

Online Session 9

Aural Hab:
Child



Karen L. Anderson, PhD
Supporting Success for Children with
Hearing Loss

This Week's Learning Objectives You will be able to ...

- 1 Describe what makes tweens/teens so vulnerable to developing issues with hearing aid wear
- 2 Discuss key concepts of counseling tweens/teens regarding feelings of acceptance and device use
- 3 Describe key questions and issues to discuss regarding bullying and suicide prevention
- 4 Describe the audiologist's role in transition planning for students with hearing loss

How do teens with HL compare to peers?

Degree of hearing loss is not related to perceived social status

- Greater social isolation and loneliness
- Limited participation with hearing peers outside of school
- Less emotional security around hearing peers as compared to DHH peers with similar experiences due to HL
- Rejected by peers 30% more often than hearing peers (5%)
- 39% rated as having low social status compared to 13% for hearing peers
- More rejection by peers in grades 4-6 than grades 1-3 resulting in older students feeling more social anxiety
- "Deaf" not included in peer social circles, HOH are included
- Success socializing 1:1 but not in groups of hearing peers

Desire to be treated normally; no attention to hearing loss

Razny article: Social integration or social alienation

REMEMBER!

**Most students with a hearing loss
feel different from their peers,
may have lower self-esteem, and
may feel angry because
of their difficulty hearing.**

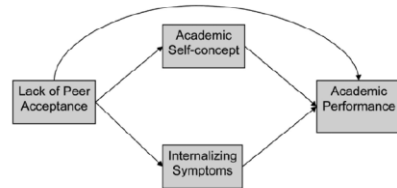
What are specific concerns?

- Being pulled out of class for DHH support
- Use of FM (passing mic to teacher)
- Friends forgetting need for speechreading, close proximity
 - Negative reactions from peers
 - Feelings of embarrassment due to misunderstanding
 - Self-consciousness while interacting with hearing peers
- All have an effect on social self-concept, decreased self-confidence in social situations and inhibited social behavior
- Oral language, emotional awareness/empathy correlate with socialization skills/social acceptance
- The trends for loneliness and inhibited social behavior may not be present or as significant for CI users or early-identified, early-amplified and highly successful hearing aid users.

Razny article: Social integration or social alienation

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Impact of Social Acceptance



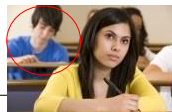
Limited acceptance by peers has a direct impact on academic performance. Peer acceptance is crucial in terms of social development, but also plays a role in academic and cognitive growth. **The strongest factor of academic success was the level of acceptance by hearing peers.**

Razny article: Social integration or social alienation

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Foundation of issues

- Smaller listening bubble/decreased exposure to incidental language
- Can impact oral language development, theory of mind, pragmatic social communication skills, self-esteem
- Large group listening environments (distance, noise) reduce effectiveness in tracking multi-talker conversations
- Hearing peers/teachers perceive that the student with HL is better able to compensate/comprehend than they really can – this lack of awareness can be a barrier to social integration



Razny article: Social integration or social alienation

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Traits of successful students

“...confidence, assertiveness and ease of initiating interactions with hearing peers were qualities of students who were socially successful.”

“...Maturity and social competency were identified as characteristics of that hearing students value when seeking friendships with deaf or hard of hearing peers”

Students more likely to develop good relationships and succeed in the mainstream were:

- Outgoing
- Assertive
- Independent
- Organized
- Proactive
- Sense of humor
- Were open to discussing HL with others
- Determined to succeed
- Enthusiastic about learning
- Utilized good advocacy skills

Razny article: Social integration or social alienation

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Make It Yours

Based on course material to date, how can the audiologist, working with the family and child, influence child factors to increase the peer acceptance of school-age children who are hard of hearing?

- First appointments after identification
- Transition into preschool
- Elementary school

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What makes tweens/teens so vulnerable to wanting to take off their hearing aids?

- Frontal lobes of the brain are undergoing changes; child may be able to make a decision but not realize until years later it was inappropriate
- Psychosocially they are trying to determine their role in regard to what they have and what their social group wants them to be --- issues with one and onlies!
- Negative issues seem more important than they really are (He laughed at me because of my hearing aids. I won't wear them any more.)
- Make predictions about what will happen without enough evidence (No boy will go out with me if I have Has.)

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What makes tweens/teens so vulnerable to wanting to take off their hearing aids?

