank You!!!

Thanks for Listening!