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

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- [Kelly] Hello and welcome, my name is Kelly Stahl, and I'm the manager of distance education for Oticon Inc. Today's course, how to engage teens and tweens in discussions about their hearing loss is brought to you by the Ida Institute in partnership with Oticon Inc and Audiology Online. Our presenter today is Natalie Comas. Natalie is the project and training specialist at the Ida Institute. She is a speech language pathologist, and certified listening and spoken language specialist, with over ten years experience helping children and adults who are deaf, or hard of hearing, learn to listen and speak with the assistance of hearing technology. Natalie has extensive experience as both a clinician and a variety of settings in Australia and also as an international presenter, lecturer, trainer, and consultant in over 15 countries. Before working for the Ida Institute, Natalie worked as the rehabilitation specialist in the Asia Pacific region for a cochlear implant company, and she was the consultant for the Right to Hear Foundation with a special two year project in Indonesia training speech therapists. Please help me welcome Natalie Comas.

- [Natalie] Good afternoon everyone, and welcome to this presentation called how to engage teens and tweens in discussions about their hearing loss. Thank you to Audiology Online and Oticon for this lovely opportunity to share some insight and tools about person centered care for teens and tweens. Thank you for the introduction Kelly, so my name is Natalie and I am the project and training specialist at the Ida Institute in Copenhagen, Denmark. And I look forward now to spending the next hour with you all, and hope that by the end of our time today, you will walk away with some fresh ideas and inspiration for your consultations with teens and tweens. So adolescence, or the teens and tweens period, in a person's life journey can be a challenging time. And with the addition of hearing difficulties, it can add another emotionally complex obstacle to navigate. Teens with hearing difficulties may experience low self esteem, isolation, and often feel like they maybe perhaps don't fit in. And this requires skill development in self advocacy, empowerment and independence. For today's course we're going to

reflect on the typical challenges that tweens and teens experience growing up with hearing loss. We'll look at the self determination theory, there's some concepts there that underpin our tools for teens and tweens, and we're going to look at two tools that have been designed to help us engage teens and tweens in discussions about their hearing loss in a person centered way. And there will be an opportunity to reflect on our own current practice and start to formulate perhaps some ideas that might inform our future work going forwards. So some learning objectives for today's presentation, to 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. To describe the key challenges of children, teens, and young adults as they navigate transitions during childhood and youth. And using the Ida telecare tools that can help structure the dialogue and solicit the input from tweens and teens themselves so that the care offered matches their need. So really using that person centered care approach.

But before we get started with the actual presentation I just wanted to give you a small introduction to the Ida Institute. The Ida Institute is an independent, non profit organization that was established in 2007. It's funded by the William Demant Foundation, and is a vast collaborative global community. So all the tools and resources that we create are freely distributed and available to everyone on our website, www.idainstitute.com. And the reason that we have this vision and our why is that we know that despite the great advances and improvements in technology, and the fact there's a growing number of people with hearing difficulties, we still see challenges that exist in regards to the uptake of hearing instrumental services to help overcome the challenging consequences of hearing difficulties. So we ask the question why is it that people get hearing aids and then tend to put them in the drawer, not to use them? And because of that, we believe at the Ida Institute that hearing care professionals need to place more focus on the human dynamics of hearing loss and the person centered care approach, if we wish to enable more people to seek help and

act on those recommendations by hearing care professionals. We have an online community of more than 14,000 members, people from all around the world who are using our resources, teaching our materials, using our tools in their clinics. People who work at university, students, people that are working private practice, or public health service as well. So person centered care, PCC, family centered care, patient centered care, consumer centric, what does this all mean? Well it's care that's for you. That feeling when you walk into a clinic and you're not treated as a number, or you're not received with a checklist and then sent away again. So the care you receive is individualized and really tailored to your needs. It will involve family members, or communication partners, who will often be able to help us to know what the patient may be struggling with. PCC is based on empathy, active listening skills, so it's a bit of a dialogue with open ended questions.

