

ACE Your Hearing

Hear Better, Connect More

Active Communication Education Version 2

Family and Friends Workbook

What is *ACE Your Hearing*?

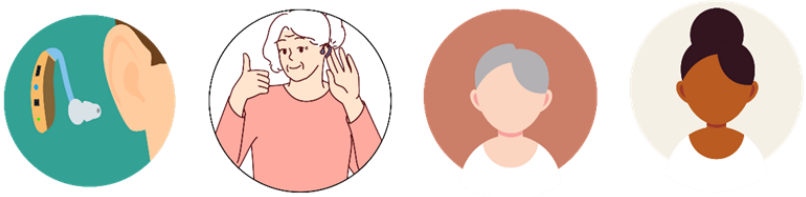
ACE Your Hearing is an updated version of a program that was originally released in 2001 called the Active Communication Education (ACE) program, made for adults with age-related hearing loss and their families and friends. The ACE Your Hearing program has been created to help you with everyday hearing and communication challenges, to keep you connected to your family, friends and community. It's all about helping you to hear better, as well as helping you to discuss how hearing loss can make you and others around you feel. *ACE Your Hearing* is designed to be a fun and interactive program. It works best in group settings where you can join in with others who understand what it's like to live with hearing loss.

During the group chats and activities, you don't just listen; you get to talk, share your stories, and learn from each other. Everyone has different tips and tricks for dealing with hearing challenges, and by sharing these experiences, you can pick up new ways to make your daily life easier. Plus, meeting and talking with others in the group helps you make new friends and feel more connected. It's all about learning together and enjoying the company of people who understand exactly what you're going through. If attending a group isn't possible or isn't your preference, don't worry – you can still discuss all the activities in this workbook and learn the important information one-on-one with your hearing professional, ensuring you don't miss out.

Who can benefit from *ACE Your Hearing*?

ACE Your Hearing is a helpful program for all adults who have difficulty hearing, and also for the people they have in their lives – their family, friends, and social network. It doesn't matter whether the person with hearing difficulty wears hearing aids or not, *ACE Your Hearing* can help. In fact, even people with good hearing will have trouble hearing from time to time in noisy environments or when lots of people are talking at the same time – so *ACE Your Hearing* can help everyone to learn how to talk and hear better in these situations.

Why do we specifically include family and friends? Research shows that people with hearing difficulties are at an increased risk of social withdrawal and emotional distress, but so too are their family and close friends. This is often referred to as "third party disability", where both the person with hearing loss and their loved ones feel a reduction in the quality of their social interactions and wellbeing due to the hearing difficulties.

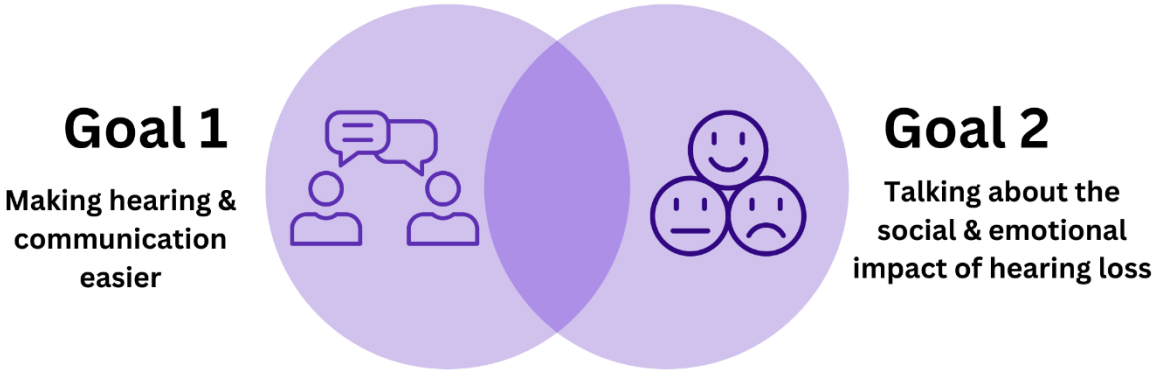


This is why it is important for the family and friends of people with hearing difficulties to be a good support person, but to also learn how to understand and support their own needs to make sure the whole family is happy and healthy.

It's vital for family and friends to grasp the full impact of hearing loss, as research reveals they too are at risk of challenges like social isolation, emotional decline and depression. Hearing loss is not just an individual concern but a family and social issue, demanding a collective response to foster a deeper understanding of living with hearing loss, improve communication within the relationship, and facilitate open discussions about the mutual effects of hearing loss. Everyone can be more connected with *ACE Your Hearing*, no matter how long you've been living with hearing loss in your family members and/or social groups.

What are the goals of *ACE Your Hearing*?

In *ACE Your Hearing*, we care about helping you communicate better, hear better and feel better too. To achieve this, the program has two main goals:



1. ***Making Hearing & Communication Easier:*** The first goal is to enhance both your communication skills and your ability to hear better in daily life. We focus on improving your ability to hear in different situations by using practical skills such as adjusting your position or environment, noting down key points, and interpreting body language more effectively.

