Beneath the Surface: Listening Fatigue Sara Robinson, CCC-SLP Allison Cunningham, CCC-AUD





Disclosures Allson Cunningham Employed by Children's Hospital Colorado Colorado ENDI Alliance member VP, Board of Directors, CO Handi and Voices Sara Robinson Employed by Children's Hospital Colorado Colorado ENDI Alliance member





What is Listening Fatigue?

- Focusing on listening can be mentally and physically exhausting
 Leads to a decrease in ability to process sound
- Leads to a decrease in ability to process sounce.
 Can occur even in quiet environments or after a short period of listening.
 Listening in challenging situations requires individuals with hearing loss to allocate additional cognitive resources to auditory tasks in order to understand speech. (Dalw, et. al., 2021)
 Needing to concentrate harder
- Needing to concentrate harder
 Mentally & physically tiring
 Stress invoked in trying to listen
 Increases fatigue
 Not always visible "on the surface"
 Passive vs Active listening

Listening Fatigue Research





"Any type of degree, laterality or type of hearing loss can result in significant fatigue."

~Dr. Hilary Davis "EmpowEAR Audiology Podcast" February 2023

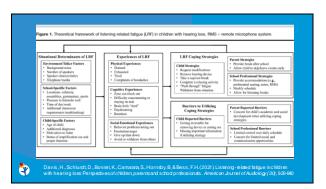


What does Listening Fatigue look/feel like?

Children:

- Sleeping more
 Emotional swings
- Sudden outbursts
- · Removing hearing devices Preferring solo play
- Might appear shy
 Appear to be "not hearing"
 Inattentive

- · WILD!



Why talk about listening fatigue? 2023 Journey Through Adolescence Workshops • Parent workshops on listening fatigue • Many parents had never heard of listening fatigue

Vanderbilt Listening Fatig	ue Scales					
Pediatric and Adult scales available Pediatric scales Onld report Parent report Teacher report	VANDERBILT FATIG This scale is designed to associal tool bestudies. Sometimes people for that of some yar feet when you later in different places. Fire best describe how efters you feel or set that we ORLD MAME:	zning-rolates Interving and ice read each	Offetigue in a trying to un contence a	children aged destand. We nd mark the I set skip are p	0-27 years. would like	ranse that
	I want to "zone out" it very notay places.	neven 0	1	SOMETIMES 2	3 (FFEE	AUMOS! A08573
	It is hard for me to concretise when lots of prople are talking. My brain gets tined after listening all-day.	0	1	2	3	4
	I get wors out from listening at school.	0	1	2	a	4
	Trying to listen at school stresses me out. Tune a lot of energy trying to better in class.	0	1	2	3	4
https://www.vumc.org/vfs/vanderbilt-fatigue-scales	I want to go to sleep after a long day of licening.	0	1	2	3	4
	I give up trying to listen when I get tired.	0	1	2	a	4
🌣	I get so tired from listening that I don't want to do anything else.	0	1	2	3	4
	I feel worn out when I have to lister carefully.	0	1	2	3	4

Strategies for Listening Fatigue: Young Children

- Listening breaks (structured vs unstructured)
- Remote microphone
- Closed captioningLook at schedule for the day

- Changes in parent voice, volume, rate, or speaking style

- Activities that regulate nervous system*
- Note: Davis, et., al., 2021: parents reported the strategies and coping mechanisms used by their children with hearing loss were not employed by their siblings without hearing loss



Trauma Activation of the Hypothalamic-Pituitary-Adrenal (HPA) Axis Informed Lens to Listening Decreased window of tolerance-often stuck in a state of hypervigilance followed by periods of hypoarousal Fatigue Listening fatigue is a result of nervous system dysregulation *

Nervous System Regulation Activities





2



Prioritize
Vestibular/ Pr
oprioceptive
Activities:
gymnastics,
ninja gym,
swimming,
soccer,
swinging,
jumping on a
trampoline, etc



Oral activities: providing crunchy and chewy food options and using straw to eat/drink





References

- Bess, F.H., Davis, H., Camerata, S.M. & Hornby, B.W.Y. (2000). Listening related fatigue in children with unilateral hearing lens. Linguage. Speech and Hearing Services in Schools, 2010, 8497.

 1003. S.M. & Hornby, B.W.Y. (2016). Sallwary cortisol profiles of children with hearing loss. Ear and Hearing, 2010. 33434.

 1004, H., Schools, D., Borner, K., Camarata, S., Bess, F.H. & Bornsby, B. (2000). Understanding listening related fatigue: Perspectives of addits with hearing loss. International Journal of Anablesy. (2011). 103:1001/1490027.2001.19.3401.

 1004, H., Schools, D., Borner, K., Garmara, S., Shronshy, B.W.Y. (2011). Leaving-related fatigue: Perspectives of addits with hearing schools and children press. and chold official leaving-related fatigue. (2011). The complete schools of Health and Children press. and chold official leaves and children described for the children of press. (2011). The complete schools of the children of Health and Children press. A. Bornshy, B.W.Y. (2017). Durant control leaves and subject to all legislations. Amount of Children Indiana. (2017). Constantial planticity in developmental and agreetiste hearing loss. Children Implications. Health gibbases, 1, 341, 191201.

 1007. Sept. 1007. Sept. (2011). Sept. 1007. Sept. 1007. Sept. 1007. Sept. (2011). Sep



Thank you! sara.robinson@childrenscolorado.org allison.cunningham@childrenscolorado.org	