So not for example, do you have trouble hearing at work, yes or no, but, where do you have trouble hearing? So with this approach we get a much richer story. Providing care that's person centered helps to build a relationship of trust with the patient and the hearing care professional. And when we see that hearing instruments are not always a popular product for those people that really need it, then it's vital that the person who recommends the device is trusted, and the judgment of the hearing care professional, of course, is valued. So now we're just going to go to a poll and what I'd love to ask you is for what is your definition now of person centered care? So I'm just going to set a poll up now, and I'll just give you the next minute to write down what you define as person centered care. I've got some answers coming up now, so learning about the daily life of patients, care that looks at the goals of the specific patient who is a unique individual with unique needs, the client participates in the treatment program by relating their priorities and goals, the clinician tailors therapy to each client, tailoring your recommendations and goals to the individual patient. Okay, we've got some great answers there, and what I wanted to share with you now is the Ida Institute definition of person centered care. So in August this year we had the person centered care network

meeting and we had people, our professional partners from all over the world, that came together and we have decided on a definition of what we believe to be person centered care. So person centered care or 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 it includes shared decision making and goal setting. So many of you already had elements of that in the answers, so great work. Here we have the six elements of person centered care, and for this one here, this is a nice summary if you like, having a look at the understanding of individual preferences. Empathy, shared goal setting and decision making, active listening, open ended questions, and reflective conversations, and the involvement of family and friends. So we define this as the six elements of person centered care. So some of the Ida resources for person centered care I guess that the Ida Institute really, co-collaboration and innovation is at the heart of what we do, so our tools have been developed with the aim to integrate the principles of person centered care into hearing care around the world. All the resources are free and we have clinical tools that you can use in a clinical setting, for example, to get someone from being in a state of ambivalence to taking action on hearing loss such as the client motivation tools that we have.

We also have a tool to involve communication partners in goal setting as well as tinnitus management as well. We have telehealth tools, so they're online surveys, and they help people to prepare for an appointment. Specifically today we're going to discuss the telecare tools that we have for teens and tweens that allow them to complete the online forms outside of an appointment and really save time and extend your care. We have professional development tools, lots of E-learning materials for hearing care professionals about how to work in a person centered way, and to help encourage reflection, critical thinking, and planning for the future. And we have ethnographic videos, so our anthropologist on staff is sent out with a camera into the clinics and into the homes to film everyday interactions, and then we use that as a sort

of mirror. So it's a very powerful way for us to teach about person centered principles and inform our tool development. We have a huge vault of ethnographic videos, and we're going to have a look at a few of these today to explore the topic of how to engage teens and tweens in discussions about their hearing loss. And also so you know, we provide our tools in various languages as you can see there. As briefly mentioned these are some examples of the tools that we offer and please feel free to go on the website and explore a little further. Today we're exploring some of the pediatric tools we have, and specifically the ones for teens and tweens. And here you can see these tools for the young people age from nine and above, my world is for a younger pediatric population, but today we'll be talking about living well for teens and tweens, which is part of, really, our Ida telecare for teens and tweens, and growing up with hearing loss as well. And I just wanted to show you this briefly, it's an overview of all of our resources from birth to 18 plus.

There are resources to use for children and families in the clinic, but also resources that children and young people can use themselves at the appointment to help them reflect on their needs, and resources for parents to use at home to prepare for the appointment as well. We use ethnographic videos that depict real life situations at the clinic or in the homes of people with hearing loss, and they give us a unique insight into the audiological practice, or the challenges hearing impaired individuals face in their daily lives. This gives us a chance to reflect on situations that exist in the real world. So in these films you'll see patients reflect on their hearing loss in a way that's often uncommon during a typical consultation session. So the films offer a valuable peek into the patient's perspectives on their hearing loss. When we watch these videos it's important to keep in mind that it's not our intention to be critical towards the audiologist, the patients, or the families, but it is our intention to help hearing care professionals reflect on their own clinical practice and become more patient centered. So this video that I'd like to show you is of a young woman called Kathleen, and her family. Kathleen shares, I guess, some of her life, oops, there we go, there it is, about

growing up with hearing loss. And what I want you to think about as you're watching this video is some of those challenges that you feel that Kathleen is facing during her childhood growing up, and also the parents as well.

