

How to Engage Teens and Tweens in Discussions About Their Hearing Loss

1. Please select the best answer(s) for the following question: What skills must professionals/clinicians show if practicing person-centered care?

- A. Eliciting patient stories, responding with empathy
- B. Mutual understanding
- C. Promoting empowerment and shared decision-making
- D. All of the above

2. At what age are children/young adults encouraged to complete the Tele-care tools independently from parents?

- A. 12
- B. 10
- C. 15
- D. 9

3. Which Ida Tele-Care tool(s) is/are specifically available for tweens?

- A. Why Improve My Communication?
- B. Living Well Online
- C. My Turn to Talk
- D. What to wear today

4. The self-determination theory can be best described as follows:

- A. An empowering mindset where the client will take initiative to take control and responsibility for choices related to their medical treatment
- B. The ability and opportunity for the clinician to steer the patient's life in a direction that satisfying to them, as they are the most knowledgeable about the subject matter of hearing loss
- C. The patient attends the appointment after being referred by a doctor or family member to seek treatment
- D. An attitude of confidence that you can research, decide and make choices, and then instruct the clinician about what to do.

5. In the world of a teenager (aged from 12 to 18 years), what is/are some of the social skill(s) that are specifically needed to navigate this life transition?

- A. Take and act on directions in the workplace
- B. Participate in one-on-one, small, and large group conversations in school
- C. Explain your hearing loss to peers, teachers, and coworkers
- D. All of the above

6. The Growing Up with Hearing Loss resource for hearing care professionals can be best described as follows:

- A. An effective go-to suite of online resource for children, young adults, and their families to help them manage transitions
- B. A standardized assessment for tweens and teens that can be used to monitor progress
- C. Key insights into the needs of children and their families to provide appropriate and timely support
- D. A clinical framework based on the principles of self-determination

7. In which of these Ida Telecare tools will your client will be able to choose a photo that shows a situation where they are having difficulty hearing?

- A. Living Well Online
- B. My Turn To Talk
- C. The Dilemma Game
- D. Tinnitus Thermometer

8. Please select all the answer(s) that apply. In which Ida Telecare tool will your client be able to rate on a scale from 1 to 10 which number best describe how important it is for them to improve their hearing?

- A. Living Well Online
- B. My Turn To Talk
- C. Why improve my communication?
- D. Tinnitus Thermometer

9. Self-determination can be described as follows:

- A. Self-awareness/self-knowledge
- B. Choice/decision making
- C. Problem solving
- D. All of the above

10. What outcomes did the Ear Foundation study reveal about the Ida Telecare tools:

- A. Tools provided A safe and objective platform for teens to reflect on their needs, learn to self-manage their hearing loss and discuss their thoughts and struggles with family, friends and professionals
- B. The tools did not influence hearing aid uptake and satisfaction
- C. Clinician attitudes to technology affect their perception of the value and satisfaction of tele-appointments as opposed to face-to-face
- D. Teens prefer the more traditional counselling approach

How to Engage Teens and Tweens in discussions about their Hearing Loss

Natalie Comas, Project and Training Specialist, Ida Institute



Agenda

- # 01** About the Ida Institute and Person-Centered Care (PCC)
- # 02** Reflections on a childhood with hearing loss (ethnography)
- # 03** Supporting teens and tweens with hearing loss: About self-determination
- # 04** Ida Tools: 1) Growing up with Hearing Loss 2) Ida Telecare for Teens
- # 05** Reflection: Implementing the Ida teens & tweens tools in daily practice

Learning objectives

- Describe the principles of self-determination and how they support a holistic, sustainable approach to growing up with hearing loss for children, teens and young adults
- Describe the key challenges of children, teens and young adults as they navigate transitions during childhood and youth
- Use Ida telecare tools that can help structure the dialogue and solicit the input from the tweens/teens themselves so that the care offered matches their needs (= the person-centered care approach)



The Ida Institute



About the Ida Institute



Facts

- Non-profit organization established in 2007
- Funded by the William Demant Foundation
- 14,000 + members in the Ida Community

We believe that every person and every hearing loss is unique.