You'll learn strategies to clearly express your needs and manage conversations in noisy settings without solely relying on your hearing or hearing aids. Our comprehensive approach is designed to boost your confidence and enjoyment in communicating, whether you're navigating a bustling cafe or enjoying quiet time at home with family.

2. ***Talking About the Social and Emotional Impact of Hearing Loss:*** The second goal is about understanding the impact of hearing loss on your feelings, social interactions, and relationships. We gently mix these talks into our communication lessons to learn better ways to manage these concerns. This means that while you learn about hearing better, you also discover ways to manage the social consequences of hearing loss that include ensuring you don’t feel left out of conversations. Our group chats and activities are a safe place to share your stories and learn from others. This helps everyone feel better and more connected.

Who was involved in the creation of *ACE Your Hearing*?

ACE Your Hearing was made with help from lots of different people, including older adults who have hearing loss, their families, hearing experts, hearing business managers and owners, community organisations representatives and university researchers who have experience in hearing healthcare, communication, and social and emotional health. Everyone worked together as collectively as a team. This way of working and creating is called 'co-design'. It means everyone's ideas are important and used together to ensure the program that better suits the needs of all people who will use and access *ACE Your Hearing*. People with hearing loss and their families told us about what it's

really like to live with hearing loss and where they needed most help in relation to their communication and social interactions. This helped make *ACE Your Hearing* useful for everyday life. It's not just about the science of hearing, but also about how hearing loss makes you feel and affects your life with friends and family. So, *ACE Your Hearing* is a program made with care, listening to real stories, and thinking about what you really need.



1. The Core Modules

Core Module 1: Introduction & Preparation

Core Module 2: Introduction to Common Challenging Environments

After finishing the core modules, proceed to the optional ***Pick-and-Choose*** modules as guided by your Communication Needs Analysis results in the preparation step.

2. Pick-and-Choose (P&C) Modules

P&C Module 1: Conversation around the home.

P&C Module 2: Enhancing conversations with diverse speakers

P&C Module 3: Tuning in to Technology - TV, Phones, Computers and Public Address Systems

P&C Module 4: Communication Strategies to Support Hearing Aid Use

P&C Module 5: Wellbeing with Hearing Loss

Extension Module: Revision and reflection

Note. The extension module should only be offered if completing the full 4-session program format, once all prior content modules have been completed.

All Pick-and-Choose Modules include self-guided reading and activities. So, if you're unable to cover all the modules during your sessions, you can explore these vital topics at home.



All modules include discussions on the social and emotional impact of hearing loss.



Core Module 1: Introduction and Preparation



Welcome to ***Core Module 1: Introduction and Preparation***, the essential foundation of our program, this module sets the stage for everything that follows by starting with group rules and introductions to create a welcoming and supportive environment. You will explore the varied impacts of hearing loss and learn about the strategies used throughout the program to address these challenges. This module is crucial as it provides the groundwork for understanding the impacts of hearing loss and equips you with practical tools. It concludes with a Communication Needs Analysis to assess your group's specific needs and determine which Pick-and-Choose modules will be covered.

Activities in this module:

1. Group rules
2. All about me introductions
3. My feelings of hearing loss
4. My communication difficulties
5. Core communication skills and strategies
6. SPOT the problem
7. Communication needs analysis



GROUP RULES

01

Respect:

- Valuing the diverse experiences and perspectives of all participants.
- Listening attentively when others are speaking and refraining from interrupting others while they are speaking.

02

Confidentiality:

- Group members must not share any names or identifying information about other participants outside of the group.
- Personal experiences, feelings and stories shared during group sessions should remain within the group and not be disclosed to others.

03

Active Participation & Supportive Discussion:

- Each member is encouraged to engage fully in activities and discussions, sharing their experiences and insights.
- It's important to listen actively to others and contribute positively to the conversation.

04

Time is tight! Stay on task:

- To make the most of our time together, it's important to stay focused on the topic of hearing loss and its impact.
- Please keep discussions relevant to the content we are covering and avoid going off topic.

Activity: Introductions

Extra! Extra!

1. **My name is** .....

2. My experience with hearing loss.

☐ I have a family member or friend who has a hearing loss.

☐ I myself also have a hearing loss, or I have noticed increased hearing difficulties lately.

Talk to your facilitator about whether this workbook or the 'People with hearing loss' workbook is best for you.

3. Pick **ONE** thing from the areas below to share with your group.

A bit about my social or community activities:

.....

.....

.....

.....

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My favourite activities, hobbies or fun things to do:

.....

.....