- 21, I served as a camp counselor in Rhode Island, and this is when I was telling you I had a revelation. I was watching all the kids that I oversaw, and seeing how they interacted with each other and they were close to each other, and they were splashing around in the water, and having a wonderful time, and I realized that I never did that as a kid. I spent a lot of time by myself in the woods with my dog, and, so it was a very difficult summer. I was 21, 22, and everyday I would just relive my childhood, and how I didn't have those experiences. And so then I gathered up my courage and I said you have to face this. You have to wear your hearing aids, you have to tell people you wear hearing aids, you have to be confident in, but at that point I didn't have much energy left, and so, and that's when I entered a small, well I started to become a little depressed. And my audiologist at the time she said this is normal, a lot of people who have hearing loss get to a point in their lives when they do come to these realizations that they've missed a lot, that it takes a lot of energy to hear all the time, and that, you know, they just tend to interact, and also I was telling you, I think people with a hearing loss interact a little bit differently than normal hearing people. I started to stay home and stay in my room, and not socialize. And I was tired of constantly making that effort, constantly trying to hear, constantly trying to be like everybody else when I wasn't like everybody else. And so then I had severe depression, and I withdrew from college, from my university, I sat out half of a semester. I don't think, and perhaps my parents will say different, I don't think we ever sat down and had a conversation as a family, Kathleen has a hearing loss, here are some things, here are some ground rules that we're gonna have so that she can be included. For example, I remember growing up at the kitchen table, when we were eating dinner, and I have two older sisters and my parents, so there's five of us, and I remember sitting at the kitchen table and just, everybody's talking, my family is Irish-Catholic, you know, talking about religion and

politics, and I couldn't hear everything always, everybody's talking, so I would get up from the kitchen table and leave, and go back to my room, and read a book. Or just be sad because I was tired, I couldn't hear anything and it's almost like I felt I didn't have a chance to talk. But there's also the flip side is that I also could have stood up and said "Hey wait a minute guys, I have something to say" but I tended not to do that. Their approach was to treat me like a normal person. You know, even though I had a disability, I mean, a documented disability. But it wasn't out of neglect or anything I think, that was just, you know, you can do, their attitude was you can do whatever you wanna do, the hearing problem is not going to stop you, just go do what you wanna do. But on the other hand I never talked to my sisters, I never talked to my mother or father about, you know, the frustrations that I had because I had to deal with it, I had to just be normal.

- Yeah.

- The approach that we took was to just deal with it. And so I was noticing--

- Led by you. You were the one that said "We'll just deal with it", and we followed along.

- Right, and we didn't talk that much about feelings and, 'cause one of my coping mechanisms was to go, was to leave the kitchen table and go back in my room and be by myself, and so, and I think, yeah, I just didn't know how to talk about it, and I certainly wasn't going to talk about it because, you know, I didn't wanna be different.

- She did not want to be different. And it was only when she got older, and in high school, that it became clear to us that when we were all sitting around the dinner table after dinner and talking, and carrying on, that you would notice after a bit that Kathleen was gone.

- I was wondering why we didn't talk about it when I was younger, but I think it's just because, I mean, I was doing okay, and we were all so caught up, I mean, two older sisters, we were always busy. But I think as a young person I was just like well, I just wanna be normal, I just wanna be like everybody else, so I'm gonna continue to keep that approach, you know?

- And what, I mean all of this takes time, but I think there was, when you have a child that has something that needs special attention, and you yourself can't quite get a grip on it, for one thing, I had a very hard time understanding, don't you think we did? I mean, we had a, and then Kathleen did not want to be singled out so you have that idea of, okay, maybe we shouldn't do this. And so it was constantly trying to say, what's good for her, what in the world, what are we doing here anyway? And trying to feel our way. And I will say, not to over dramatize, but I mean there's a certain amount of sadness that I feel in that it took, the learning curve was very steep for me, I mean, I just, it took me accepting, and then figuring out what we were supposed to do, and then by that time, she was a young adult, and we had missed a lot of opportunity. I don't think it's hurt Kathleen, but I think primarily it's because she wasn't gonna let it hurt.

- [Natalie] Okay, so now after reflecting on that video about some of the challenges that Kathleen and her parents had, I'm just gonna go now to a poll, and what I'd like you to think about is what struck you as you watched the video from Kathleen's perspective? Then from Kathleen's parents perspective as well, and then also reflecting on, well, as audiologists, what role would you play here, if we were to go back in time, how could we help Kathleen and her family? So I'll give you a couple of minutes to write your answers here, and then I'll read out some of the answers that you've given me. About what struck you as you watched the video from Kathleen's perspective, a few answers here. A strong young woman who understands it's okay to say that you need help.

