

INTRODUCTION

In a consultation, audiologists often manage to gain the perspective of the parent or the teacher, but it is not as easy to engage the child and gain their perspective in the rehabilitation process. In order to address the challenges of the hearing loss in a holistic way, the child's perspective is essential and central to effective management.

The My World tool facilitates an understanding of hearing loss from the child's point of view. By manipulating the tool components and creating the scene themselves, the child can externalize the hearing loss and discuss the successes and challenges related to communication in a concrete and non-threatening way. This gives the child a voice and makes them an active participant in the rehabilitation process.

For the audiologist the tool facilitates open-ended questioning and provides a creative way to stimulate curiosity, joint attention and shared understanding about aspects of communication most relevant to the child.

The tool consists of three different environments: A classroom, a home, and an outdoor area as well as a set of movable figures and everyday objects that the child can use to describe communication successes and challenges in daily life. A documentation form and a listening guide are also enclosed.

Below is a description of how the tool should be used. A video based user guide is also available on the Ida website:

www.idainstitute.com/myworld



HOW TO USE THE MY WORLD TOOL



Phase One: Choosing the Environment and Being Curious

Begin by choosing the environment most relevant to the appointment. Ask the child to make it their own by selecting elements that are meaningful to them in their daily life in the chosen environment. Ask open-ended questions and listen to the child. You may, for example, begin by asking the child to take you on a tour of the environment and to describe what happens.



Phase Two: Understanding Successes and Challenges and Identifying Strategies

Based on the child's description, identify current communication strategies that work well and may be reinforced, understand which situations are challenging, and talk about possible new strategies which could result in more easy communication.



Phase Three: Documenting Decisions and Strategies

In order for you to remember what was discussed and decided in the appointment, you may use the documentation form provided to record what you learned about the child's communication and which goals and actions were agreed upon. Note that it is possible to print the documentation form on the Ida website:

www.idainstitute.com/myworld

A listening guide is provided for you to use as you meet with the child to help you listen actively to what the child is saying.