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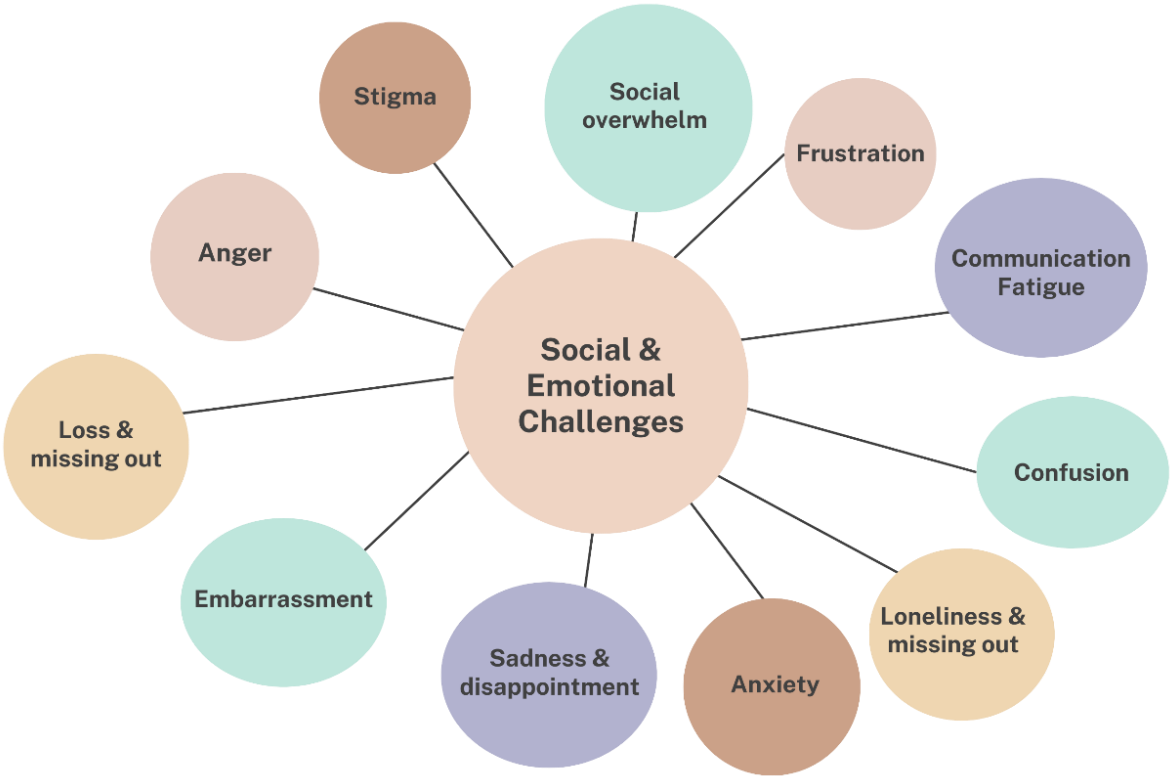
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How does hearing loss affect communication, and social and emotional wellbeing?

When someone close to us has trouble hearing, it changes how we all talk and connect. It can be hard to watch them struggle with conversations and interactions, which can lead to misunderstandings and make them want to avoid certain situations. They might feel left out and lonely, and sometimes they may feel embarrassed or sad. It's tough for you too, seeing someone you care about go through this. That's why learning about hearing loss together is so important. Programs like *ACE Your Hearing* are here to help. They teach us all how to communicate better and support each other's happiness and wellbeing. With the right strategies, we can make sure our loved ones feel part of every conversation and every moment that matters.

Here are some of the challenging feelings linked with hearing loss:



Activity: My feelings of hearing loss

Which of these, or other challenges, do you feel your family member or friend has experienced?

……

……

……

These feelings not only affect the person with hearing loss, but also the people around them. Which of these, or other challenges, have you experienced yourself because of their hearing loss?

……

……

……



What do we mean by *'communication'*?

What does 'communication' mean? Communication is when we share information and ideas with each other. It's not just about the words we say or hear. It also includes other ways we show what we mean, like waving our hands, nodding our heads, or facial expressions. Good communication happens when we combine talking and listening with these other signals, so everyone understands each other well. Communication is about:

- The words we use when we talk or write.
- The way our voice sounds when we say something.
- Listening carefully and responding.
- Using body language like hand waves, head nods, and facial expressions.

Activity: My family member or friends' communication difficulties

Common Communication Difficulties	What this might look like:	Has your family member or friend displayed these? Tick the box:
Difficulty Following Conversations	Struggling to keep up with fast-paced or group discussions	☐
Misunderstanding Words	Confusing similar-sounding words & hearing the wrong one	☐
Volume Misjudgment	Speaking too loudly or too softly	☐
Missing Subtle Sound Cues	Difficulty picking up on the tone of a persons' voice, or other subtle voice cues.	☐

Core Communication Skills and Strategies

In your *ACE Your Hearing* workbook, you'll see that there are some vital skills that we call 'Core Communication Skills and Strategies.' These are special tricks and tips that help you and your loved one with their communication needs. We talk about things like how to ask someone to say something again if you didn't hear it the first time, or how to let people know what you need to make hearing easier.