- Blaming others for things that are their responsibility (Didn't give the teacher the mic, didn't hear the directions, did the work incorrectly – teacher's fault)
- Emotional responses often override reason

Need to figure out 4 things:

1. What kind of person am I?
2. How do I fit in with friends?
3. What am I learning?
4. Independence from adults, but still connected?



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Self identity and having a hearing loss

- Study of hard of hearing teens ages 11, 13, 15 compared to peers
- 56% did not identify themselves as having a disability
- May identify themselves as having 'a hearing problem' but not disability.
- Those who identify themselves as having a hearing disability are more likely to report feeling lonely or alone than those who do not self-identify.
- There is a necessity for individuals who are hard of hearing to establish an identity distinct from those who are culturally Deaf but also accommodates their particular needs
- Research supports the need for networks to promote the identity of mainstreamed young people with hearing loss

Kent, B. (2003). Identity issues for hard of hearing adolescents aged 11, 13 and 15 in mainstream setting. *Journal of Deaf Studies and Deaf Education* 8(3), 315-324



It's time.... about age 9+

- Hi Mrs. Olson. Tracey and I will be back in the booth. When we are done we you can come back and Tracey can tell you what we found out.



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Our role in this process...

to endow child with confidence so that he/she can gradually disconnect from parents/ develop autonomy with increasing self-direction.

- Starting with tweens (age 9, 10, 11)
 - Talk about how they feel about their hearing aids
 - What they like and don't like about the hearing aids?
 - What do they do when someone asks about their hearing aids?
 - Why were they asked? How did being asked make them feel?
 - Do they have any friends that also wear hearing aids that they can talk to?
- Why? You are showing that you value their opinion and experiences. That you don't only care about the HAs. That **you are not the "Hearing Aid Police"**
- Minimize advice, maximize relationship building
- Respond with 'continuers' not 'terminators'

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Our role in this process

- Open the conversation age 10, 11, 12 (social issues arise)
- "As kids get into late elementary or middle school they sometimes think about not wearing their hearing aids"
 - Why do you think some kids don't want to wear their aids?
 - Do you think if you didn't wear your hearing aids at school you would be able to understand other kids as well?
 - Are there times in school when you just have a hard time getting what people are saying?
 - [Audiologist – technology options that could help?]
 - What do you do? [opening for LIFE-R student appraisal]
 - When you are grown up and on a job do you think you will need to have some ways or strategies to help you understand?
 - How about some strategies? [Talk about self-advocacy and communication repair] Could you practice at home?

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Be alert to rejection due to issues with use

Problems that are solvable with aggressive management
(Johnson, 2011)

Technology

- *Provides more flexibility to hear peers*
- *No bulk or less bulk to hearing technology*
- *Connectivity options*
- *Cool technology*
- Must include aggressive troubleshooting

School/Teachers/Staff

- *Hearing loss awareness: hearing vs. understanding*
- *Classroom support*
- *Orientation and training*
- *Enforcement: If in IEP or 504 use of hearing technology is not a teacher's choice*

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Our role in this process

- Open the conversation age 12 (11 for girls), 13, 14
- “I’m glad the hearing test and hearing aid check is over so we can talk”
 - Kids your age start to compare themselves to others, and trying to find a way to fit in. It is an awkward age for everyone. Most kids with hearing aids feel awkward too, just like the kids with braces, glasses, acne, uncool clothes - lots of kids (remember using HAs ≠ disability)
 - You know you hear what people say better when you wear your hearing aids. But let’s find out more about how you feel about your hearing aids....
 - Administer the Self Assessment of Communication – Adolescents
 - How do your hearing aids help you fit in? Your FM?
 - Have you ever heard someone say “Your hearing loss is more obvious than your hearing aids”? What do you think this means?
 - Some kids think speaking up for yourself is embarrassing. Let’s look at what things other kids think are cool....

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SELF ASSESSMENT OF COMMUNICATION-ADOLESCENT (SACA)*

Judy Elkayam, Au.D. and Kris English, Ph.D.

The purpose of this questionnaire is to identify problems you may be having because of your hearing loss. We will talk about your answers. That conversation may help us understand the effect the hearing loss is having on you. It may also give us ideas to help you manage those problems. The information you give will not affect your grades in school.

Please circle the most appropriate answer for each of the following questions. Select only one answer for each question. If you usually use hearing aids or cochlear implants, answer each question in a way that describes your experiences with the technology on. If you do not usually use hearing aids or cochlear implants, answer each question in a way that describes your experiences without the technology.

