

### Meet Ida: Practical Aural Rehabilitation Approaches for the Educational/ Pediatric Setting

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### Pediatric aural rehabilitation

- Easy to talk about/difficult to do
- Audiologists have moved away from this foundation
  - “Devices”: Terrific
  - Only part of the process
  - Not appropriate for everyone!
- SLPs can be reimbursed for service, but unfortunately, many report little knowledge or skill in the basics of AR

### Defining AR

- Aural rehabilitation has been defined as “an ecological, interactive process that facilitates ones’ ability to minimize or prevent the limitations and restrictions that auditory dysfunctions can impose on well-being and communication, including interpersonal, psychosocial, educational, and vocation functioning” (ASHA, 2001)
- WHEW! Maybe this is why it’s difficult to engage in AR....

Table 3.1 Components of a typical aural rehabilitation program

COMPONENT	DESCRIPTION
Diagnosis and classification of hearing loss	Assessment of the hearing loss and speech recognition skills
Provision of appropriate listening device	Provision of hearing aid(s) or cochlear implant(s) and follow-up services to ensure proper fit and follow-up services
Provision of appropriate assistive listening devices (ALDs)	Assessment and provision of devices that supplement or replace a hearing aid or that serve to reduce hearing-related communication difficulties
Auditory skills training	Training and assessment of listening skills
Communication strategies training	Training of strategies that enhance communication and minimize communication difficulties (e.g., lip-reading, visual strategies, environmental modifications)
Informational/educational counseling	Instruction about normal hearing, hearing loss, hearing device technology, assistive devices, and hearing services
Personal adjustment counseling	Interventions to enhance the management and acceptance of hearing loss and communication difficulties
Psychosocial support	Addressing the psychological and social impact of hearing loss on the person with hearing loss, family, and friends (group services versus individualized services)
Regular communication partner training	Communication training for the spouse, parent, friend, friend, or caregiver
Team hearing training	Training teams to recognize and address hearing and communication issues
Speech/language therapy	For children primarily, training that emphasizes alternative strategies to support oral language production and development (vocabulary, syntax, and pragmatics)
Service linking	Development of links to other professionals, such as teachers in the public school system or counselors in senior citizen centers

Source: Adapted from Finkelstein, G., & Whitelaw, G. (2001). Aural rehabilitation: A review of the literature. *The Hearing Journal*, 52, 32-35.

### Reluctance to provide AR services

- Education/training
- Not clear on the role
- Not sure what type of “program” to implement
- Impractical
- We often like things we can “fix” and issues related to motivation, change, and counseling are not comfortable: However these are significant issues in AR

### Issues specific to the pediatric population...

- Limited communication skills on the part of the child with communication issues
- Stigma attached to a child with hearing loss (e.g. school secretary who said “oh, that’s so sad” when I told her I was there to check a child’s hearing aids and FM)
- How to approach this/who should approach this/where to approach this?

## Where does AR happen? (From Tye-Murray, 2009, p. 9)

1. A hearing aid dealer's private practice
2. A hospital's speech and hearing clinic
3. A community center or neighborhood
4. A school (Figure 1-2)
5. The student's private residence
6. A speech language pathologist's office
7. Conversations on public transit
8. The home, sometimes with the aid of a caregiver



FIGURE 1-2. HEARING AID WEARERS IN THE EDUCATIONAL SETTING. Photograph by author/author.

So, this involves all of us...

## Issues of AR in the educational setting

- Conversation with an SLP this school year regarding all the “stuff” not related to technology for the student
  - Inconsistent hearing aid use
  - Being told to wear FM by his parents (who are Deaf), but is a sign interpreter and makes no use of auditory information

## Parent who says “My child just fit with hearing aids, but I don’t know what to do...”

- My first reaction “Why didn’t the audiologist who fit the hearing aids do their job?” 😊
- The reality is that perhaps they did and there’s just more job to do...
- They didn’t know how to do “that part” of the job
- The mom/child has a trust relationship with you
- The parent is still processing that the child has hearing loss...
- The issues here are endless but all end in the fact that AR services happen in the schools

## Issues of AR in the educational setting

- Counseling
- Communication repair strategies
- Self-perception, peer relationships
- Room acoustics
- Flexibility in communication and listening
- Education is not just what happens in school

## Approaching AR with practical tools

- Tried many things that seem too difficult, too time consuming, too “not my philosophy”, too whatever...
- Ida Institute came along. This has been an answer for many audiologists, SLPs, social workers, people with hearing loss who advocate for others worldwide.

