



Reluctant teenagers and radio amplification

Wendy McCracken and Tony Murphy
University of Manchester and Phonak
FM working group

To consider

- What do we know about adolescence?
- Does this tell us more about reluctance?
- What have deaf children/young people told us about teachers?
- What do they want
- What solutions do we have?

Adolescence.....



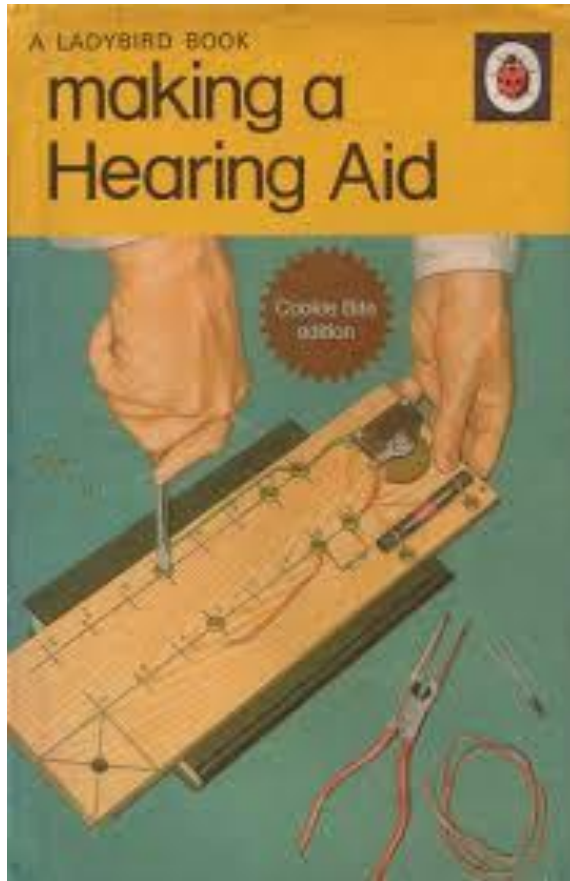
- Current studies demonstrate that brain structures and processes change throughout adolescence – and across the life course (Giedd et al., 1999)
- Changes are major and impact on behaviour- there are many other important factors

Behaviour...

- **Experience**
- **Parenting***
- Socioeconomic status
- **Self efficacy**
- **Individual agency**
- Nutrition
- Culture
- **Psychological well being**
- **Physical and built environments**
- **Social relationships**
- **Interactions**

Johnson et al., 2009

Experience.....



Fitted appropriately?
Radio aid advantage
established?
Checked regularly?
Used appropriately?
Is a holistic or school
approach taken?

What deaf youngsters reported

- *“ We hear what ever is being said, when I am working I find this very hard” (C8)*
- *“The Visiting teacher has told the class teacher about my FM system, but she forgets all the time” (IR 17)*
- *“ One teacher makes me feel really bad by always asking “Is it on, can you hear me!” I just want to hide it.” (C31)*

Parents

Are family aware of radio amplification- is it something that

- “*happens at school*” [P 4] ?
- “*Can’t help (with research) as I don’t know anything about fm systems*” [P2]
- “*It’s changed our lives, she loves to listen to music, watch shows, we use it all the time*” [P14]

Self efficacy?



Does deaf youngster have the language and communication skills to negotiate ?

Do they feel able to ask for changes?

Can they identify an appropriate course of action?

Do ToD do this **for** or **with** the youngster?

Individual agency

- Independently make their own choices
- If a young radio aid user insists that some lessons are fine without ?



"It looks like you have everything under control."

Psychological well-being

- These youngsters are individually mainstreamed
- They are all digital natives- expect connectivity



Psychological well-being

Its discreet no one knows
I am using it

I can hear more
than I have
ever been able to
on the phone

I can hear other students
In discussions in class

I can listen to my music
and not disturb my Mum, although sometimes
I don't hear her talking to me and she thinks I
am ignoring her until I start singing then she
realises I have my pen in my pocket!

Skype- I can now be
involved listening to my sister
who lives away

Physical and built environments

- “We shape our buildings, and afterwards out buildings shape us”

Winston Churchill, 1943

Mainstream staff do not have any grounding in room acoustics and fail to routinely take this into account (McCracken et al. 2012)

Social relationships

- Social context and social acceptance play a pivotal role as they influence the majority of adolescent typical behaviours [Johnson et al.,2009]
- Have peers had any training?
- Has individual been encouraged to join in local, NDCS and other social events?

Adolescents are ...