Core Communication Skills & Strategies		
Requesting clarification	1. Verbal clarification	- Ask for a repeat: "Can you say that again, please?" - Confirm understanding: "Did you say [what you thought you heard]?" - Request a rephrase: "Could you say it differently?"
	2. Visual cues	- Gesture and mime: Use hand signals or body language. - Show numbers: Indicate numbers with fingers. - Writing: Jot down words or phrases for clarity.
	3. Key information focus	- Key words: "Just tell me the main point." - Spell it out: "Could you spell the important word/phrase?"
Using communication strategies	4. Enhancing audibility	- Ask the speaker to talk louder. - Request the speaker to slow down. - Use assistive listening devices/technology.
	5. Strategic positioning	- Position your better-hearing ear towards the speaker. - Position yourself face-to-face with your conversation partner to help with lip reading and understanding facial expressions, gestures, and body language. - Arrive early to meetings to sit closer to the speaker.
	6. Simplifying conversation	- Confirm as you go: "Did you say…?" - Ask questions with limited answers (e.g., yes/no, choices of days). - Use reminder gestures with familiar people (e.g., hand palm down to signal 'slow down').
Advocating for my communication needs	7. Disclosing your hearing loss & ways to help you	- Be willing to admit to a hearing problem. - Be willing to explain the problem to other people. - Be able to suggest ways they can help (e.g., speak clearly facing me, one person at a time).
	8. Modifying the communication environment	- Adjust positions for better interaction (move closer, face each other). - Alter the surroundings to reduce noise (close windows, move to a quieter place). - In groups, request visual cues for the speaker (raise hand) and minimise cross-talk. - Utilise technologies that can assist (e.g., close captioning on the TV)
	9. Preparation and anticipation	- Request information in advance (meeting agenda, written treatment details).

Being Assertive

Being assertive is essential when using communication strategies, especially if you have hearing difficulties or you are supporting someone who does. Often, people with hearing difficulties may feel inclined to conceal their challenges, which can lead to misunderstandings. Assertiveness involves openly acknowledging your hearing difficulties and clearly stating your needs in a positive and constructive manner. For instance, a person with hearing loss could say, “I’m sorry, I didn’t catch that due to my hearing loss. Could you please speak a bit slower?” This approach is not about being aggressive; it's about being direct and respectful, ensuring their needs are conveyed while also being empathetic. By being assertive, you help others understand how best to communicate with you or your family member/friend, which is crucial for effective interactions.

Assertiveness tips:

1. ***Use "I" statements:*** Express yourself by starting sentences with "I" to avoid sounding accusatory and to take ownership of your emotions. E.g., “I have a hearing loss and I didn’t catch what you said.”
2. ***Be clear and direct:*** Communicate your needs and thoughts succinctly to avoid misunderstandings.
3. ***Maintain a calm tone:*** Keep your voice calm and steady, which helps in keeping discussions constructive, even during disagreements.
4. ***Express understanding:*** Before presenting your point of view or needs, start by acknowledging the other person’s position. This does not mean you have to agree with them, but shows respect for their position.

SPOT The Problem

The *ACE Your Hearing* program uses the 'SPOT The Problem' framework, a simple problem-solving process that helps participants tackle communication challenges in their daily lives. This approach guides individuals to think systematically about communication issues and find solutions. At the start of each activity, participants work through the SPOT steps: identifying the setting, pinpointing problems, exploring options, and planning to test their effectiveness. The goal is not just to solve immediate problems but to teach participants a way of thinking they can use in any setting.

S

S = Setting

Identify the ***who*** and ***where*** of the situation.

- who is involved in this conversation? e.g., my spouse, my grandchild, the bank teller.
- where is this conversation taking place? e.g., in the kitchen, in the park, in a cafe.



P

P = Problems

What are the problems and challenges in this particular conversation or situation? e.g., traffic noise outside the window, the coffee machine at a café, windy conditions in the park.



O

O = Options

List the various options for actions you could try to fix the challenges. Remember the Core Communication Skills and Strategies e.g., closing a window to block traffic noise, moving position at the dining table.



