



 **THE OHIO STATE UNIVERSITY**
WEXNER MEDICAL CENTER

 **ADVANCED BIONICS**
POWERFUL CONNECTIONS

Interprofessional Auditory Rehabilitation

Meeting the Needs of Adults with Cochlear Implants

*Components of Adult AR:
Assessment and Treatment*

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A Sonova Brand 1

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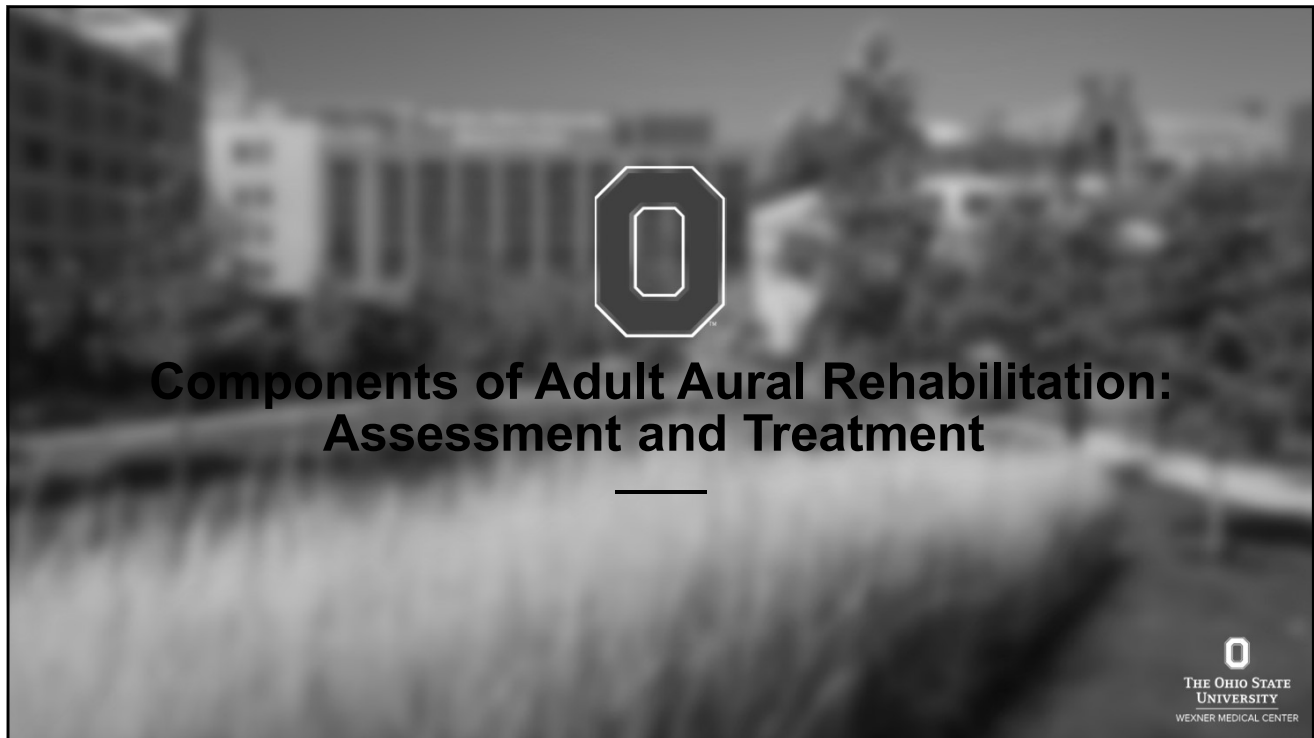
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Outline

- Outcomes of interest
- Clinical assessment tools
- Treatment planning following a comprehensive communication assessment
- Evidence and theories that drive AR treatment

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Learner Outcomes

1. Identify 2-3 key component outcomes that can be collected to develop a patient-centered treatment plan.
2. Describe clinician-guided tasks that can be used to target bottom-up and top-down skills during auditory training tasks.
3. Discuss ways in which clinicians can scaffold learning during auditory rehabilitation.

How do you define success for your patients?

You tell us!



Use the chat box to tell us!

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How do our patients define success?

How Do You Define SUCCESS With Your CI?



Outline

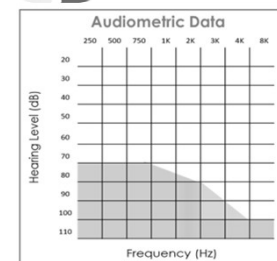
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Audiological Assessment Outcomes

FDA-Approved Criteria for Adults

- **Candidacy requirements**
 - Unaided thresholds
 - Sentence recognition (AzBio; HINT)
 - Quiet
 - Noise (+10 or +5 dB SNR)
- **Follow-up testing**
 - Aided thresholds
 - Sentence recognition
 - Quiet
 - Noise (+10 or +5 dB SNR)
 - Word and phoneme recognition