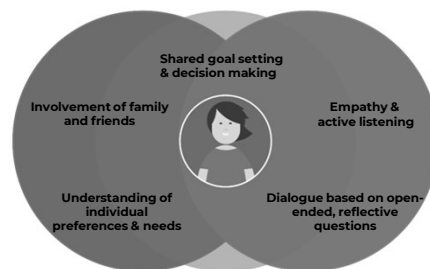
We work with hearing care professionals and people with hearing loss from around the world to develop and integrate person-centered care in hearing care.

Together we develop knowledge and tools to strengthen the counseling process, enabling people to express their individual needs and preferences and take ownership of their hearing care.

Helping people hear is about knowing how to listen.

IDA
MISSION

Person-centered care



BENEFITS FOR PATIENTS

- Greater satisfaction with care¹
- Better results of treatment¹
- Easier to follow recommendations of the HCP¹

BENEFITS FOR HCPs

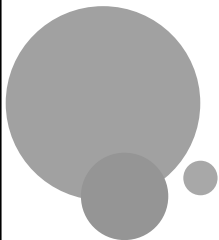
- Need for fewer diagnostic tests²
- Time saved in appointments³
- Increased client satisfaction⁴
- Better clinical outcomes⁵
- Increased employee satisfaction⁶

Your definition of person-centered care

“

Poll: What is your definition of person-centered care?

”

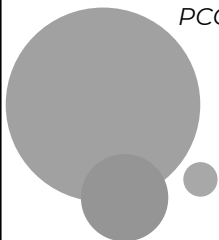
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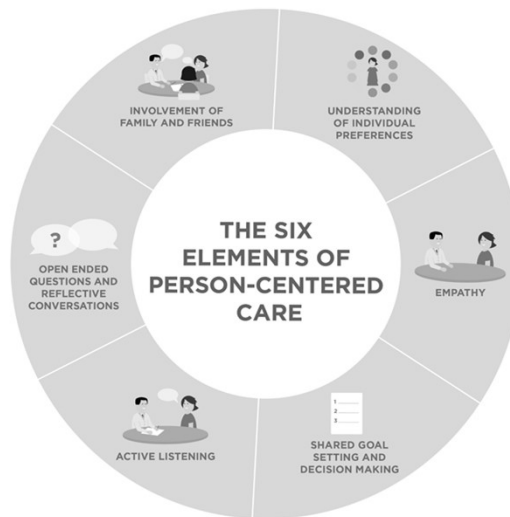
Ida Institute definition of person-centered care

“

Person-centered care (PCC) ensures people are equal and active partners in the management of their hearing difficulties. Designed around the individual, PCC focuses on and is respectful to people's preferences, involves family and other communication partners, and includes shared decision making and goal setting.

”

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Ida resources for person-centered care



Clinical tools

Telehealth
tools for clients/
patients

Professional
development tools

Ethnographic
videos

Selected tools available in other languages
(Portuguese, French, Spanish, German, Mandarin and Danish)

Examples of Ida Tools



Motivation Tools

Increase client motivation with the Line, the Box & the Circle



Communication Partners

Involve the family and other communication partners



Living Well

Help manage hearing loss in daily life people



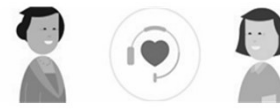
Tinnitus Management

Provide Hope for Tinnitus Patients



Pediatrics

Support children with hearing loss and their families



Ida Telecare

Improve and extend care beyond the appointment

Ida Tools: Pediatrics



My World



Living Well for Teens & Tweens



Ida Telecare for Teens & Tweens



Growing up with hearing loss



My Turn To Talk (Parent Version)