Kathleen displays, here we have her realization of her missed opportunities is something I see in my middle school and high school students now. And we also have here, her experience is not that uncommon for a hard of hearing young person. And as I was saying before, Kathleen displays a typical individual with hearing loss, she feels the anxieties that accompany the differences that she experiences. And here we have a how often she deflected her parents' responsibilities by taking on the things that she could or should have done differently. So some great answers there. About what struck you as you watched the video from Kathleen's parents' perspective, that it took them until Kathleen was a young adult before they figured things out, yeah. And I'm not sure they still have a good understanding. And though, and we have here, they're really not clear about how to act, probably not a lot of guidance in their experience to help them deal with Kathleen's difficulty, mostly not aware. And they were not educated adequately in hearing loss. And in regards to what role would an audiologist play, a few answers here, we have, have discussions about the emotional side of hearing loss.

And refer to a therapist to help her. And in terms of what role an audiologist would play here, this is where I hope that some of our tools can help to scaffold those conversations that you have with the families about the different transitions as children are growing up. And so I'm looking forward to introducing those tools to you, and also for scaffolding conversations as well, we have the telecare tools for teens and tweens. In terms of some of the things that I reflected on when I was watching this video about the challenges, I heard that Kathleen was bringing up repeatedly that she tried to be like everyone else, even though she was not, and she probably did that because there was no focus on her hearing loss in the family, and she tells us there were no ground rules in the family about communication that could have helped her to be more communicative and involved. Instead Kathleen withdrew from social situations. And she talks about how she would take a walk with her dog in the woods, so she did not play with other children often, and she spoke about her depression. I hear the mother saying that she had a very hard time understanding the challenges and knowing what

to do to help Kathleen, as you've said as well, and she talked about what they really needed, so information about what Kathleen could hear, and what the consequences and challenges are of that hearing loss. So they ended up treating Kathleen like a normal child, as they simply didn't really know what else to do. Maybe the audiologist could have given more focus to listening and hearing both the parents' story, and the Kathleen story as well, to find out what their needs were. Because it's clear in this situation that their needs were not met. So if you see the full version of this video as well on our website, the parents talk about how they received too much technical information from the audiologist about decibels and frequencies that she says, and not enough information about what it meant in her daily life, and what those challenges would be like. So she was, I guess, mentioning really, it would have been more helpful for the audiologist to focus on some strategies for handling those challenging situations and to help Kathleen try those situations as well. And here I'm just having a look at some other answers that you've got about what role an audiologist would play, so more discussion of the social emotional impact of hearing loss of both students and parents. And helping coordinate communication with better tools to make it easier for everyone.

So, and here we have, even as an audiologist you must see how much the family knows, and involve them in the auditory therapy counseling sessions, so needed some auditory rehab. I think that's some great answers everyone, and having this sort of discussion face to face brings up a lot of emotions for parents, and people who have gone through the process of having a hearing loss in their childhood and growing up, and also for really, as a human being, you know, really, empathizing with Kathleen's situation, it's quite an emotional time for her as she discusses her childhood with hearing loss, but for hearing care professionals I think it's important for us to reflect on this, asking ourselves how else could we help this family and Kathleen, if this situation was to ever happen again? Okay, so supporting teens and tweens in discussions about their hearing loss. And Chris English has quoted that the long term goal is to help the

child develop independence, confidence, and strategies to succeed. So as hearing care professionals we can spend a high proportion of our time in appointments, effectively and comprehensively assessing and treating the hearing loss, however when we look at the impact growing up with hearing loss can have on a person, we recognize that other topics need our attention and expertise to truly support the whole patient. So self determination theory, this is something I'd like to discuss with you, as it underpins our tools that we use for teens and tweens. And it's gained interest to help understand what motives individuals to improve their self control, and how individuals can self regulate their behavior. So SDT is based on the concept that all individuals have the right to direct their own lives. Children and youth who have the self determination skills are more likely to be successful advocates for themselves and potentially more equipped to be confident in their identity in vulnerable situations. So self determination is a combination of attitudes and abilities that lead people to set goals for themselves and to take that initiative to reach these goals. So it means making your own choices, learning to effectively solve problems, and taking control, responsibility for one's life.

