

Abstract

- Challenging behaviour is 2-4 times more common in deaf and hard of hearing (DHH) children than in normally hearing children^[1, 2]
- Challenging behaviour can negatively impact:
 - Peer relationships
 - Attention and adherence to therapy
 - Academic success^[3]
 - Family wellbeing
 - Caregiver stress
 - Reduced caregiver sense of competence ^[4]

Objectifs

To understand how hearing care professionals (HCPs) support and collaborate with families of DHH children who wear hearing devices to manage challenging behaviour.

Méthodes et Matériels

| Participant Characteristics | |
|---------------------------------|-------------|
| Profession | N |
| Speech Pathologist | 12 |
| Audiologist | 5 |
| Teacher of the Deaf | 2 |
| Psychologist | 1 |
| Total | 20 |
| Avg. years of experience | 15.3 |

- In-depth semi-structured interviews
- **Analysis: Qualitative thematic analysis**

Inclusion criteria:

- Work with children aged **2-5 years old**
- Work with children fitted with **cochlear implants or hearing aids**

Résultats

How do hearing care professionals support and collaborate with families to manage the behaviour of DHH children?

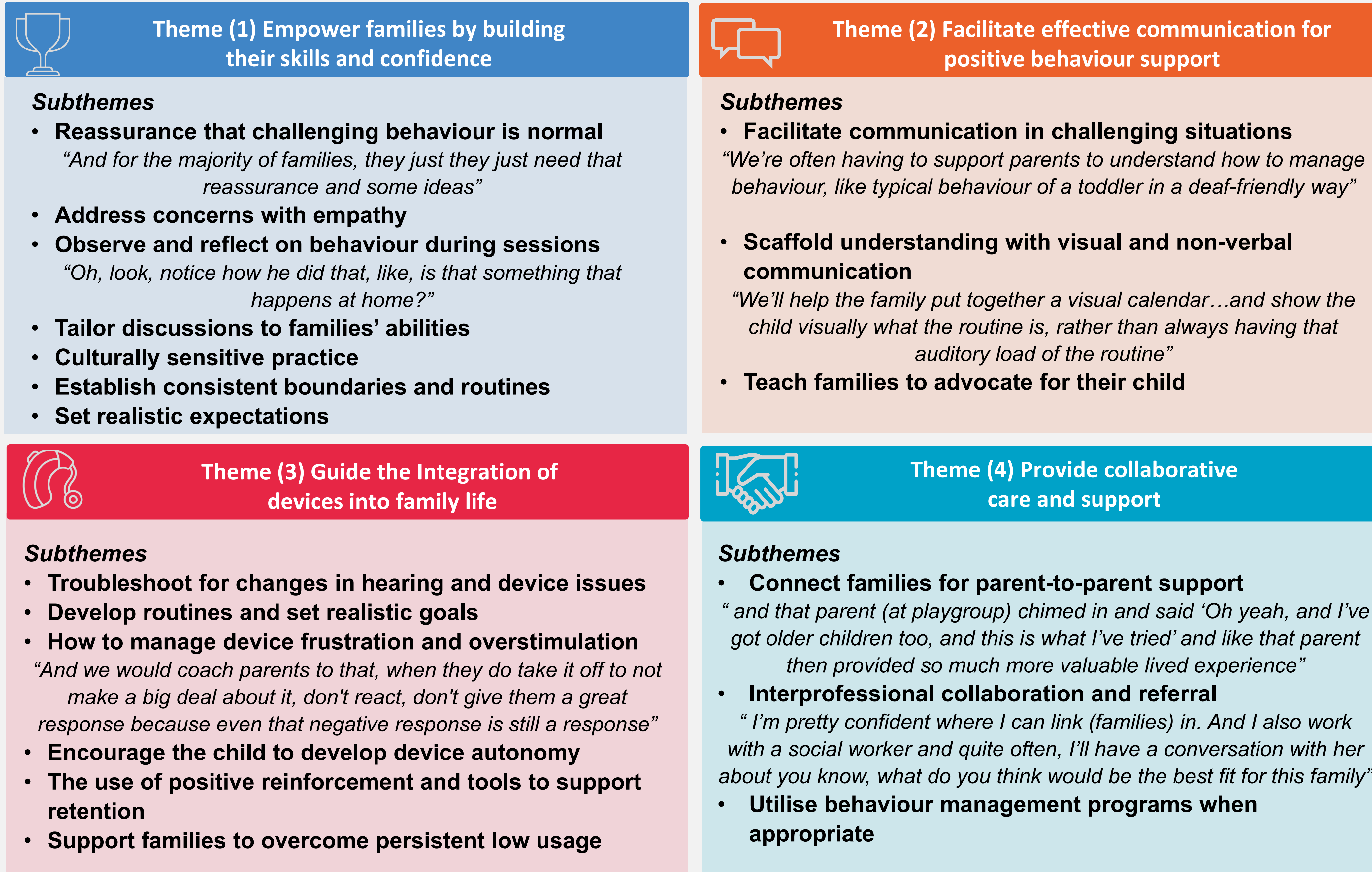


Figure 1: Results of qualitative thematic analysis, illustrating four themes and subthemes that describe how hearing care professionals (including audiologists) support families in managing challenging behaviour in DHH children.

Conclusion

Key Findings:

Findings suggest that HCPs have adopted a **range of strategies to provide nuanced behavioural support** to meet the unique needs of DHH children including:

- Individualised parent coaching
- Effective communication techniques for managing behaviour
- Strategies to encourage device usage
- Collaborating in an interdisciplinary model of care

Next Steps:

There remains a **critical need** for:

- **Targeted training and resources** to help professionals address the complex behaviour management challenges in diverse cultural and family settings.
- **Evidence-based guidelines** to standardise approaches across different roles and ensure consistency in support.
- **Further research** to evaluate the long-term effectiveness of current strategies and explore how professionals can better support families in managing device usage and behaviour.

References

1. Bigler, D., et al., *Assessment and Treatment of Behavioral Disorders in Children with Hearing Loss: A Systematic Review*. Otolaryngology–Head and Neck Surgery, 2019. 160(1): p. 36-48.
2. Stevenson, J., et al., *Emotional and behavioural difficulties in children and adolescents with hearing impairment: a systematic review and meta-analysis*. Eur Child Adolesc Psychiatry, 2015. 24(5): p. 477-96.
3. Stormont, M., *Externalizing behavior problems in young children: Contributing factors and early intervention*. Psychol. Schs, 2002. 39(2): p. 127-138.
4. Webster-Stratton, C., *Preventing conduct problems in Head Start children: Strengthening parenting competencies*. Journal of Consulting and Clinical Psychology, 1998. 66(5): p. 715-730.

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