Ida Institute pediatric resources

<div>Patient</div> <div>Who is it for?</div>	0-3 years	3-6 years	6-9 years	9-12 years	12-18 years	18+ years
Professionals (in clinic)		My World (board and app version)	My World (board and app version)	The Line Living Well for Tweens	The Line The Box Living Well for Teens	The Line The Box
Child / Young Person (self-administered)		Growing up with Hearing Loss age 3-6	Growing up with Hearing Loss age 6-9	Growing up with Hearing Loss age 9-12 Ida Telecare for Teens and Tweens	Growing up with Hearing Loss Age 12-18 Ida Telecare for Teens and Tweens	Growing up with Hearing Loss age 18+ Ida Telecare for Teens and Tweens
Parents (self-administered)	Growing up with Hearing Loss age 0-3	My Turn to Talk for Parents Growing up with Hearing Loss age 3-6	My Turn to Talk for Parents Growing up with Hearing Loss age 6-9	My Turn to Talk for Parents Growing up with Hearing Loss age 9-12	My Turn to Talk for Parents Growing up with Hearing Loss age 12-18+	

Reflections from a childhood with hearing loss



Kathleen's story: ethnographic video (1)



Kathleen's story

Reflection and poll on video:

1. What struck you as you watched the video?
 - From Kathleen's perspective
 - From Kathleen's parent's perspective
2. What role would an audiologist play?



Supporting teens and tweens in discussions about their hearing loss



“

*“The long term goal is to help the child develop
independence, confidence and strategies to succeed.”*

”

Kris English, 2008

- 2 Eileen-- I can see the template is not exactly holding its shape! It seems formatting, fonts, and colors are getting lost in translation. If it is slowing you down, feel free to put together the slides in any format that works for you, don't worry about the colored boxes etc. and then I'll ask our graphics student workers to revise the formatting. This is a new template for us, so evidentially there are still some kinks to work out!

-Ellen Pucke (ELPU)

, 9/6/19

Self-Determination Theory (SDT; Deci & Ryan, 1985, 2000; Ryan & Deci, 2000)

Self determination is believing you can control your own destiny.

Wehmeyer (1992) defined self-determination as:

"the attitudes and abilities required to act as the primary causal agent in one's life and to make choices regarding one's actions free from undue external influence or interference"

(p. 305).

A person's actions are self-determined if he/she:

- acts autonomously;
- regulates his or her behavior;
- initiates and responds to events in a manner indicating psychological empowerment; and
- behaves in a manner that is self-realizing (Wehmeyer, Kelchner, & Richards, 1996) p. 632).

<http://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp>

Theory of self-determination (Ryan & Deci, 2000)



Relatedness

Competency

Autonomy

Components of self-determination

- Self-awareness/self-knowledge
- Choice/decision making
- Problem solving
- Self-regulation/self-management
- Self-advocacy

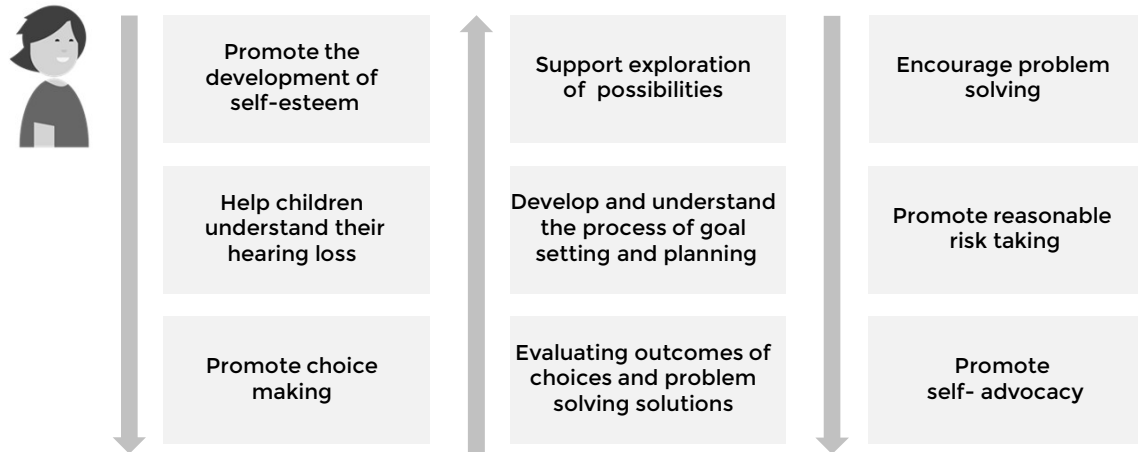


Impact of self-determination

- Research indicates that it is possible to teach – and learn – self-determination skills
- Self-determination correlates with higher academic performance
- Easier to manage transitions
- Increased community and other social participation
- Increased quality of life



How do we facilitate self-determination?