So practicing self determination also means that you experience the consequences of making choices as well. The theory of self determination is the philosophical foundation for Ida Institute's growing up with hearing loss tool. And so there's three central constructs that we look at here, relatedness, so the need for close, affectionate relationships with others. So it's a starting point of self determination. Children have the desire or need for positive, understanding relationships that facilitate motivation and growth. Competency, the need to be effective in dealing with the environment. It's a desire to succeed in achievement type tasks, and by doing so we perceive our own success. So learn through the process of active engagement, active engagement allows us to learn about ourselves and the environment and therefore to feel in control and more successful. Autonomy, is the need that controls the course of their lives. Feeling independent and able to have a choice to make, this choicefulness is essential

for self determination, and supported by this long coercive family and social environment, and it's this autonomy and the possibility to make one's own choices which is essential for self determination. Choicefulness is correlated with this improved sense of well being, improved academic functioning, and adherence to care, and without it, there's decreased social development and identity construction. So we can summarize the main components of self determination as the following, self awareness and self knowledge, choice decision making, problem solving, self regulation or self management, and self advocacy. Children with hearing difficulties may demonstrate a learned helplessness and give up on tasks without trying. Perhaps due to a previous failure, used where adults were providing help, they're used to adults providing help for them, limited opportunities to make choices and decisions for themselves, and disabilities tend to limit the degree to which children can become more self determined. So it's sort of talking about that locus of control. And who is responsible for developing the self determination and associated skills in children? Well parents and extended family members, teachers, and children themselves all have a role. But why should we focus on these skills?

Well because self determination and the associated skills enable children to actively and competently manage those transitions at home and at school. And in particular for children who are deaf or hard of hearing, it's to help them understand their hearing status and develop these strategies to cope with their hearing situation and provide some positive experiences to really internalize these skills. So in this course we're focusing on tweens and teens with hearing difficulties from nine years onwards. And these stages bring about many changes in a child's life. They're experiencing increasing independence and self care, and through the education system they're becoming part of a much larger community, and experiencing new levels of independence from their families as well. The relationships with their peers are becoming increasingly important, and this is a critical time for development and confidence in all areas of life, friendships, school work, sports, et cetera. So at the Ida

Institute, we host regular seminars in cooperation with hearing care professionals, academia, and from clinics to help us develop these tools that can address issues related to the human dynamics associated with hearing loss. And at these seminars we repeatedly heard from pediatric audiologists lots of requests to create some new tools for children and young adults to address this need. And because of that we decided to create this collaborative working group with pediatric audiologists, and that was convened over a year, as an online virtual innovation process in 2016, and it led to the creation of growing up with hearing loss and it was formerly known as transitions management. So the growing up with hearing loss framework was created to help hearing care professionals, families, and patients successfully manage the transitions of childhood and youth. It's an online tool and it takes a holistic approach to managing life transitions. So it goes something beyond technology to the healthy development and the wellbeing of the whole child. So through videos, self assessment tests, and there's guided exercises, the tool supports young people, parents, and hearing care professionals in managing the child's sort of next transition, and helping them to identify the choices and options which are available, while also considering the opportunities for developing new skills for that transition.

So as we grow up, we will go through a series of different steps and stages, and we need to develop skills, confidence, and the ability to engage in order to meet the challenges of each stage. So parents and caregivers are an important source of support and setting learning goals can help teens and tweens and their families navigate each stage successfully. And this growing up with hearing loss tool, it's really designed to support the child and their family to reflect on the challenges that may be experienced at each of these stages, and so this tool specifically will help identify all of these different things they're in, and really help them reflect about their, you know, long term goals, their short term goals, and learn to plan the steps that they're going to take to get there. So really, I hope that this tool will be able to help you structure those conversations in the appointment and explore some effective next steps and strategies

with them. And these activities are for ages nine and up, and they are intended for young adults to complete on their own, or if need be, they can discuss this obviously, with their family. So underlying the concept, the underlying concepts, I guess, prior to using this growing up with hearing loss tool resource, I'd just like to go through a few of those with you so that you can understand a bit about the framework here and the different concepts we use for it. So we have here triggers, and when we talk about triggers, these are the events that remind parents, or the individual, that they have a challenge that requires special attention. Often these triggers are associated with transitions to new situations or environments, because they require understanding and planning in order to be prepared. The age levels of the program are designed to align with common times in a child's life when transitions occur. So that could be starting preschool, primary school, middle school years, secondary school, and finally moving to adulthood with employment and post secondary education. So common triggers for parents and their children will be discussed in these following slides as well. Communication access challenges, so a strong language foundation is necessary for effective communication.