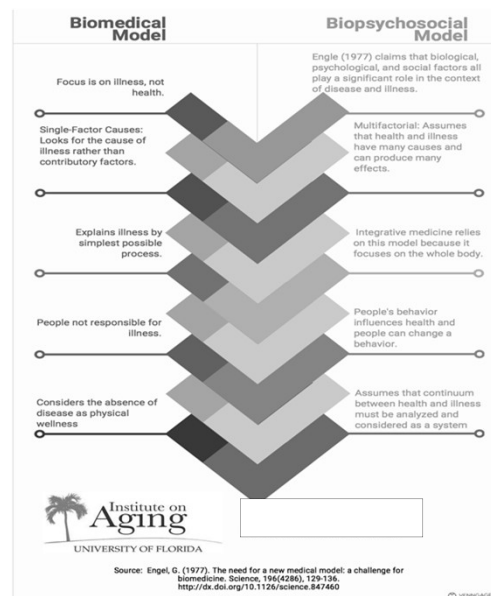
- 18 years of age or older
- Severe-to-profound bilateral SNHL
- Postlingual onset of severe-to-profound SNHL
- Limited benefit from appropriately-fit hearing aids



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Theoretical Basis

Biomedical model:
Hearing loss (audibility)



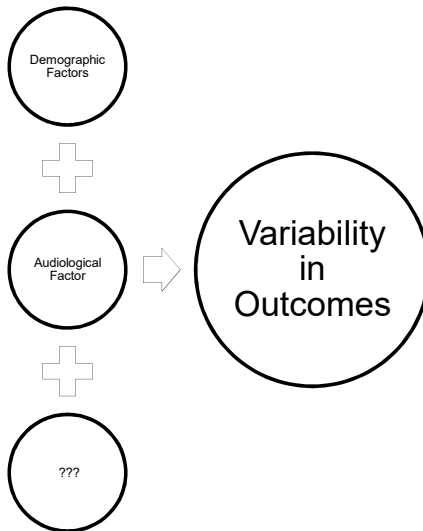
Biopsychosocial model:
Long-term communication impairment

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CONTINUED

Variability in Outcomes



What deficits do we see in older adults?

- Speech recognition
- Listening comprehension
- Motivation
- Device knowledge
- Psychosocial function
- Communication confidence
- Listening effort
- Self-efficacy
- Social participation/isolation
- Executive functioning and cognition
- Quality of life



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continued

Neurocognitive Changes in Aging

Impacted

- Processing Speed (Harada et al., 2013)
- Divided/Selective Attention (Harada et al., 2013 & Salthouse et al., 1995)
- Working Memory (Glisky, 2007)
- Explicit Memory (Ronnlund, 2005)
- Language: Verbal Fluency (Salthouse, 2010)
- Executive Functions: concept formation, abstraction and mental flexibility (Howieson, 1993)
- Visuospatial /Construction (Howieson, 1993)

Resilient

- Simple auditory attention (Lezak et al., 2012)
- Implicit Memory (Harada et al., 2013)
- Visuospatial Abilities (Howieson, 1993)
- Language: overall language skills & vocabulary (Harada et al., 2013)
- Executive functions: understanding and similarities (Harada et al., 2013)

Communication Assessment Outcomes for AR

Non-Auditory Cognitive-Linguistic Measures		Immediate Memory	Patient-Reported Measures		Communication Ability	Device & Technology		Device Use	Auditory Measures		Speech Sound Detection
		Delayed Memory			Communication Confidence			Device Knowledge			Speech Sound Discrimination
		Working Memory			Social Participation			Accessory Use			Word Recognition
		Executive Function			Self-Efficacy			Accessory Knowledge			Sentence Recognition
		Verbal Fluency			Quality of Life			General Computer Knowledge			Listening Comprehension
		Vocabulary									

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When does all of this happen?

	PRE-CI		POST-CI		POST-ACTIVATION					
	VISIT 1	VISIT 2	1-2 WEEKS	2-4 WEEKS	2 WEEKS	1 MONTH	2 MONTHS	3 MONTHS	6 MONTHS	1 YEAR
SURGEON	Medical Exam		Post-op Exam		<i>as needed</i>					
AUDIOLOGIST	CI Eval	Device Selection	Activation	Programming, etc	Programming, etc	Programming, etc	Programming, etc	Programming, etc	Programming, etc	Programming, etc
SLP		Communication Eval				AR Eval	AR Tx		Post-AR Eval	<i>as needed</i>