Growing Up with Hearing Loss

Supporting Children aged 9 years through transition into adulthood



Growing up with hearing loss

Manage Your Next Transition

To explore the environment you, or your child, will be transitioning into next and learn new skills to get ready and feel comfortable, click on your age group:



0-3 years

3-6 years



6-9 years

9-12 years



12-18 years

18+ years



Growing Up with Hearing Loss Contents

0-3 years > 3-6 years > 6-9 years > 9-12 years > 12-18 years > 18+ years

Be inspired by others

Inspiring video interviews with children, young adults and parents about their transitions.

Your new environment

Learn what your new environment is like and what skills you will need to succeed.

Baby
Child
Teenager
Young Adult

Am I ready?

Assess how you are doing today and think about what support you may need.

Develop new skills

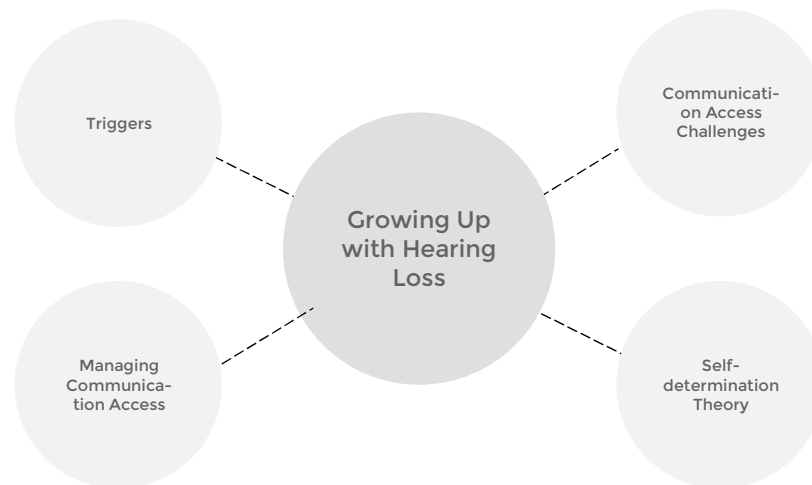
Practice key skills that will help you have a successful transition.

25

Underlying concepts of Ida's tools for teens and tweens



Underlying concepts



How to support transitions

- Identify key transitions in educational and other settings
- Name those transitions for parents and children
- Determine what will be needed for upcoming transition
- Dialogue with parents and/or teens and tweens about the upcoming transition
- Create opportunities for reflection, exploration and experience
- Recognize the parents' and children's growth

Getting started

First Step:

Reflect on how you are doing now; what is important to you, what is working well, and areas where you need help:

- Describe how your family communicates, and how you ensure each family member clearly understands what is being said.
- Describe how you and your family make important decisions.
- Describe how you and your family handle challenging or difficult situations.
- What are your current goals for managing your hearing loss or (if parent) your child's hearing loss?
- What are your hopes and dreams (for yourself, or if parent, for your child)?



Happy and Healthy Lives

Consider how you make choices and decisions about different aspects of your life.