T

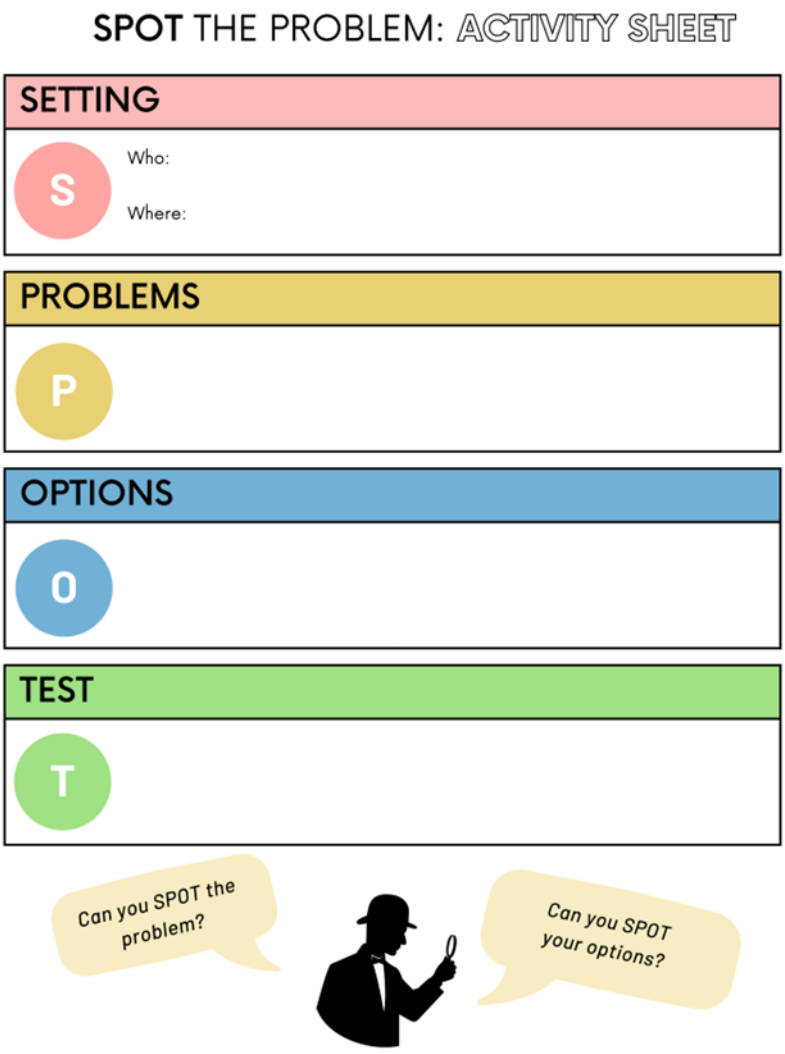
T = Test

After trying out your options, evaluate the effectiveness of the actions you used. Did they help improve communication and hearing in the situation? Reflect on what worked well and what could be adjusted for better results in the future.



This problem-solving approach is vital because it gives you a clear way to think through and tackle the communication challenges you face every day. It's like having a set of tools you can use anytime to make conversations clearer and less stressful. By learning this process in our sessions, you'll be able to use it in other parts of your life too, making every chat and catch-up a better experience.

N***ote:*** There is a ***SPOT the Problem*** Activity Worksheet contained within each module to guide you on how to use this process.

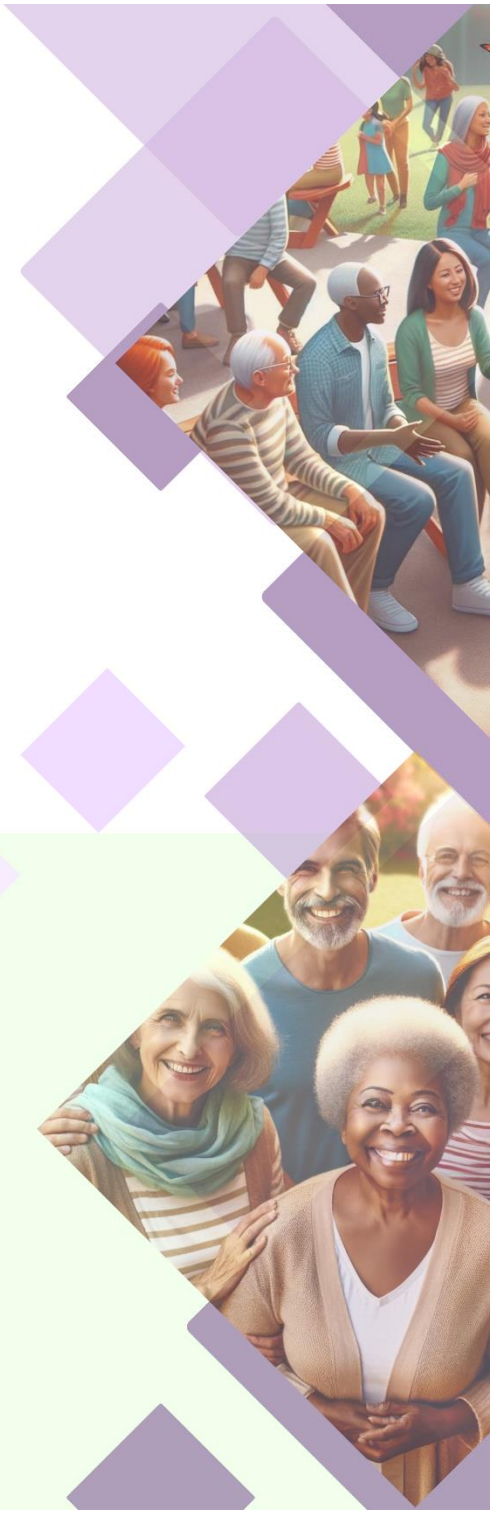


Activity: Communication needs analysis

Brainstorm Now.



Core Module 2: Introduction to common challenging environments



Welcome to ***Core Module 2: Introduction to common challenging environments.*** This module will help you learn how to communicate better in noisy and busy places. By the end of this module, you will know how to handle different challenging environments and use strategies to improve your communication skills. You will build on this information in the next modules.