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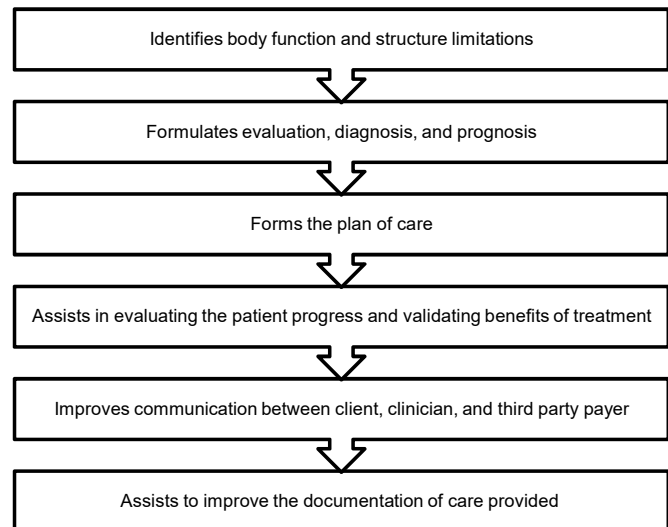
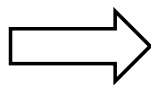
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**We know what outcomes we want to look at,
so now what?**

Functional Outcome Assessment

Utilizing standardized
outcome assessments,
questionnaires & tools

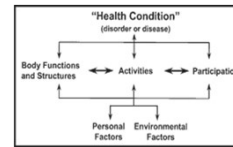


(Leshner, et al., 2016; Potter, et al., 2011; Schenk, et al. 2016)

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AR Assessment Measures



(WHO, 2001)

ICF Category			Measure	Professional	ICF Category			Measure	Professional
Body Function	Sound detection	Audiologist	• Pure tone thresholds □ Unaided audiogram □ Aided audiogram • Speech sound detection □ Ling Six Sound Test (Ling, 1976)	Audiologist	Body Structure	Inner ear; Head and neck region	• Electrode placement □ Intraoperative x-ray or fluoroscopy □ Post-operative CT • Auditory nerve electrically evoked compound action potential (ECAP) □ Intraoperative and post-operative neural response telemetry	ENT (Radiologist)	
			• Speech sound discrimination □ Ling Six Sound Test (Ling, 1976) □ Vowel & consonant discrimination • Word discrimination				Audiologist		
	Sound discrimination	SLP or Audiologist	Listening	• Aided word recognition □ CNC word lists (Peterson & Lehiste, 1962) • Aided sentence recognition □ AzBio sentence lists (Spahr et al, 2012) □ HINT sentence lists (Nilsson, Soli, & Sullivan, 1994)	Audiologist				
	Localization of sound	• Spatial hearing □ Speech, Spatial and Qualities of Hearing Scale (SSQ; Gatehouse & Noble, 2004) • Positive affect; General self-efficacy □ NIH Toolbox (Emotional) questionnaires (Salsman et al., 2013)		• Listening comprehension • Quality of life: effort, entertainment, environmental □ CIQOL-35 (McRackan et al., 2019) • Self-efficacy/confidence □ Listening Self Efficacy Questionnaire (LSEQ; Smith et al., 2011)					
	Emotional functions	• Hearing-related psychosocial function □ Cochlear Implant Quality Of Life Profile (CIQOL-35; McRackan et al., 2019) □ Hearing Handicap Index (HHIE; Ventry & Weinstein, 1982) □ Hearing Handicap Index-Significant Other (HHI-SO; Newman & Weinstein, 1986) • Attention; Processing speed; Memory; Verbal fluency; Verbal learning; Vocabulary □ NIH Toolbox (Cognition) subtests (Weintraub et al., 2013) □ RBANS-H (Claes et al., 2016) □ Cognitive-Linguistic Quick Test (CLQT; Helm-Estabrooks, 2001)	SLP or Audiologist	Communicating: Conversing with people; Interpersonal interactions; Social relationships	• Communication ability □ CIQOL-35: Communication (McRackan et al., 2019) □ Personal Assessment of Communication Abilities (PACA; EARTrack, 2015) □ Client Oriented Scale of Improvement (COSI; Dillon, James, & Ginis, 1997) • Communication confidence □ Communication Confidence Profile (CCP; Sweetow & Sabes, 2007) □ LSEQ (Smith et al., 2011) □ CIQOL-35 (McRackan et al., 2019) • Social participation and isolation □ HHIE (Ventry & Weinstein, 1982) □ Hearing Handicap Index-Significant Other (HHI-SO; Newman & Weinstein, 1986) □ NIH Toolbox (Emotion) questionnaires (Salsman et al., 2013)	SLP or Audiologist			
	Cognitive functions; Functions of language	SLP	• Reading fluency □ Test of Word Reading Efficiency-2nd edition (TOWRE-2; Torgesen et al., 2012) • Cognitive Screening (SLP or Audiologist) □ Montreal Cognitive Assessment (MoCA; Nassridene, et al., 2005) □ Hearing-impaired MoCA (Lin et al., 2017)	• Time spent wearing device; environments □ Data logging • Self-efficacy, perceived stress □ NIH Toolbox (Emotion) questionnaires (Salsman et al., 2013)					

AR Tools: Cognitive-Linguistic Measures

Measure	Length	Tasks Assessed	Access	Audibility
MoCA	10 minutes	Visuospatial, executive, naming, memory, attention, language, abstraction, delayed recall, orientation	Free for health care providers	Yes
RBANS	30 minutes	Immediate Memory, Visuo-Spatial, Language, Attention, Delayed memory	Purchase	Yes
CVLT-II	60 minutes	Immediate recall, short delay free/cued recall, long delay free/cued recall, and long delay recognition	Purchase	Yes
TOWRE	5-10 minutes	Lexical and phonological access and fluency	Purchase	No

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TOWRE	5-10 minutes	Lexical and phonological access and fluency	Purchase	No

How do I know if I am assessing audibility or cognitive-linguistic skills?