Inspired by the Utah Wellness Wheel



+ Emotional Wellness

+ Intellectual Wellness

+ Physical Wellness

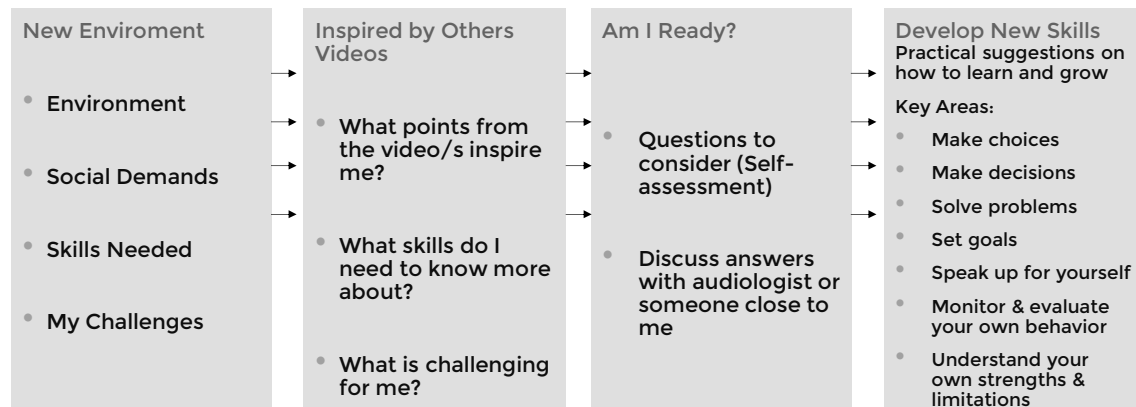
+ Social Wellness

+ Environmental Wellness

+ Financial wellness

+ Spiritual Wellness

Framework



Growing Up with Hearing Loss

Examples from Teens and Tweens sections



New environment: the world of a child aged 9-12



The environment is:

- Busy
- Noisy
- Active
- Many people talking at once

Socially, you need to:

- Get to know other children and talk to your friends
- Understand what your classmates are saying and adjust the way you behave
- Choose between activities and make decisions
- Work together with others

You need to be able to:

- Concentrate in noise
- Keep up with conversations with one or more friends or classmates
- Understand your teachers and classmates when you do schoolwork
- Ask for help if your hearing device is not working

What might be challenging for me?

New Environment: ethnographic video (2)

Being a Tween

At this stage you may feel it is important to be able to use your own ideas to try tasks on your own or with friends. You like to make some decisions on your own, and it is good to know that you can still ask for help if you need it. Some children feel they need time on their own from time to time. Using your hearing aids may bother you more. Talk to your teacher or parents about this to find out what can be done to make it as easy as possible. Your friends are important to you. Speak to someone you know and trust about making friends if this is something you find difficult.



Did you notice?

The environment is:

- Busy
- Noisy
- Active
- Many people talking at once

Be Inspired by Others: ethnographic video (3)



Simone is a professional ballet dancer who has cochlear implants. In this video, she talks about the difference between secondary school and high school and managing hearing loss in a mainstream environment.

Am I Ready? (12-18 years example)

- When changes occur in your life, how would you describe your reaction?
- How would you describe these parts of your life (check all that apply?)
- What would best prepare your teacher to support you in the classroom?
- In preparing for the senior grades, what information do you think your teachers would find helpful so that they know how to support your hearing needs?
- Often, your friends share stories about what happened that day when you're walking to class or in the cafeteria. These can be very noisy places to hear in. What strategies do you use when you don't understand them?
- When you need to get your hearing or hearing aids checked, or you need a new hearing aid, what do you do?
- When somebody asks you about your hearing aids or cochlear implant, what do you do?
- If you cannot hear what the teacher or other students are saying in the classroom, what do you do?
- If your hearing support solution, such as an FM system, is not working properly at school, what do you do?
- What do you do when you get a new teacher at school?
- If you want to play sports, what do you do?
- If your hearing aid or cochlear implant stops working, what do you do?
- As you prepare to move away from home, how will you plan to get good hearing healthcare and maintenance for your hearing devices?