Full access to communication in languages being developed is necessary to alleviate gaps in learning and language, it's concepts. So that's an important part of the components of communication access to be identified and addressed. So that the potential challenges can be anticipated and prevented. Managing communication access, once communication access challenges are identified, they should be addressed so that they can be anticipated and prevented or mitigated. Therefore it's necessary to understand the situations that are challenging, and consider some strategies that can be used to minimize them. So the self determination theory which we have discussed as well, previously, so really taking that responsibility for their own existence, and the situations of their everyday experience. So these steps are important for engaging parents in this topic, the growing up with hearing loss program supports parents and later their children by creating this dialogue points for these

important conversations. So it's critical to identify and acknowledge these key transition points, and then by anticipating the potential barriers during the transitions, hearing care professionals can work with families and children to address those challenges and plan for them. So the hearing care provider can facilitate the development of strategies with supporting growth, and the successful transition through these different stages. So here are some key points to explore with the teens and tweens and maybe perhaps their parents as well. Now getting started, so this framework can help parents at whatever stage they are on their journey, that more importantly, of course, the teens and tweens because from nine years and upwards they're able to do this by themselves and access the information independently. So the first step is understanding where you are before you can move forward in a productive way. So the framework has the hearing care provider and teens or tweens reflect on how they are now. So what are their communication stars? How do they make decisions? What is their process for working through the challenges?

Once they've reflected on where they are, the provider can then start the conversation about the future, you know, what are their goals for managing the hearing loss? And what are their hopes and dreams for the future? And a journal or a notebook, that's a good way for them to capture the responses to these discussions and questions as well. So the emphasis of the resource is on the wellbeing of the whole child, and it's also inspired by the Utah Wellness Wheel. So here we have some different key parts, so emotional wellness is based on how you feel, for teens and young adults it can mean being able to manage stress levels in school, or college, and having positive acceptance of their hearing loss. It can also mean getting enough sleep and knowing when and how to ask for help. Intellectual wellness means that you stay curious and engage in learning new things. For teens and young adults with hearing loss intellectual wellness means that they are able to understand the limitations of their hearing loss, solve problems, set those short and long term goals, to help them continue to hearing and growth intellectually. Physical wellness is the ability to maintain a healthy quality of

life and enjoy those daily activities without too much stress or fatigue. Listening with hearing loss can be very tiring, especially when you're at school, work, or in complex situations, so, being able to take care of your own physical safety is important as well. And for teens and young adults this can mean learning to navigate safely in traffic, or hearing a fire alarm. Enough sleep, exercise, and healthy food are important for physical wellness as well. Social wellness involved our ability to connect with others around us and form positive relationships with them. For teens and tweens with hearing loss and their parents, it can be helpful to meet and build friendships with other children with hearing loss, and speak with adults who use hearing technology just like them. So learning to open up about and explain your hearing loss, and the best ways that people can communicate with you is important for the development of friendships and good relationships. These social skills are also valuable for getting support and guidance when things are difficult. Environmental wellness refers to your ability to navigate and communicate well in different surroundings.

So all the children and young adults should learn to describe their needs for successful communication in different environments, and ask for help when they need to. So this could be asking for specific hearing technologies or communication support solutions, or for people around them to adjust their communication to make the conversation easier. Financial wellness involves taking steps towards short and long term financial security. So for people with hearing loss, this means strategically budgeting for their hearing needs such as hearing aids, cochlear implants, assistive technology and batteries. And they also need to be aware of which insurance coverage might be available to them. So as a teen with hearing loss grows into a young adult he or she gradually learns how to manage their hearing health needs, for the continued financial wellness as well. Last of all, the spiritual wellness refers to how you understand the beliefs and values that guide your life. Hearing loss can sometimes lead to feelings of isolation and it may make it difficult to participate in spiritual activities such as religious community's yoga classes or group meditation. So parents can help their child with

hearing loss recognize that people have different beliefs and cultures, and the importance of compassion towards others. This can help them accept their hearing loss and realize their own uniqueness and the special opportunities that may result. So the Ida Institute's growing up with hearing loss resource addresses six age ranges, that's zero to three, three to six, six to nine, nine to 12, and 12 to 18. And we also have 18 years and older. Each age range is built upon the same framework. First we have learning about the environment, then being inspired by the experience of others at each level, and it's followed by reflecting on whether you are sufficiently prepared to understand the circumstances and the challenges of the communication and learning environment. And lastly, developing new skills to help you be more prepared for a successful transition to the next level. So that's four main sections. And as you can see here, we've got some examples, so I'd like to show you some examples from the tweens and teens section of the growing up with hearing loss, and I hope later on that you may be able to explore this yourself.