Student Name _____ Date _____

Technology Use

I usually do not use hearing aid(s) I usually do not use cochlear implant(s)

Hearing and Understanding at Different Times

- | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|-------------------------|----------------|-------------------|
| 1. Is it hard for you to hear or understand when talking with only one other person? | 1 - almost never | 2 - occasionally | 3 - about half the time | 4 - frequently | 5 - almost always |
| 2. Is it hard for you to hear or understand when talking with a group of people? | 1 - almost never | 2 - occasionally | 3 - about half the time | 4 - frequently | 5 - almost always |
| 3. Is it hard for you to hear or understand TV, the radio or CDs? | 1 - almost never | 2 - occasionally | 3 - about half the time | 4 - frequently | 5 - almost always |
| 4. Is it hard for you to hear or understand if there is noise or music in the background, or other people are talking at the same time? | 1 - almost never | 2 - occasionally | 3 - about half the time | 4 - frequently | 5 - almost always |

<https://successforkidswithhearingloss.com/tests/tests-by-karen-anderson>

HOW TO BE COOL!

Developed by kids! Here is a sample:

- Don’t care so much what others think of you.
- Be aware of how you come off to others.
- Don’t be afraid of being different, whether that means standing up for yourself, defending someone else, or taking interest in something that no one else does.
- Be a good conversationalist.
- Feel good about yourself.
- Speak up.
- Be yourself.



What does ‘not understanding’ look like?

- “I have recently started showing students video clips of what students with hearing loss miss with out the FM - the videos that I have previously reserved for parents and teachers. I thought that the students understood the difference between hearing through their hearing aids vs. HA + FM, but when I show the videos I often get some ‘a-ha moments’ from them. I like the Theresa Derr and Scott Bradley, University of Wisconsin-Whitewater demos on <https://successforkidswithhearingloss.com/demonstrations>
- This one illustrates what kids miss in social situations. My students have been really responding to it: <http://youngpeople.ndcsbuzz.org.uk/looksmilechat/films/ref:F4F9AA81951FB2/title:Face+me+when+you+talk+>

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Our role in the process

Exercise: To Disclose or Not

Hiding a HL		Acknowledging a HL	
+	-	+	-

- Open the conversation age 13, 14 and above – whenever a child seems on the brink of rejecting HAS

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THE LEARNING COOPERATION


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Motivation Partners Living Well My World GROUP Time and Talk Change Guide E-Learning Self-Development Video Library University Course Supervisor Kit

MOTIVATION TOOLS

EMPOWER PATIENTS TO TAKE ACTION ON THEIR HEARING

OPEN A DIALOGUE WITH YOUR PATIENTS TO BETTER UNDERSTAND THEIR NEEDS AND INCREASE THEIR SELF-MOTIVATION TO IMPROVE THEIR HEARING



http://ida.institute.com/index.php?id=1293#/tool_room/patient_motivation/tools_in_the_clinic/?type=1337

Motivational Interviewing

- Ask permission: Do you mind if we talk a bit about how you feel about wearing hearing aids?
- Eliciting Change Talk:
 - What would you like to see different about having to go to school and learn every day with a hearing loss?
 - Why do you think other people are concerned about you wearing hearing aids (or not wearing hearing aids)?
 - What would be the good things about not wearing your hearing aids in school?
 - What would your life be like 3 years from now if you don't wear your hearing aids at school?
- Provoke change talk by provoking extremes:
 - Suppose you keep your hearing aids on – what is the WORST that might happen? Same thing for not using hearing aids...

ASHA ARTICLE:
http://leader.pubs.asha.org/article.aspx?articleID=1841200&utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+ASHALeaderOnline+%28The+ASHA+Leader+Online%29&utm_content=Google+Feedfetcher

Make it Yours!

Real issue from the educational audiology listserv:

- I typically work with mostly young and enthusiastic hearing aid users so I am not sure what to do in this particular case. We have a middle school age student who is refusing his amplification and doing poorly in school. I've been asked to intervene - what would you do in this scenario? (His current and prior ToDHHs have had no success with changing his motivation to use aids)
- I plan to do an FLE, possible count the dots to show him what he is missing. I will probably try the LIFE, but I am skeptical he will be honest... Any other ideas or suggestions or resources?