Discuss your answers with your hearing care professional to make sure you get the support you need

Develop new skills: Key skills for all age groups

- Make choices
- Make decisions
- Solve problems
- Set and attain goals
- Advocate for themselves
- Manage and assess own behavior
- Recognize own strengths, limitations and abilities



Develop new skills: Practical suggestions for how to learn and grow (12-18 years example)

Speak up for yourself

- Prepare for and participate in your next planning meeting with your teachers to set goals for the next year and make sure that your wishes and concerns are addressed. Practice beforehand with a parent or teacher.
- Involve yourself in extracurricular clubs, organizations and projects inside and outside school and practice explaining your communication challenges and needs to others.
- Ask yourself: What is it like to join new social activities? Would I describe myself as an extrovert, someone who is outgoing, or an introvert, someone less outgoing? Am I shy or outgoing? How will I do it next time? Who can I ask for support and advice when needed?

Telecare resources for Teens and Tweens

Supporting Children aged 9 years through transition into adulthood



Prepare for appointments: Teens and Tweens



Living Well Online Teens

When is it easy or hard to communicate and what can you do to make it better?



The People I Talk To

What questions do you want to ask in the appointment and who do you communicate with?



Why Improve My Communication?

How would improving your hearing and communicate effect your daily life?



Living Well Online Tweens

When is it easy or hard to communicate and what can you do to make it better?



Ida Telecare – online resource for teens and tweens

An online, interactive framework for teenagers to help them:

- Prepare for appointments and important decisions
- Get actively involved in their own hearing care
- Involve their families
- Live good lives with hearing loss



Living Well Online Teens

When is it easy or hard to communicate and what can you do to make it better?



The People I Talk To

What questions do you want to ask in the appointment and who do you communicate with?



Why Improve My Communication?

How would improving your hearing and communicate effect your daily life?

For Tweens



Living Well Online Tweens

When is it easy or hard for you to communicate and what can you do to

Living Well

For Teens and Tweens



Living Well Online (for Teens and Tweens)

Choose image

Choose image

Upload image

✓ Situation

Eating at a restaurant

✓ Describe your situation

When I am together with my girlfriends,....

✓ Rate your situation

☐ EASY
 ☐ MEDIUM
 ☒ HARD

Living Well Online (for Teens and Tweens)

Strategy

Choose an idea to help you plan for difficult situations.

☐ Position yourself
When attending events, position yourself in the best place for communication. Make sure to face the speaker. Sit at the end of the table. This provides the best view of others. If hearing is better in one ear, keep your good ear facing the speaker.

☐ Make a plan ahead of time

☐ Acknowledge you have a hearing loss

☐ Do not bluff

☐ Organize your environment

☐ Ask for clarification

☐ Analyze why you are experiencing difficulty

☐ Write your own strategy

✓ Describe your strategy

Next time, I go out with my girlfriends, I will...

✓ Who will help you?

Check all that apply

☐ Mom
 ☐ Dad
 ☐ Brother
 ☐ Sister
 ☒ Friend
 ☐ Teacher
 ☒ Classmate
 ☒ Audiologist
 ☐ Other

Summary

Thank you for completing Living Well. Here is a summary of your answers.

Situation 1

1. When I am together with my girlfriends,....

2. I find the situation - Hard

Strategy

Position yourself

Describe your situation

Next time, I go out with my girlfriends, I will...

Who will help you?

Check all that apply: Friend, Classmate, Audiologist

Share your results

Click below to email your results or save them as a PDF.

The People I Talk To

For Teens




The People I Talk To

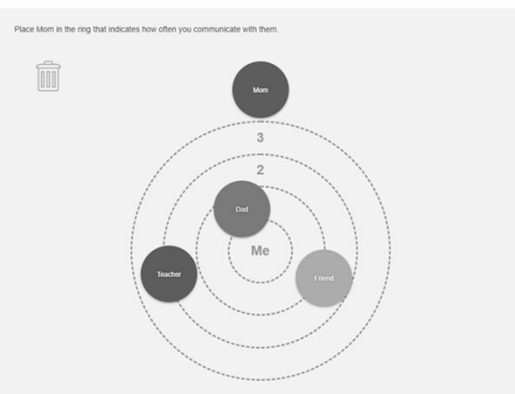
My Network

☒ Select people belonging to your social network below...

