Dutch Position Statement
Children with Listening Difficulties: Content

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1) Two systematic reviews

2) Delphi study

3) Focus group study

4) Statements

Feedback round Dutch ACs on draft version Position Statement
Aim: evidence-based practice
Multidisciplinary approach

Broad developmental view

Auditory processing disorders?
Unexplained Listening difficulties?
Listening difficulties?
1. The target group ‘Children with listening difficulties’ (LD) is **not a unique and demonstrable clinical entity**
2. The problems of children with LD are **multimodal**
3. The symptoms of children with LD **may also occur in children with other developmental disorders** (ADHD, DLD, dyslexia, learning disorders)
How should we call 'constraints in listening skills'? (n=41 professionals)

- Auditory Processing Disorders: 33%
- Listening Difficulties: 36%
- Unexplained Listening Difficulties: 31%
Figure 1: Model of functioning and disability illustrating the interactions of different health aspects according to the International Classification of Functioning, Disability and Health (ICF) (World Health Organisation, 2002b, p. 9).
4. After detection of LD, children can be referred to a multidisciplinary centre
5. When diagnosing a child with LD, an audiologist, an SLT and a behavioral scientist must be involved.

6. LD are initially mapped using patient history (client-centered) and, if available, a validated questionnaire.

7. In the case of children with LD, a speech-in-noise test is always carried out in addition to the pure tone and speech audiometry.

8. The diagnostic procedure for LD starts from a broad perspective on development.
Definition

Referral

Diagnosis

Treatment
Figure 4. Diagnostic flowchart for children with listening difficulties.

Definition

Referral

Diagnosis

Treatment

Refer to a multidisciplinary Audiological Centre in case of (unexplained) listening difficulties

Inventorise the request for help in all areas of the ICF by using history and questionnaire(s)

Standard hearing assessment (audiometry)

Sufficient
- Hearing loss is not the explanation

Insufficient
- Hearing loss is the explanation

If there is still a suspicion of listening difficulties, extensive diagnostic assessment follows:

- Speech and language assessment
- Intelligence test, including standardized tests of attention and memory
- Additional hearing assessment: Speech-in-noise test

Multidisciplinary consultation

Follow-up aimed at guidance of the hearing loss

Listening difficulties can be explained by speech/language or psychological assessment

Listening difficulties can be explained by speech/language, intelligence, attention and/or memory skills

Comprehensive diagnostics (at the sole discretion of the AC), for example:
- Neuropsychological assessment
- Linguistic assessment
- Auditory processing tests
- School observations
- Social work

- Tune in to the individual client, matching the diagnostic data and the description of the day-to-day functioning of all ICF domains
- Optional: advice on environmental modifications and training of the compensation strategies

Evaluation of the intervention
Auditory Processing tests should be used during assessment (n=41 professionals)

- Yes: 67%
- No: 33%
9. For children with LD, intervention is focused on the client’s needs and focuses on action-oriented practice.
Conclusion and discussion

- Position Statement helps in daily decision making process
- Still dissensus at some points (label, tests)
- New developments lead to modifications in future
- Involvement of all stakeholders during developmental process stimulates implementation
Work in progress:

- Implementation study in representative sample of audiological centres

- International collaboration for European/ international consensus


Are there any questions?
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