Activities in this module:

Scenario 1: Backyard BBQ
Scenario 2: A busy café
Scenario 3: Visual distractions at the dinner table

Introduction to Noisy and Group Environments

Everyone has trouble communicating in noisy and group environments, however, people with a hearing loss have more difficulty distinguishing speech sounds from other noises. Noisy environments can include restaurants, cars/public transport, shopping centres, parks, windy areas, and busy social settings. Noises can come from many sources, including talking, laughing, footsteps, moving chairs, animals, food preparation, music & traffic sounds.



Challenges hearing in group situations

Group situations can be particularly challenging for people with hearing loss due to:

1. Multiple people speaking at the same time
2. Rapid shifts from one speaker to another
3. Frequent changes in conversation topics

Strategies for managing group situations



Signal the speaker

If you know the group well, request that members signal with a finger before speaking so you know where to focus your attention.



Designate a helper person

Designate someone to inform you when the speaker changes, the topic changes and what the new topic is.



Think about position

Can you move closer to the front of a group presentation? Test whether sitting in the centre of the dining table or head of the table is better for you.



Prepare & plan

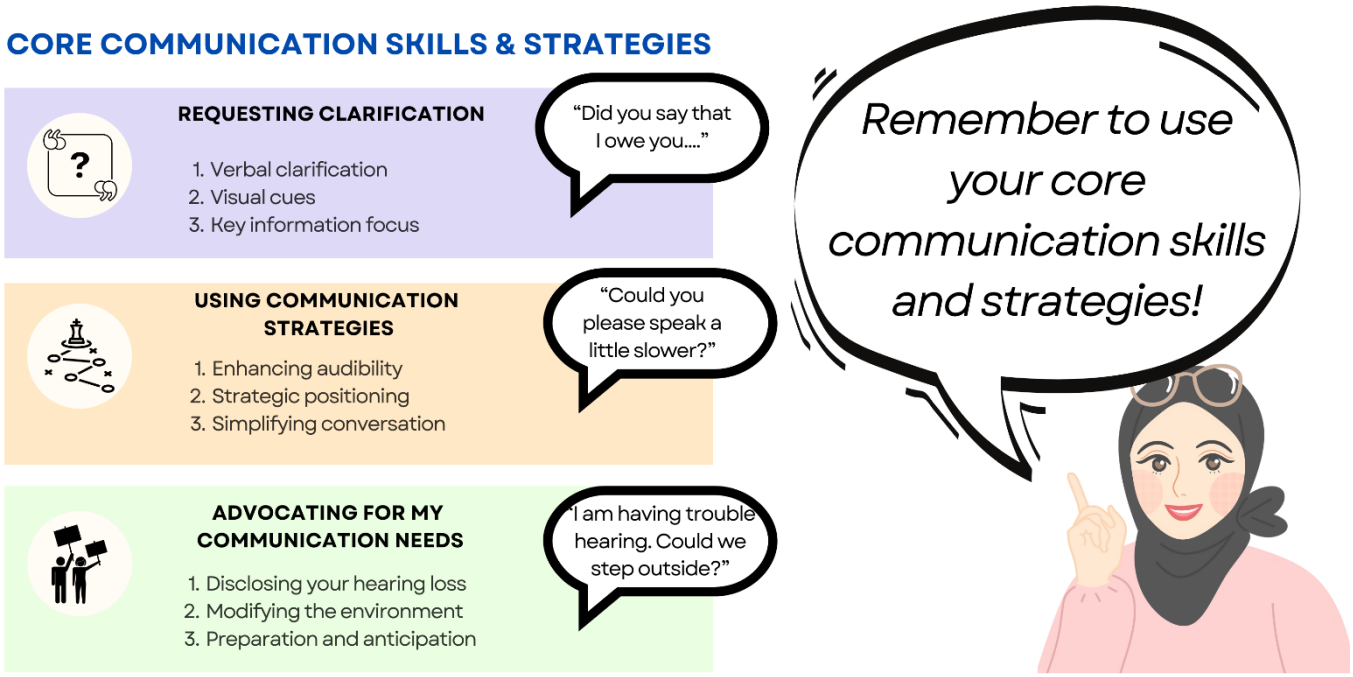
For formal gatherings, such as meetings, ask for the agenda, or notes from the previous meeting in advance so you can prepare.

Scenario 1: Backyard barbeque



Joe is hosting a backyard barbeque to celebrate his birthday. His three children and their families have all come and are enjoying the nice spring weather outside. The family have gone to a lot of effort to make it a great party; putting up fairy lights and setting up outside speakers for the music. Joe is seated near the barbeque and his grandson is standing next to him, telling him about his new job. But Joe can't hear him well.

Reflect on the ***Core Communication Skills and Strategies***, and then complete the ***SPOT The Problem: Activity Sheet*** on the next page.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

P

OPTIONS

O

TEST

T



Take a moment to write some notes to the activities below, then discuss in your group.

Activity 1: How might Joe have felt in this scenario when he couldn't hear what his grandson was saying?