☒ Mom
 ☒ Dad
 ☐ Sister
 ☒ Friend
 ☐ Doctor
 ☐ Classmate
 ☒ Teacher
 ☐ Brother
 ☐ Grand parent



Positioning



The People I Talk To (continued)

My notes

☒

I hope...

☒

I am concerned about...

☒

I need help with...

☒

I want to talk about...

That I can follow conversations with the others when we go on school camp next week

Not being able to participate in the conversations - especially small group conversations

How to explain to the others - again - that they need to slow down and look at me when they speak


What else I can do

Back

Continue

Summary

My Network



My notes

I hope...

I am concerned about...

I need help with...

I want to talk about...

☒

That I can follow conversations with the others when we go on school camp next week

☒

Not being able to participate in the conversations - especially small group conversations

☒

How to explain to the others - again - that they need to slow down and look at me when they speak

☒

What else I can do

Share your results

Click below to email your results or save them as a PDF.

Email

PDF

Why Improve My Communication

For Teens



Why Improve My Communication?

Choose image



Upload image

Situation 1

Identify a situation

Choose a photo that shows a situation where you've had difficulty hearing.

Talking on the phone



Describe your situation

Mark the number that best describes how important it is for you to improve your hearing.

1 ————— 8 ————— 10

Why did you place the marker where you did?

Because I sometimes struggle to hear a few of my close friends on the phone and it is important to me to hear what they say.

What will happen if you continue as you are today?

I will sometimes miss out on important things and I fear that my friends may not want to call me so much anymore and that they may prefer to call somebody else instead.

What would happen if you made a change or began to use other technology or communication strategies?

Hopefully, I would be able to hear and communicate better on the phone so that I can be part of the group.

Why Improve My Communication? (continued)

Summary

Thank you for completing Why Improve My Communication? Here is a summary of your answers.

Situation 1



Mark the number that best describes how important it is for you to improve your hearing.

1 ————— 8 ————— 10

Why did you place the marker where you did?

Because I sometimes struggle to hear a few of my close friends on the phone and it is important to me to hear what they say.

What will happen if you continue as you are today?

I will sometimes miss out on important things and I fear that my friends may not want to call me so much anymore and that they may prefer to call somebody else instead.

What would happen if you made a change or began to use other technology or communication strategies?

Hopefully, I would be able to hear and communicate better on the phone so that I can be part of the group.

Share your results

Click below to email your results or save them as a PDF.



Using the Ida Telecare Tools with patients

How to do it



1. **Audiologist** provides the tool to teen



2. **Teen** fills out online tool at home or in waiting room



3. **Teen** shares notes in the appointment for shared understanding and improved outcomes

Try out the Ida Telecare for Teens Tools

1. Go to: www.idainstitute.com/telecareteens on your smartphone

2. Select an Ida Telecare for Teens tool and try it out



Living Well Online Teens

When is it easy or hard to communicate and what can you do to make it better?



The People I Talk To

What questions do you want to ask in the appointment and who do you communicate with?



Why Improve My Communication?

How would improving your hearing and communicate effect your daily life?

For Tweens



Living Well Online Tweens

When is it easy or hard for you to communicate and what can you do to

Research team	Study	Findings
Nerina Scarinci, Carly Meyer, Katie Ekberg, Christopher Lind (University of Queensland and Flinders University, Australia)	<p><i>Applying a person-centered approach to engaging patients and communication partners in audiological rehabilitation: Changing the talk to focus on living well with hearing loss</i></p> <ul style="list-style-type: none"> Adult clients asked to do “Living Well Online” prior to coming to the clinic 	<p>Clients positive about the tool.</p> <p>Some preferred to complete it in the clinic with the audiologist rather than at home.</p> <p>Results support the tool as a useful conversation starter</p>
Ear Foundation (UK)	<p><i>Transitioning for European Young People: Using Telecare Tools to Participate in Their Hearing Care</i></p> <ul style="list-style-type: none"> 30 teens from 6 countries asked to fill out Telecare tools for teens prior to attending summer camp 	<p>Tools provided safe and objective platform for teens to reflect on their needs, learn to self-manage their hearing loss and discuss their thoughts and struggles with family, friends and professionals</p> <p>Saved time in appointments and were easy to use</p>

My Ida Moment



My Ida moment

How might the Ida tools add to your conversations with teenage patients?