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Alternative Formats

- HI-MoCA (Lin et al., 2017)
 - Montreal Cognitive Assessment
 - Administration without any verbal instructions/prompts (verbal instructions into visual PowerPoint)

The HI-MoCA form includes the following sections:

- NAMING:** Includes a diagram of a cube and three animals (lion, rhinoceros, camel) for identification.
- MEMORY:** A list of words (FACE, VELVET, CHURCH, DAISY, RED) to be recalled after 5 minutes.
- ATTENTION:** Includes a digit span test (1-8-5-4) and a letter sequence (F B A C M N A A J K L B A F A K D E A A J A M O F A A B).
- LANGUAGE:** Includes a sentence completion task: "Repeat: I only know that John is the one to help today. The cat always hid under the couch when dogs were in the room."
- ABSTRACTION:** Includes a similarity task: "Similarity between e.g. banana - orange = fruit" and "train - bicycle = watch - ruler".
- DELAYED RECALL:** A second list of words (FACE, VELVET, CHURCH, DAISY, RED) to be recalled after 15 minutes.
- ORIENTATION:** Includes a date and time task: "Date: / / Time: : :".

Alternative Formats

- Visual California Verbal Learning Test (Visual CVLT-II)
 - CVLT-II and speech recognition (Heydebrand et al, 2007)
 - Visually based version of CVLT-II (a neuropsychological measure of verbal learning and memory) (Pisoni et al., 2018)
 - List learning on CVLT-II



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Alternative Formats

- The Repeatable Battery for the Assessment of Neuropsychological Status for Hearing Impaired Individuals (RBANS-H) (Claes et al., 2016)
- Changes:
 - Test administered with PowerPoint presentation
 - Subtests: list learning, story memory, digit span, list recognition are presented auditorily and visually



AR Tools: Patient-Reported Measures

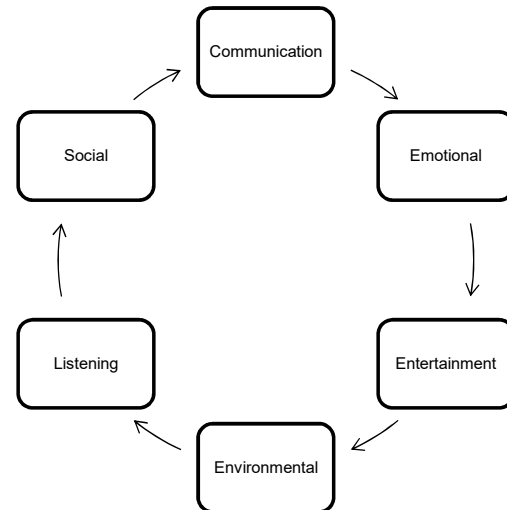
Target	Measure	Description	Access	Audibility
QoL	CIQOL	6 quality of life domains: communication, emotional, entertainment, environment, listening effort, and social	Free to request through Medical University of South Carolina	No (self-administered)
Device Skills & Management	CIMS	CI device skills & management	Free to access online	No (self-administered)
Communication Ability	PACA	Self-perceived communication abilities in real-world situations and interactions	Free to access online	No (self-administered)
Self-Efficacy	LSEQ, GSE	The confidence individuals have in their abilities to understand speech in a variety of listening situations	PROMIS questionnaire	No (self-administered)
Social Participation	Social Isolation	Measures social connectedness and participation	PROMIS questionnaire	No (self-administered)

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Quality of Life

Cochlear Implant Quality of Life (CIQOL-35) (McRackan et al., 2016) questionnaire is a patient-reported outcome measure that uses a 5-point Likert scale, with higher scores indicating greater quality of life in each of the following domains:



For access to this tool, visit:

<https://medicine.musc.edu/departments/otolaryngology/research/cochlear-implant/instruments>

CIQOL-35 Global

- Brief version (McRackan et al., 2019)
- Considerations: screener?

Name: _____

Date: _____

INSTRUCTIONS: Think about your daily life with your cochlear implant and/or hearing aid, if you also use one. Answer how often each of the following statements applies to your feelings and experiences. Answer how often each statement applies even if you don't use cochlear implants or hearing aids.