……

……

……

Activity 2: How might the grandson have felt when Joe couldn't hear what he was trying to tell him?

……

……

……

Activity 3: Would the solutions you identified help to improve the emotional and social experience of both Joe and the grandson? Why/why not?

……

……

……

Scenario 2: A busy café

You are at a café, having lunch with your partner and three other friends. After your meal, the waiter comes to ask how you would like to pay. Your group requested separate bills and the waiter is telling each of you your totals. You observe that your partner did not hear how much the staff member said they owed as the café is very noisy and the coffee machine nearby is making it very difficult for them to hear.



Reflect on the ***Core Communication Skills and Strategies***, and then complete the ***SPOT The Problem: Activity Sheet*** on the next page.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

P

OPTIONS

O

TEST

T



Take a moment to write some notes to the activities below, then discuss in your group.

Activity 1: What could you do in this scenario to help? Think about whether or not the person with hearing loss would like you to intervene?

……

……

……

Activity 2: Has your family member or friend with a hearing loss been in a similar situation before? How do you think they felt at that time?

……

……

……

Activity 3: Some people with hearing loss struggle in noisy environments so much that they stop wanting to go to certain places like café's and restaurants. What social and emotional difficulties might they experience if they stop attending these kinds of events with family and friends?

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Lip reading and visual distractions

Many people with hearing difficulties rely on lip reading and other visual clues, like facial expressions. Therefore, visual orientation to the communication partner is very important.

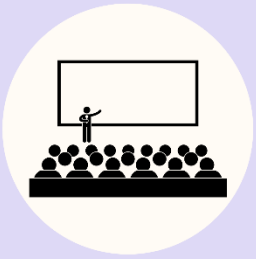
Lip reading & picking up on visual cues can be hard if:



The speaker is difficult to see around a large table.



There is direct light facing into your eyes.



The speaker is a long distance away.

Tips to reduce visual distractions



Don't face towards a bright light

Avoiding sitting directly under a bright light, and don't face towards a window. Move seats so the person talking to you doesn't have their face in shadow.



Reduce glare

Reduce surfaces with high glare – e.g., move a mirror or put a tablecloth over tables that reflect a lot of light.



Face the person speaking

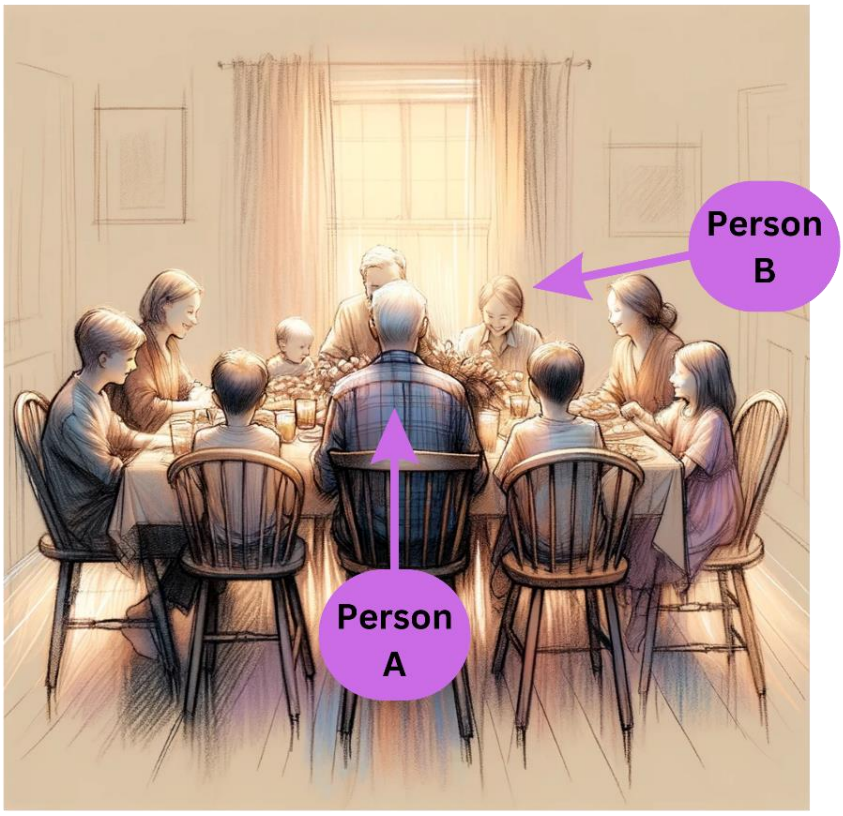
Can you move closer to the front of a group presentation? Move chairs or your position at a table so you can see the person talking clearly.



Think about the lighting

Use softer diffuse lighting instead of bright lights.