After the presentation, write down 2 **things** that you can do to start using one of the Ida tools:

1. ...
2. ...

What might help/hinder you?




Want to learn more?

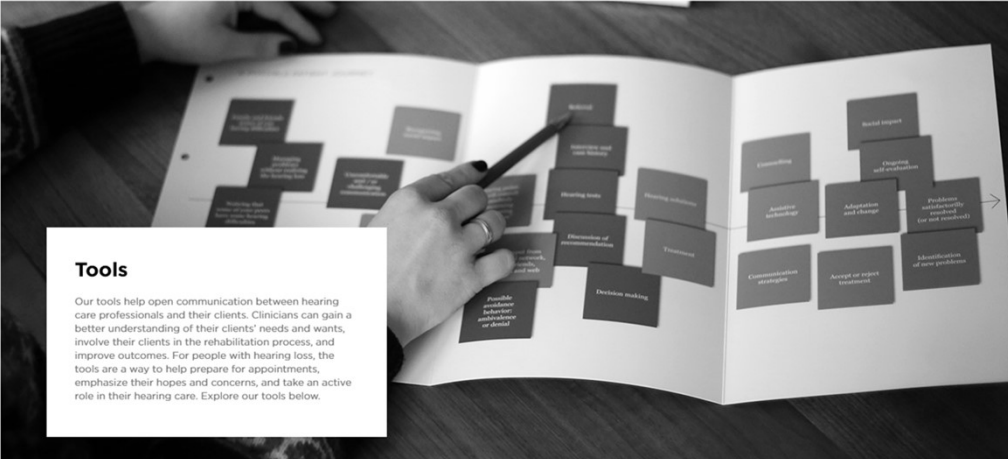


Visit: www.idainstitute.com/tools

idainstitute
THE HEARING CO-OPERATION

What We Do Tools Ida Community Learning Hall

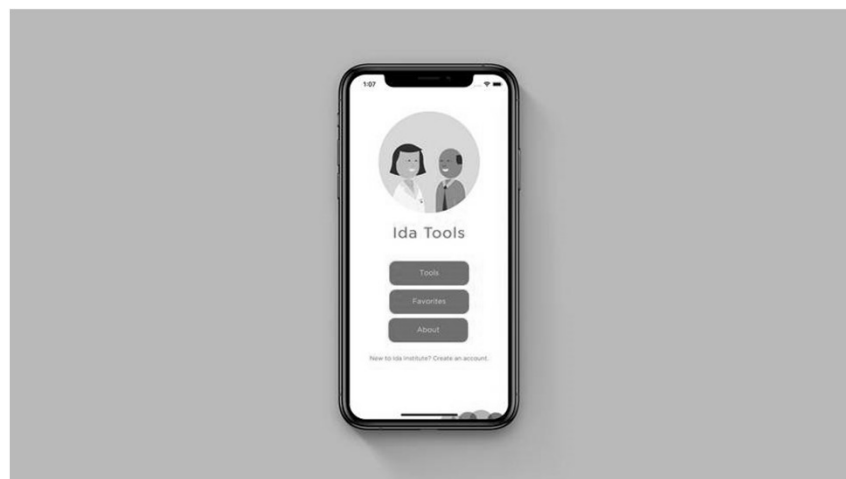
Q  Sign in



Tools

Our tools help open communication between hearing care professionals and their clients. Clinicians can gain a better understanding of their clients' needs and wants, involve their clients in the rehabilitation process, and improve outcomes. For people with hearing loss, the tools are a way to help prepare for appointments, emphasize their hopes and concerns, and take an active role in their hearing care. Explore our tools below.

Ida Tools app available



THANK YOU



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linkedin.com/company/ida-institute



twitter.com/IdaInstitute