	Never	Rarely	Sometimes	Often	Always
1. I am able to have a conversation in a quiet place without asking the other person to repeat themselves	1	2	3	4	5
2. I can hear and understand without looking at the person speaking	1	2	3	4	5
3. I can understand strangers without lip-reading in a noisy place	1	2	3	4	5
4. I feel comfortable being myself	1	2	3	4	5
5. I hear quiet in a conversation to avoid saying the wrong thing	5	4	3	2	1
	2	3	4	5	
	2	3	4	5	
	2	3	4	5	
	4	3	2	1	
	4	3	2	1	

Add each column score for total score:

TOTAL SCORE = _____

<36 is below average for patients with cochlear implants.

You might still have difficulty understanding speech, even when your ability to hear is optimized with hearing aids or cochlear implants. Auditory Rehabilitation can help improve your speech understanding and communication with hearing aids and/or cochlear implants.

Ask your audiologist if you are interested in learning more about the Auditory Rehabilitation Clinic

100 = _____

>36 is better average for patients with cochlear implants.

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CI Skills and Management: CIMS

Cochlear Implant Management Skills (CIMS)

(Bennett et al., 2017)

Appendix 1 Items from the CIMS-self survey

- Q1 Are you confident with your ability to remove your hearing implant device (speech processor)?
- Q2 Are you confident with your ability to turn your device off and on? (disconnecting the battery, muting the device or switching off at the device are all acceptable methods)
- Q3 Are you confident with your ability to charge your rechargeable batteries and/or change your disposable batteries?
- Q4 a) Are you confident with your ability to clean your hearing implant device? (includes wiping down processor, coil and magnet)
b) Are you confident with your ability to change the microphone cover? (not applicable to all devices)
- Q5 a) Are you confident with your ability to use your dry store unit?
b) How often do you change your dry store unit tablet?
- Q6 a) Are you confident with your ability to put your hearing implant device on?
b) Is your device comfortable and not causing pressure sores?
- Q7 a) Is your hearing implant device set up with a volume control?
b) Are you confident with your ability to adjust the volume of your device? (using the processor or remote control to do this are both acceptable methods)
c) Are you confident in knowing what volume level to set your device in different situations?
- Q8 a) Is your hearing implant device set up with multiple programmes?
b) Are you able to adjust the programme setting of your device? (using the processor or remote control to do this are both acceptable methods)
c) Are you confident in knowing what programme to select in different situations?
- Q9 a) Is your hearing implant device set up with a telecoil (use for the telephone and loop systems)?
b) Are you able to access your telecoil? (using the processor or remote control to do this are both acceptable methods)
c) Do you know how to hold the phone in the optimal position when using the telecoil?
- Q10 Are you confident with your ability to use your remote control?
- Q11 Would you like us to arrange an appointment for you to see your audiologist to review any of the above items?

Communication Abilities

Communication Abilities
Name: GWR (Female, 82 years) Date: 3 Mar 14 ☒ Unaided ☒ Aided 3 June 14

How much difficulty do you have hearing in the following situations?

	No difficulty	Slight difficulty	Moderate difficulty	Quite a lot of difficulty	Very much difficulty	Not relevant
One to one conversation	☒	☐	☐	☒	☐	☐
Conversation in small groups	☒	☐	☐	☐	☒	☐
Conversation in large groups	☐	☒	☐	☐	☒	☐
Outdoors	☐	☒	☒	☐	☐	☐
Concert/movie	☒	☐	☒	☐	☐	☐
Place of worship/lectures	☐	☒	☐	☒	☐	☐
Watching TV	☒	☐	☐	☒	☐	☐
In a car	☐	☒	☐	☒	☐	☐
Workplace	☐	☐	☐	☐	☐	☒
Telephone	☐	☐	☐	☐	☐	☒
- Landline	☐	☐	☐	☐	☐	☒
- Mobile	☐	☒	☒	☐	☐	☐
Restaurant/café	☐	☐	☒	☒	☐	☐
Other (specify)	☐	☐	☐	☐	☐	☐

PACA (Personal Assessment of Communication Abilities) by Eartrak ©2013 www.eartrak.com

Above/ Example 2 PACA

- Personal Assessment of Communication Abilities (PACA) (Taylor et al., 2016)

- Access:

<https://www.eartrak.com/paca>

NAL CLIENT ORIENTED SCALE OF IMPROVEMENT

Name: _____ Category: New _____ Degree of Change _____

Audiologist: _____ Date: 1. Needs Established _____ 2. Outcome Assessed _____

SPECIFIC NEEDS

Indicate Order of Significance

☐ _____
☐ _____
☐ _____

Final Ability (with hearing aid)

Speech	Speech in Noise	Music	Music in Noise	Speech in Noise	Speech in Noise	Speech in Noise	Speech in Noise	Speech in Noise	Speech in Noise	Speech in Noise
100%	25%	50%	75%	95%						

(Dillon et al., 2007)

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Social Isolation

- PROMIS Social Isolation Questionnaire
- Social Isolation Effects:
 - Participation in everyday life
 - Goal setting
 - Quality of life (Hughes et al., 2018)

PROMIS Item Bank v2.0

Please respond to each item by marking one box per row.