So here we have an example of new environment, so this is the world of a child aged nine to 12, we have a description of the environment, so it's busy, noisy, active, many people talking at once. And here we have some key points about socially what needs to happen, and you need to be able to do, and a few different descriptions there. And we have a box to fill out here. So what might be challenging for me? And this could be filled online. And what I'd like to show you next is an example of a video to demonstrate in a tween's typical environment, what is it like? So I'm going to play a video now, and I'd just like you to note what you feel this environment is like for a tween.

- Mainstream classes have about 20 something, or 30, and the hearing unit class you have about 11, 10, something like that.

- 12.

- Some of them even have two.

- What about the angles? Charlie?

- They're acute.

- They're acute, but are they the, are all three the same on an Isosceles triangle? Think about it, the two sides are the same length.

- No?

- No, they're not, so we just have two angles. We are going to look through them again in a minute. And the last one, who would like to explain the last one?

- [Teacher] Let's have a look at it, right, has it got three sides of the same length?

- What do we put on this side, Celia?

- Right angles.

- Right angles, so what do we put in the middle?

- I've got too much people and the bell time.

- I think it's bell time.

- Play the bell time.

- Bell time!

- Bell.

- I know.

- Bell time!

- Is it from that TV show?

- I don't know.

- Oh that's why he was videoing at his other school.

- I wasn't expecting that. Okay, now, I'm gonna be picking people to have another go against me in a minute. So who is that man behind me? Who is that man, Joanna?

- [Natalie] So as you can see there, or here, rather, it is quite a busy, noisy, active environment, and of course, many people talking at once. And this is a typical environment for tweens. So for each stage we have this video for each different age group. And you're most welcome to use this to explore what sort of other challenges the tweens or teens may be having in this certain environment. The next video that I would like to play for you is from our next section, we have be inspired by others, and our ethnographic videos with experiences and in this case is here of Simone, who's a professional ballet dancer, and here she talks about the difference between secondary school and high school, and how she managed her hearing loss in the mainstream environments.

- I went to high school, mainstream, normal hearing high school in Cape Town, Jan Van Riebeeck high school, and high school children are very much more understanding, they are more about being unique, you know, being your own self. Don't try to be a copy cat, you know, I mean, primary school children are a lot more, you know, you have to be like me, and you know, everyone has to be the same, and I think I was also a lot more, I wanted to show, listen here, I am my own person, and I am what I am, and I'm proud of who I am. I think at primary school I was still a bit, I wanted to kind of like, hide my device. But at that stage it was also a lot more difficult because the device I had was, you know, the big box that I had to wear, and I had to wear the FM system. You know, with the teacher, and I had to wear it, you know, underneath my school clothes, so it made me kind of stand up a little bit. And that, it does have an effect on how you feel, you know? So then just before I went to high school, I got the smaller device, and it made the world's difference in my confidence as well and it, it just makes you feel lighter, and it just makes you feel more normal, you know, not that I didn't feel normal, but I think you understand what I mean.

And yeah, I think in high school I stood up for what I believed in, and if I felt that you didn't treat me right in terms of my disability then I would go, and I would go and talk to you, and I would go and speak to you about it. Also what happened quite a lot in high school is that I would be walking the corridor and a girl might go "Hi Simone", and I'm not turning around, of course, because I'm not hearing her, so I keep walking. And she goes "She is so" like, "She's too good for us, like, she doesn't think "she has to greet us", you know? And then it was like a year later, well I was in back then, so a year later we became friends and she was like, "You know, it's so funny, "I never actually approached you "because I thought that you were stuck up. "You know, you never greeted me when I walked past you, "so I decided you know what, this girl, "I'm not even going to bother with her. "And now it's a year later, I completely understand why". And that's problem with being so well adjusted in normal hearing school, in normal hearing society, that people might just take you up the wrong way. They don't realize

that you actually really say you're impaired, that you might not hear them, but you cope so well. So they sometimes can't make that link. And it takes time for people to, you know, make that link.