Bullying/Suicide Prevention

- Key Question: Do you ever see anyone being bullied? Do you think that may happen to you? Has it?
- Follow up 1: Do you ever feel afraid to go to school?
- Follow up 2: What should someone do if they are bullied (picked on, shamed, threatened – in person or online)?
 - Who do you think we could ask about this? (DHH teacher, etc)
- Follow up 3: It seems that a lot of kids are getting bullied. Some kids start to feel as though there is something really wrong or bad about them because of what bullies say. Do you sometimes feel really bad about yourself? What would help?
 - "making it all go away" "not having to deal with it" – Hi Risk
 - Ask: Are you thinking of killing yourself? How can I help?
 - Problem solving, conflict resolution, reference to established program - student is aware of, getting help from.... Low Risk

Suicide Warning Signs

- I** Ideation (picturing killing themselves)
- S** Substance Abuse

- P** Purposelessness
- A** Anxiety
- T** Trapped
- H** Hopelessness

- W** Withdrawal
- A** Anger
- R** Recklessness
- M** Mood Changes **1-800-273-TALK**

Teen Suicide Prevention
4 minute video
<http://www.youtube.com/watch?v=3BByqa7bhto>

<http://www.suicidology.org/resources/multimedia-resources/suicide-warning-signs>

Make it Yours!

You have been seeing Chrissy, a bubbly blonde girl since she was an infant. She has been involved in many activities with friends and always seems up, even though she wears hearing aids and has had to work hard.

You were happy to see Chrissy on the schedule. She's now in 7th grade and you want to hear about what she is doing now.

Chrissy comes into the booth (mom is in waiting room) and she doesn't make eye contact, responds in 1-2 words and generally seems like a different person.

Your first inclination is to cheer her up. What should you do instead?

Transition and the Audiologist

1. Hearing aids/CI – best technology for transition to college or job hunting? Funding advantages now that will be lost after high school? (Voc rehab?)
2. Interviews or college entrance essays – discuss 'gifts' of the hearing loss. i.e.,
 - a. Ability to focus on a task
 - b. Used to studying/working hard
 - c. Knows importance of good communication
 - d. Years of problem solving experience
 - e. Used to 'beating' challenges
3. Comprehension with hearing alone, hearing + vision?
 - a. Need for personal captioning devices? FM (Roger)
 - b. Chance to try out accommodations options before graduation

Transition and the Audiologist

4. Do they know their rights?
 - a. ADA in workplace
 - b. 504 in higher education
 1. Aware of college disability offices?
 2. Knowledge of the accommodations they require to be successful? FM, notetaker, CART, etc.
5. Are they capable of troubleshooting their hearing aids independently?
6. Role play advocating for accommodations

Share resources at a minimum, be involved with transition discussions whenever time allows

Transition Planning Resources

GAP
Guide to Access Planning: Communication Access & Hearing and Hearing Assistance Technologies for Teens and Young Adults

GAP TRANSITION CHECKLIST¹
 Part 1. Transition Checklist

http://www.phonakpro.com/content/dam/phonak/gc_us/Documents/GAP/GAP_TransitionChecklist_2012saveable.pdf

Unit 1: Introduction – What Is Self-Advocacy?
Lesson 1 Self-Advocacy: What Is It and Why Is It Important?
Unit 2: Knowledge Is My Power Base
Lesson 2 My Legal Rights While in High School: My IEP
Lesson 3 My Legal Rights When I Leave High School: Section 504 and College
Lesson 4 My Legal Rights When I Leave High School: ADA and Work
Lesson 5 Transitioning: Making the Move from High School to College and Work
Unit 3: Personal and Interpersonal Skills for the Self-Advocate
Lesson 6 Setting Goals, Identifying Needs
Lesson 7 Expressing My Needs Effectively
Lesson 8 Negotiating with Others
Lesson 9 Resolving Problems
Unit 4: Putting It All Together: Using Knowledge with Skills
Lesson 10 My Role in Transition Planning: Preparation
Lesson 11 Practicing for an IEP Meeting: Participation
Lesson 12 Evaluating My IEP Participation

<https://successforkidswithhearingloss.com/transition>

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Make it Yours!

You have been seeing Chrissy, a bubbly blonde girl since she was an infant. She has been involved in many activities with friends and always seems up, even though she wears hearing aids and has had to work hard.

Chrissy is now a high school junior. Her last hearing aids were purchased when she was in 6th grade.

What will you try to accomplish during this appointment?

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Preview for Last Week of Class!

Addressing habilitation of children with 'other' auditory issues:

- Auditory Processing Deficits
- Auditory Neuropathy Spectrum Disorder
- Vestibular issues

Final words on linkages with other professionals

Final review of Educational Audiology Competencies

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