Communication Strategies Training

Audiological Rehabilitation

Purpose of Communication Strategies Training Program

- _________ problems specifically related to a _________
- _________ these problems
- Training in how to _______ the ________ ________ that affect ___________
- Fix _____________________
- ____________ training
Issues to Consider

- Length of program
  - Standard programs are _______ hours
  - May structure this to be done in a _____ or over ____________
- Format of program
  -
  -
  -

Issues to Consider

- Patient variables
  - Gender
  - Age
  - Life Stage
  - Culture
  - Motivation
  - Specific Difficulties
Training Model for Program

- Formal __________
- __________ learning
- __________ practice

Figure 4.1. Foundations of Aural Rehabilitation, Nancy Tye-Murray

Formal Instruction

- Individuals receive information about:
  - Types of _________________
  - Appropriate ________ and __________ behaviors
  - _________ are included to facilitate learning
Five Essential Concepts

- The _____ is a very ______________
- The brain ____ , and the ears ________
- Hearing aids _____ the _________
  ____________
- The _____ _____ ears are still _____
- ________ is vital

Guided Learning

- Encourage people to use communication strategies in a structured setting
- Examples include:
  - Analysis of __________
  - Continuous ________ tracking
  - _____ activities
Real-World Practice

- New _____ and _________ are practiced in a _________ environment
- Participants _____ their _______ to the class
- ____________ exercises will help the participants explore how they can handle ____________ in the future

Short-Term Training

- ____________ Approach
  - Pamphlets, video-tapes, periodicals, books, speech and auditory training exercises, and assistive devices
- Short Tutorial
  - 
  -
Montgomery’s WATCH
(Brief Auditory Rehabilitation)

-W -
-A -
-T -
-C -
-H -

Schow’s SPEECH
(Brief Auditory Rehabilitation)

-S
-P
-E
-E
-C
-H
Communication Strategies
Training for Partners

- Goals of this training are:
  - Foster ______ for the ______ of
    __________________
  - Encourage appropriate _____________
  - Learn how to make the ______ easy to
    _______________
  - Identify if the ______ has been
    __________
  - Learn how to _____ _______ breakdowns

Communication Strategies
Training for Children

- Receptive Repair Strategies
  - Formal Instruction
    - Review effective _____________
    - Formal Instruction
    - How to ask for _______________
  - Guided Learning
    - Practices the _____________ during ________ and
      _______________
  - Real-World Practice
    - Transfer their knowledge into _____________
Communication Strategies
Training for Children

- Expressive Repair Strategies
  - Formal Instruction/ Guided Learning
    - Understanding communication ________ and _________
    - ________ formulation
    - Communication _________
- Real-World Practice

Efficacy of Training

- ____% that began finished
- ____% attendance
- Change in use of ____________ after course
- Improved ____________ and
  __________________________