- “more sociable, form more complex and hierarchical peer relationships and are more sensitive to acceptance and rejection by peers”

[Steinberg and Morris, 2001]

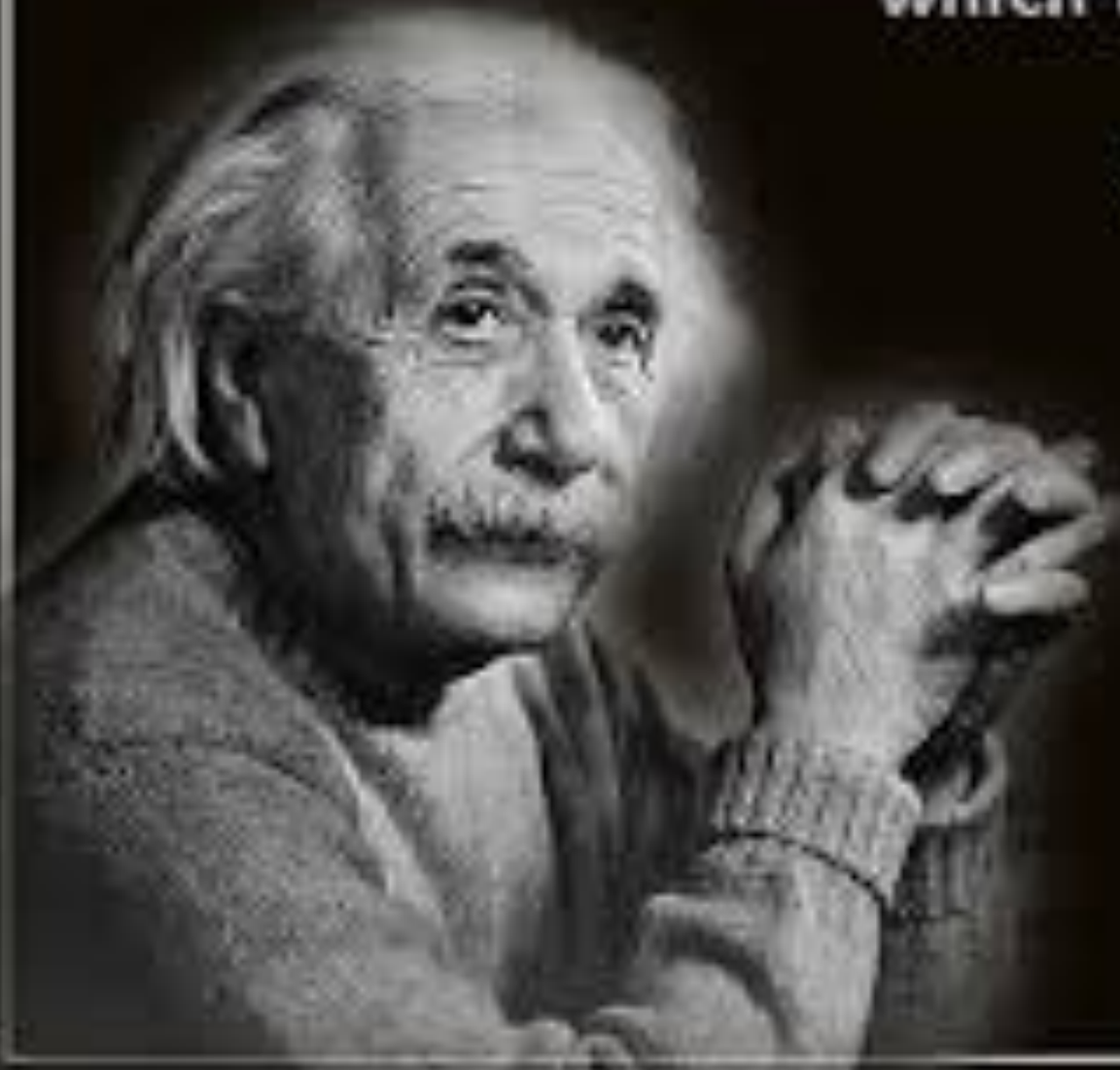
Radio aids have not been used in playgrounds but is their now a possibility to support this?

Radio aid usage

- Not simply about the technology
- Is linked to individual's ability advocate, ensure their ToD listens, developing ToM, underlying cognitive processes
- BUT it must work be checked consistently, be available for adverse listening situations at home and at school

**"I never teach my pupils, I only
provide the conditions in
which they can learn"**

**Albert Einstein
1879-1955**



- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], *Encyclopedia of mental health*. San Diego: Academic Press, 1998)
- Blakemore, S.J
- Johnson, S.B., Blum, R.W., Geidd, M.D. (2009) Adolescent maturity and the brain: the promise and pitfalls on Neuroscience research in adolescent health policy. *Journal of Adolescent Health*, , 45(3): 216-221
- McCracken W., Roberts A., Wilding T. (2012). 'Oticon Foundation Study of FM in Real World Settings.' Manchester University. Report downloadable from: <http://personalpages.manchester.ac.uk/staff/wendy.mccracken/oticonfoundationreport.pdf>
-)