		Never	Rarely	Sometimes	Usually	Always
CARESD3a	I find that friends or relatives have difficulty talking with me about my health	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
iso-CaP81	I feel isolated even when I am not alone ..	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
iso-CaP82	I feel that people avoid talking to me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
iso-CaP83	I feel detached from other people	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
iso-CaP89	I feel like a stranger to those around me	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
SCSCd3	People get the wrong idea about my situation.....	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
SCSCd2	I feel that some of my friends avoid me ...	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
SS10a	I feel that some of my family members avoid me.....	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
UCLAT1d2	I feel left out.....	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Self-Efficacy

- What is self-efficacy?
 - "Beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3)
 - Self-efficacy has been shown to improve following rehabilitation (Jennings, 2005)

General Self-Efficacy Scale (GSE)

	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough	☐	☐	☐	☐
2. If someone opposes me, I can find the means and ways to get what I want.	☐	☐	☐	☐
3. It is easy for me to stick to my aims and accomplish my goals.	☐	☐	☐	☐
4. I am confident that I could deal efficiently with unexpected events.	☐	☐	☐	☐
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	☐	☐	☐	☐

(Schwarzer & Jerusalem, 1995)

Name: _____ Date: _____

For each situation below, please write how certain you are that you can do this *right now* (with the use of hearing devices and listening strategies you typically use at this time).

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Cannot do this at all Moderately certain I can do this Certain I can do this

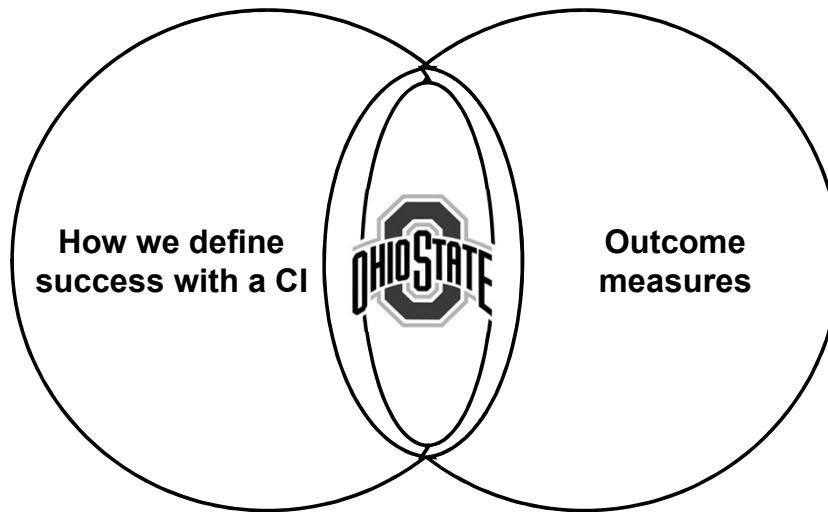
- I can understand one-on-one conversation in a quiet place. ____%
- I can understand one-on-one conversation in a quiet place when unable to see the speaker's face. ____%
- I can understand one-on-one conversation with continuous background noise, such as a fan. ____%
- I can understand one-on-one conversation when a person is speaking from another part of the house. ____%
- I can understand one-on-one conversation when several conversations are going on at the same time. ____%
- I can understand one-on-one conversation while the speaker is doing dishes and facing away from me. ____%

(Smith et al., 2011)

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Wrapping up AR assessment tools...



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Communication Assessment Outcomes for AR

AUDITORY REHABILITATION ASSESSMENT						
PATIENT: _____		DATE: _____				
✓	Skill Assessed	Test Material(s)	Score	Strengths	Weaknesses	Notes for AR Goals
Auditory Measures	Speech Sound Detection					
	Speech Sound Discrimination					
	Word Recognition					
	Sentence Recognition					
	Listening Comprehension					
Non-Auditory Cognitive-Linguistic Measures	Immediate Memory					
	Delayed Memory					
	Working Memory					
	Executive Function					
	Verbal Fluency					
	Vocabulary					

AUDITORY REHABILITATION ASSESSMENT						
PATIENT: _____		DATE: _____				
✓	Skill Assessed	Test Material(s)	Score	Strengths	Weaknesses	Notes for AR Goals
Patient-Reported Measures	Communication Ability					
	Communication Confidence					
	Social Participation					
	Self-Efficacy					
	Quality of Life					
Device & Technology	Device Use					
	Device Knowledge					
	Accessory Use					
	Accessory Knowledge					
	General Computer Knowledge					

COMMENTS: _____

Communication Assessment Outcomes for AR

AUDITORY REHABILITATION ASSESSMENT						
PATIENT: _____		DATE: _____				
✓	Skill Assessed	Test Material(s)	Score	Strengths	Weaknesses	Notes for AR Goals
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	Speech Sound Discrimination					
	Word Recognition					
	Sentence Recognition					
	Listening Comprehension					
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	Delayed Memory					
	Working Memory					
	Executive Function					
	Verbal Fluency					
	Vocabulary					