## Who is Ida?

- Ida Institute is an independent, nonprofit institute located just north of Copenhagen, Denmark. The establishment of the Ida Institute was based on a grant from the Oticon Foundation and is named in honor of Mrs. Ida Demant, the wife of the founder.
- Ida's mission is to To foster a better understanding of the human dynamics associated with hearing loss.
  - FROM Ida Institute website [http://idainstitute.com/about\\_ida/](http://idainstitute.com/about_ida/)

## Who is Ida?

- Goals: The Ida Institute strives to impart a more holistic understanding of the complex journey of hearing loss to better assist hearing care professionals and hearing impaired persons.
- “We are committed to generating and providing innovative, practical and actionable knowledge. The institute is organized around the concept of collaborative learning that enhances and facilitates exchange among thought leaders, scholars, practitioners, educators and professional advocacy groups.”
  - FROM Ida Institute website [http://idainstitute.com/about\\_ida/](http://idainstitute.com/about_ida/)

## Benefits of Ida

- FREE!
- Easy to use
- Created with a global perspective
- People willing to support each other in the process
- Multidisciplinary
- Tools!
- In the process of developing evidence-based perspectives
- Materials focused directly on children

## Benefits of Ida

- Based on the World Health Organization (WHO) classification system and model that describes health and health-related states known as the International Classification of Functioning, Disability, and Health (Johnson, 2011).
- The ICF, as the classification is often abbreviated, has been used worldwide in many health fields as a guide for defining and describing “a classification of health and health-related domains. These domains are classified from body, individual and societal perspectives by means of two lists: a list of body functions and structure, and a list of domains of activity and participation”
- Has redefined aspects of hearing loss as a disability: the audiogram doesn't tell the story
- So, the kids in school who have cochlear implants may have less AR/counseling/educational support needs than kids with milder degrees of hearing loss in this model

## Where to begin?

Become a member of Ida: Free and easy!



Register and get a log in: Upper right hand corner of the website

Welcome, Gail Whitelaw Logout >>    Search

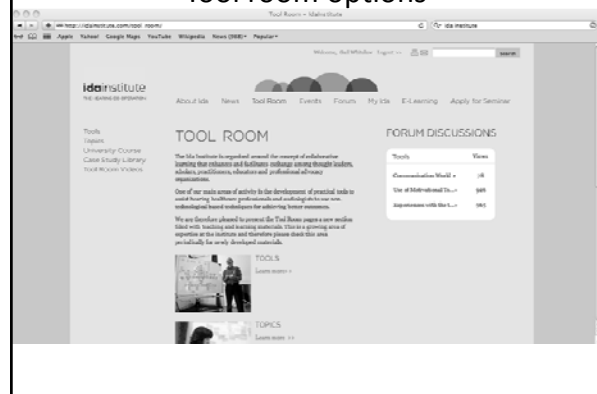
The “ghost of Christmas future”:  
Why AR?

Options with Ida

ida institute THE LEARNING CO-OPERATION About Ida News Tool Room Events Forum My Ida E-Learning Apply for Seminar

The tool room is a wealth of information!

Tool room options

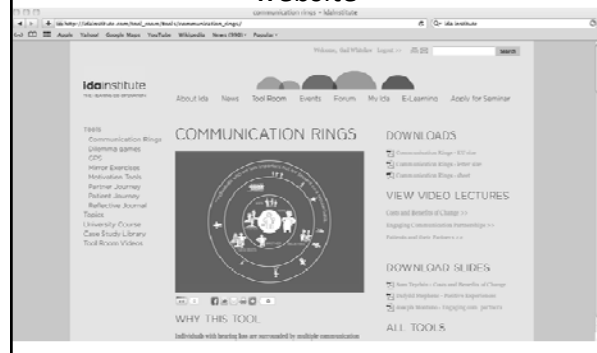


Ida tool options

ida institute THE LEARNING CO-OPERATION

- Tools
- Communication Rings
- Dilemma games
- GPS
- Mirror Exercises
- Motivation Tools
- Partner Journey
- Partner Journey
- Reflective Journal
- Topics
- University Course
- Case Study Library
- Tool Room Videos

Each tool has it's own area on the website



### Each area has the following information

- The tool, which is downloadable
- Video lectures regarding the development and use of each tool, supported by slides
  - With Ida tools, this gets you started...their use is as individual as the person that you are using it with
- Clinical video
- Ethnographic video
- Seminar role plays

### Some specific uses of specific tools

An overview of some of the tools

### The line...a simple approach

**THE LINE**  
1/2

1  
How important is it for you to improve your hearing right now?

0 10

2  
How much do you believe in your ability to use...?

0 10

The lines go from 0 = not at all to 10 = very much.