- [Natalie] So these are wonderfully powerful videos to show both people with hearing disabilities going through different transitions in their life, and also for professionals to reflect on how best that we can help people through different life stages. And navigating those complexities of the stages, and also the complexities of the hearing difficulties as well. So now we also have here for the final section, the two sections here is am I ready? And this section here gives the teenager a list of question prompts to help them understand more about their experiences and discussion prompts for working with their hearing health care team, so here's some examples that I strongly encourage you to go and have a look at the website, at all of the different stages and the different questions that we have for the teens and tweens. Developing the new skills, so key skills for all age groups, this is our final section and we have PDFs available. This is one example here from the 12 to 18 years section about speaking up for yourself.

So you can see here is we have very practical suggestions, and you can print them out as a PDF and give or send them, via email, to your teens, tweens, and parents to help them perhaps set some goals about what they would like to work on to develop these new skills. Okay so in the interest of time, I'm going to fly through this section and, about the telecare resources for teens and tweens. I just wanted to let you know that for preparing for appointments for teens and tweens we have four different tools, specifically living well online for teens, the people I talk to, and why improve my communication? These three are available for teens. Specifically for tweens we have living well online for tweens. All of these resources really help, you know, the teens and tweens to prepare for their appointments, to help them make those decisions, helps them get actively involved in their own hearing care, and involve family, and about

reaching their potential, really, about living great lives with hearing loss. This tool, this living well for teens and tweens, really you can see here, it's designed to help explain where and when it's most important to communicate well, and you've got different communication situations here represented visually with these images, and that's what changes from the teens and tweens, they're specifically for each age group, so there's different pictures there, and we also have this for adults, so the pictures for adults are different. So the images help you to think about the different communication environments and then for each situation, you can identify, describe it a little bit more, and rate whether it's easy, medium, or hard. So it's really giving some information to the audiologist about what you've tried as well for different strategies. So positioning yourself, making a plan ahead of time, so you can speak about what you've already tried, what's successful or not, and who's going to help you going forward. So as you can see they're very simple and easy to use, and you can email it to your audiologist or print it out as a PDF, or some people also have it available in the waiting room on a iPad as well. The second tool is called the people I talk to, for teens, and this one here, it helps to list the people you talk to most often and what questions you wanna ask them in your appointment.

So it helps the audiologist understand what matters to you. So in the first up here you use a tool, you can select your frequent communication partners, and then you position them on the circle based on how often or how frequently that you do talk to them. Here we have some notes about your hopes, concerns, what you need help with, what you wanna talk about, and a summary of all this, again, that you can email, PDF, or have available in your waiting rooms. So again, simple, quick, and easy to use. Why improve my communication is another tool for teens available as well. And this one here, you can see, that it's trying to think about both situations where you're having trouble hearing and communicating, but really the key part about this is how important it is for you to do something about it. So you select a photo that represents that challenging situation, and upload it, and then you're asked to rate on a sliding scale

how important it is for you to do something to improve the hearing. So it's actually based on the line tool that we already have and you may be familiar with, and it's, I mean, really about rating your readiness to take action, and an opportunity to reflect on it more actively. So again, this can be PDFed and emailed, and very quick and easy to use. So again, providing the tool to the teen, they can fill it out at home, in the waiting room, and then this is where you can use the notes to facilitate that discussion with the teens and tweens. If you wanna try out our telecare tools please visit our website to try them out, and also we've got some executive summaries about the Ear Foundation who have specifically done some research about our tools for teens. And last of all, I know you maybe, perhaps, I'm not sure if we'll have time for some questions as well, but I'd love for you to think about how these Ida tools can add to your conversations with teenage patients, and maybe after the presentation, maybe writing down two things that you can do to start using one of the Ida tools, and maybe just thinking what are those things that could help or hinder you? And I do hope that all of these different tools that we have online, please go check them out, and I really hope that this helps you to engage your teens and tweens in discussions about their hearing loss. And if you'd like any other information, please visit our website here, under the tools section. We have an app available as well, and I really wanted to thank you for your time today, so I hope that you're able to take away some fresh new ideas to go back to your teams with about how to help teens and tweens, and all the best.

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