AUDITORY REHABILITATION ASSESSMENT						
PATIENT: _____		DATE: _____				
✓	Skill Assessed	Test Material(s)	Score	Strengths	Weaknesses	Notes for AR Goals
Patient-Reported Measures	Communication Ability					
	Communication Confidence					
	Social Participation					
	Self-Efficacy					
	Quality of Life					
Device & Technology	Device Use					
	Device Knowledge					
	Accessory Use					
	Accessory Knowledge					
	General Computer Knowledge					

COMMENTS: _____

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Patient-Centered Approach

- Holistic approach
- Self-management
 - Patient knowledge
 - Adherence to treatment
 - Social support
- Assess:
 - Auditory processing
 - Cognitive-linguistic skills
 - Patient-reported measures of
 - Communication ability and confidence
 - Self-efficacy
 - Social participation
 - Quality of life
- Develop patient (and clinician) goals

Topics for Promoting Self-Management

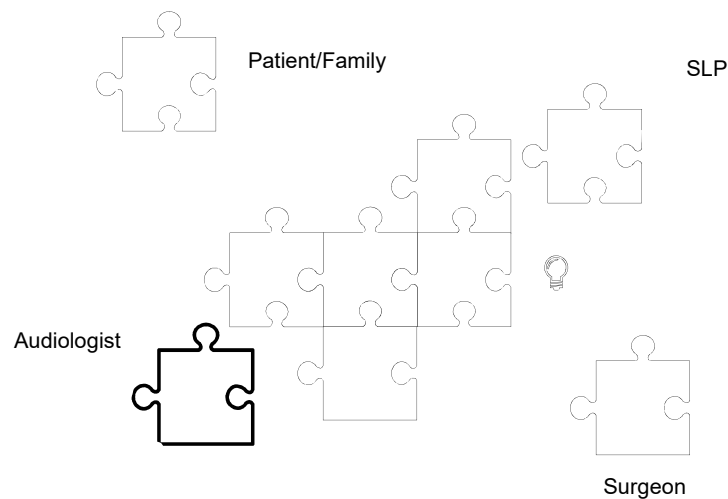
Counseling

- ☐ Patient goals and current function/ability
- ☐ Auditory processing strengths and weaknesses
- ☐ Adjustment period and expected progress
- ☐ Hearing vs. listening
- ☐ Levels of auditory skill
- ☐ Supports for auditory training (e.g., use of context, lipreading, bimodal benefits)
- ☐ Communication facilitation strategies
- ☐ Communication repair strategies
- ☐ Support group options
- ☐ Employment needs (as applicable)
- ☐ Accommodation options
- ☐ Motivation and compliance with recommendations

Instruction

- ☐ CI device knowledge: parts and functions
- ☐ Use and function of device accessories
- ☐ Device and accessory troubleshooting
- ☐ Recommendations for device settings
- ☐ Recommendations for daily use and practice

Goal setting



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Learning Theory & Zone of Proximal Development

- Zone of proximal development is defined as " the distance between the actual developmental level as determined by independent problem solving and the level of potential development" (Vygotsky, 1978, p. 86)
- Supports can be adjusted (i.e., "faded") to maintain learning within the ZPD (Rogoff, 1990)
- Scaffolding + ZPD to teach a skill focuses on ways to increase motivation and improvement performance and focus tasks less on weaknesses (Brown & Reeves, 1987), therefore allowing achievement in a skill that is beyond what the learner is capable of independently (Bruner, 1986)

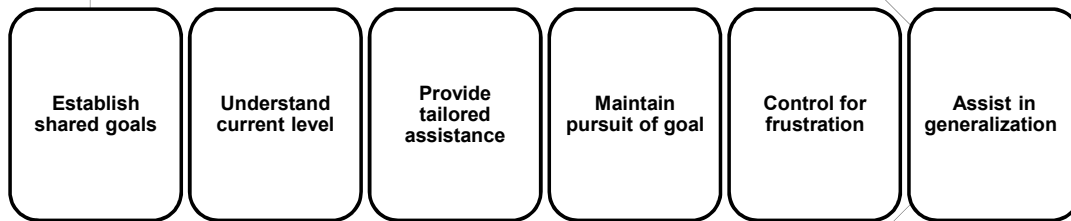
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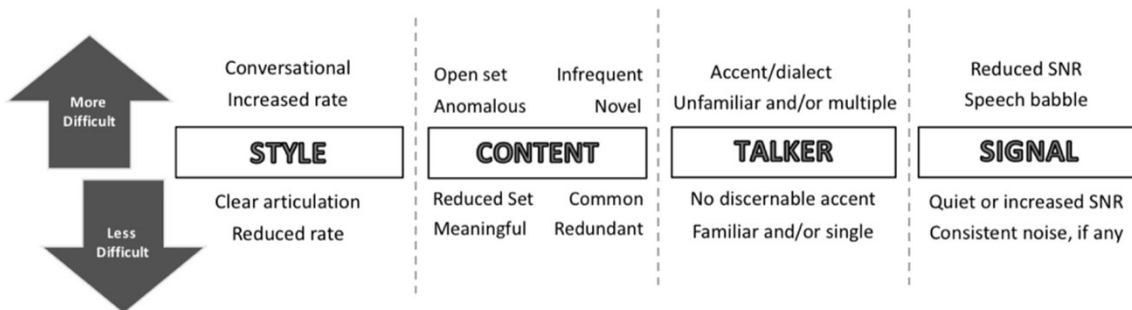
Zone of Proximal Development: SLP Skillset