Reagan, S.E., Hansen, P.J., Gannon, C.J., & Sherman, S. (2008). Decision - Configuration are available. Cochrane, International Health Promotion Practice & Health Services Research Journal.

\* As the facilitator, you need to be in the room you suggest it. Hearing aids assist listening device or communication strategies.

### Using the line tool

- 5<sup>th</sup> grade child who has sabotaged her hearing aids; has moderate hearing loss
- Mom angry with school...her wishes, however are following a bouncing ball
  - Educational issues are related to ADD, hearing loss, something in between
  - Mom very upset the child does not have an FM system

### Using the line tool

- Child has lost aids, refuses to bring them to school, etc.
- Asked her: How important is it for you to hear in school? Answered 7
- Asked her: How much do you believe in your ability to use your hearing aids consistently? Answered 2
- Using this info to guide educational planning, IEP, etc.

### The box

**THE BOX**

1. BENEFITS OF NO ACTION	2. COSTS OF NO ACTION
3. THE POTENTIAL COSTS OF TAKING ACTION	4. THE POTENTIAL BENEFITS OF TAKING ACTION

Reagan, S.E., Hansen, P.J., Gannon, C.J., & Sherman, S. (2008).

### The box

- This tool can be used to make the child/parent aware of his own positive and negative thoughts about hearing loss and to give a picture of how motivated they are.
- At the same time, pros and cons of continuing the status quo or changing the behavior become apparent to the child/parent/teacher.

### The circle



### The Circle

- Used in Denmark for chronic health conditions that will require behavioral change since 1990
- Reminder that person with hearing loss may move around the circle during periods of transitions (often see this with kids when they move from elementary to middle school, for example)

### The patient journey

- Addresses relationships between child with hearing loss and all the "players"
- Let's child tell their story
- Going to be using this with one of our newly identified kids: 11 years of age, terrific family, supportive school
  - Defines herself as "the dumbest kid in her class."
- Relationship Centered Care (English, on Ida website)



### Ida Forums

- Pediatric and Educational forum designed for discussion on topics related to children with hearing loss and their families
  - Moderated by Jane Madell, Ph.D.
  - Information on wide variety of topics related to childhood hearing loss

### SPOTLIGHT

MY WORLD WORKSHOP FOR PEDIATRIC AUDIOLOGISTS



Have you ever been in a situation where it was difficult to engage a child in a dialogue about how their hearing loss affects their daily communication?  
[Read more >>](#)

## “My world”

- Unveiled in US this week; in the UK in December
- The new tool illustrates three different environments (a home, a school and an outdoor area) and includes a variety of movable elements that represent the everyday life of the child. By means of these elements, the child can tell the story of how they manage their hearing loss, amplification and communication in different situations. This gives the child a voice and makes them an active participant in the rehabilitation process. It also helps the HCP (hearing care professional) uncover information about the child’s use of effective amplification, reinforce positive patterns and formulate a strategy for coping with challenges. (Ida, 2011)

## My “favorite” Ida tool

- Reflective Journal
- From Ida website:
  - Allows for reflection for hearing care professionals with the aim of giving them a deeper insight into their clinical practice.
  - It is also about inspiring hearing care professionals to start thinking and working in a new way by looking back at what occurred to improve outcomes for the future.
  - By understanding your own behavior, you can make modifications, i.e., becoming more effective with an eye toward reducing stress, becoming more time efficient and raising awareness about your patients.
  - Reflection can be used after each patient, after patients who are particularly troublesome or after a specific success with a patient.

1. What happened in the session?	
2. Describe one or two things which went well in the session.	
3. Why do you think they went well?	
4. How did you feel? Why do you think you acted as you did?	
5. Describe one or two things which went less well in the session.	
6. Why do you think they did not go well?	
7. How did you feel? Why do you think you acted as you did?	
8. What can you do different next time?	

## Have used reflective journal for:

- Analyzing interactions with difficult cases
- Teaching tool for AuD and SLP students (they complete these as part of Peds AR course with the hope they will expand the use to more of their clinical encounters)
- Addressing meeting issues: MFE meeting

## Can apply tools to videos and related materials on Ida

- Can use as teaching materials, CE, etc.
- Also has e-learning modules for CEUs (approved by American Academy of Audiology)

## If any of this gets you fired up...

- Apply to attend an Ida workshop
  - See “Apply for a Seminar” in tool bar of website
- Skodsborg, Denmark with people interested in aural rehabilitation from around the world
- Next topic “Making Change”: January and February, 2012
- In-depth exploration of topics, etc
  - Forum theater!

## References

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