Fundamental components of scaffolding:

(Hogan and Pressley, 1997)



ZPD AR Example



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continued

Compliance

Five Ideas to Better Meet the Hearing Needs of Older People

Robert W. Sweetow

Suggestions to improve patient compliance:

1. Compliance generally increases if patients are given clear and understandable information about their condition and progress in a sincere and responsive way.
2. Simplify a patient's instructions or treatment regimen as much as possible.
3. Have systems in place to generate patient treatment or appointment reminders.
4. Listen and respect your patients' concerns.
5. Determine your patients' attitudes and past experiences. If, for example, your patient is firmly opposed to engaging in therapy, ask open-ended questions such as "When you came in today, what were you hoping I might do for you instead of prescribing this therapeutic approach?", "What are your main concerns about doing this therapy?", and "What do you think might happen if you do it?"
6. For home-based aural rehabilitation, conducting the first session face to face with the patient, and then having the patient proceed with training at home, can significantly increase compliance rates (Kingham, 2008).

Compliance

Five Ideas to Better Meet the Hearing Needs of Older People

Robert W. Sweetow

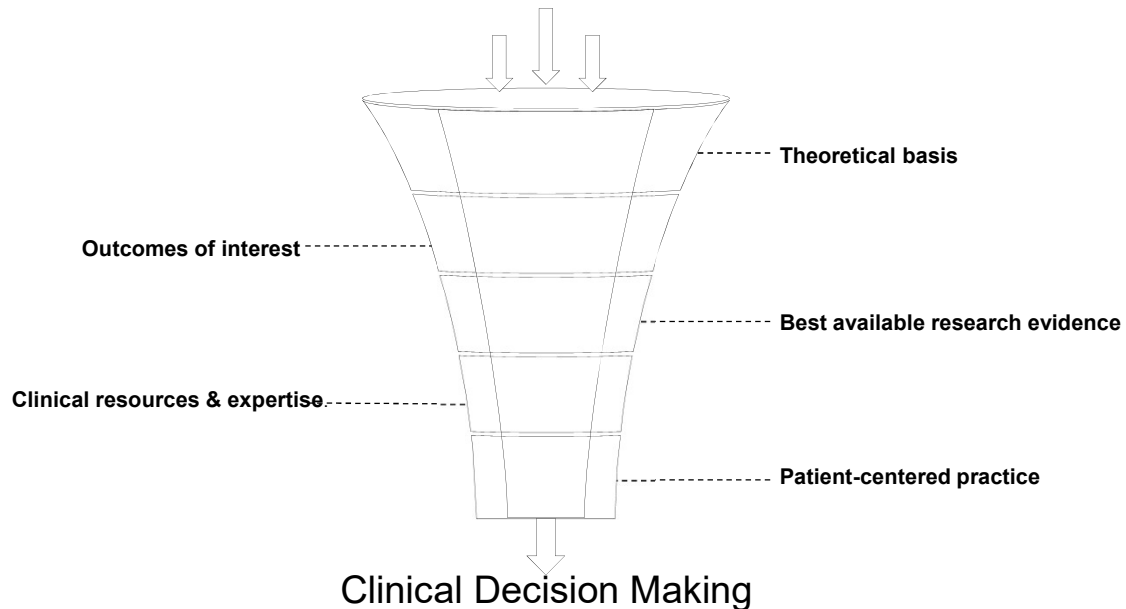
Suggestions to improve patient compliance:

1. Compliance generally increases if patients are given **clear and understandable information** about their condition and progress in a sincere and responsive way.
2. **Simplify a patient's instructions** or treatment regimen as much as possible.
3. Have systems in place to generate patient **treatment or appointment reminders**.
4. Listen and respect your **patients' concerns**.
5. Determine your patients' **attitudes and past experiences**. If, for example, your patient is firmly opposed to engaging in therapy, ask open-ended questions such as "When you came in today, what were you hoping I might do for you instead of prescribing this therapeutic approach?", "What are your main concerns about doing this therapy?", and "What do you think might happen if you do it?"
6. For home-based aural rehabilitation, conducting the **first session face to face with the patient**, and then having the patient proceed with training at home, can significantly increase compliance rates (Kingham, 2008).

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What do we do with all this information?



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Questions?

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