Scenario 3: Lighting distractions around the dinner table

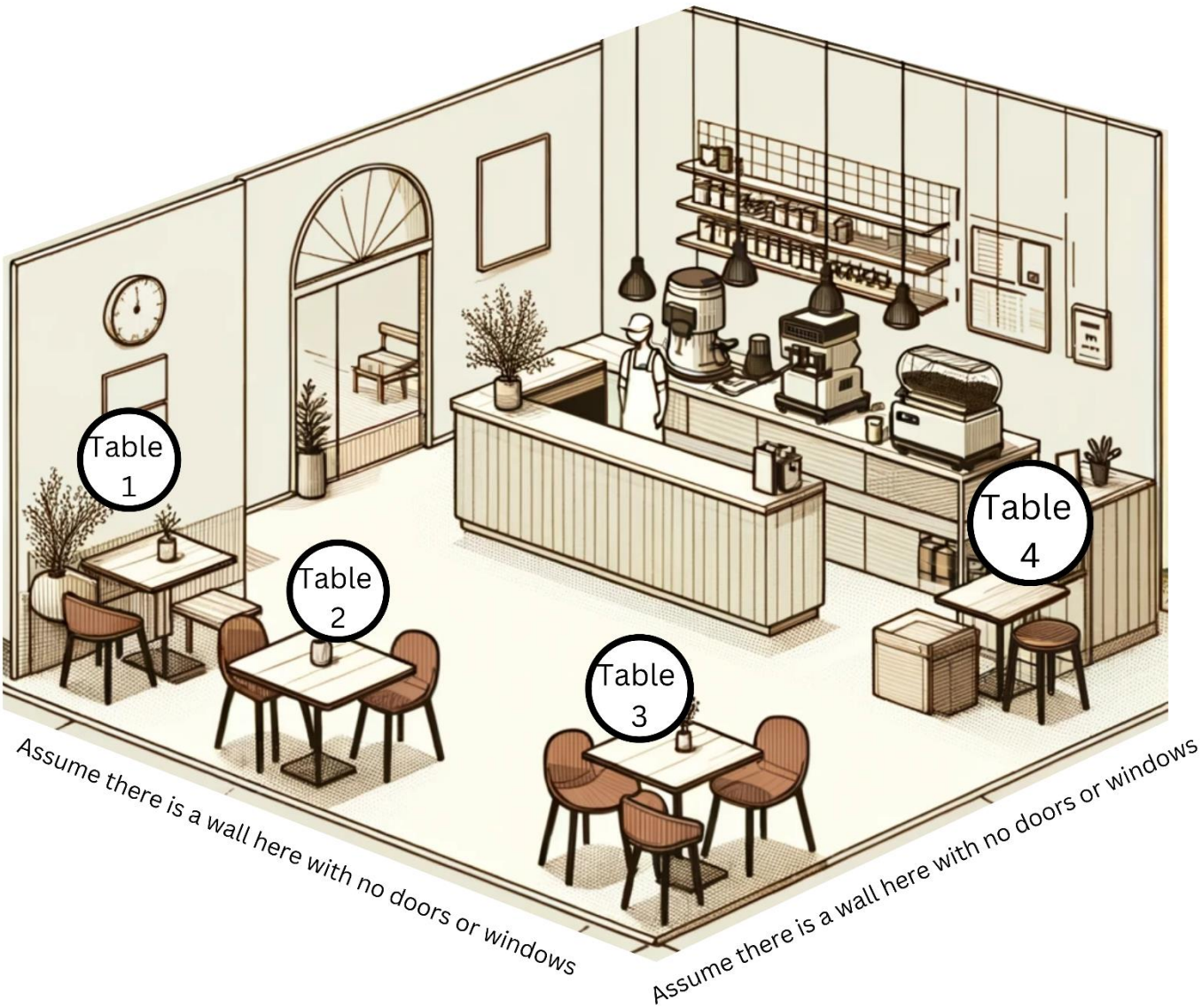


Activity 1: Look at Person A and Person B. Which person would have the greatest trouble seeing other members of the tables' facial expressions and lip movements?

Circle your answer: Person A or Person B

Discuss why you think that person would have more trouble.

Bonus activity: Have a look at the table options in this café.



Which table do you think might be the noisiest to sit at? Why? Write down some notes below and then discuss with your group.

……

……

……

Bonus Information: BAD HABITS

Sometimes, people with hearing loss and also their friends or family members can develop bad habits or unhelpful strategies to manage the communication difficulties. These bad habits and unhelpful strategies can create more trouble over time and should be avoided.



Talking too much

Because communication can be difficult, sometimes both the people with hearing loss and/or those they are talking with will dominate conversations and talk too much. They may not realise they are doing this. This usually happens because the natural back-and-forth nature of conversation is difficult when you can't hear the other person easily or they can't hear you. Be aware of how much you and the other person is talking, and make sure you both get an opportunity to speak.



Guessing what the other person said

Sometimes, people with hearing loss will not hear what was said and instead of asking for clarification they may try to guess what was said. This may work on occasions however is not a reliable strategy. It is better to admit you did not hear and ask for them to repeat, say it a different way, write it down or use a technology aid. If you are a family member or friend of someone with a hearing loss, always check they have heard you correctly.



Leaving a conversation & giving up

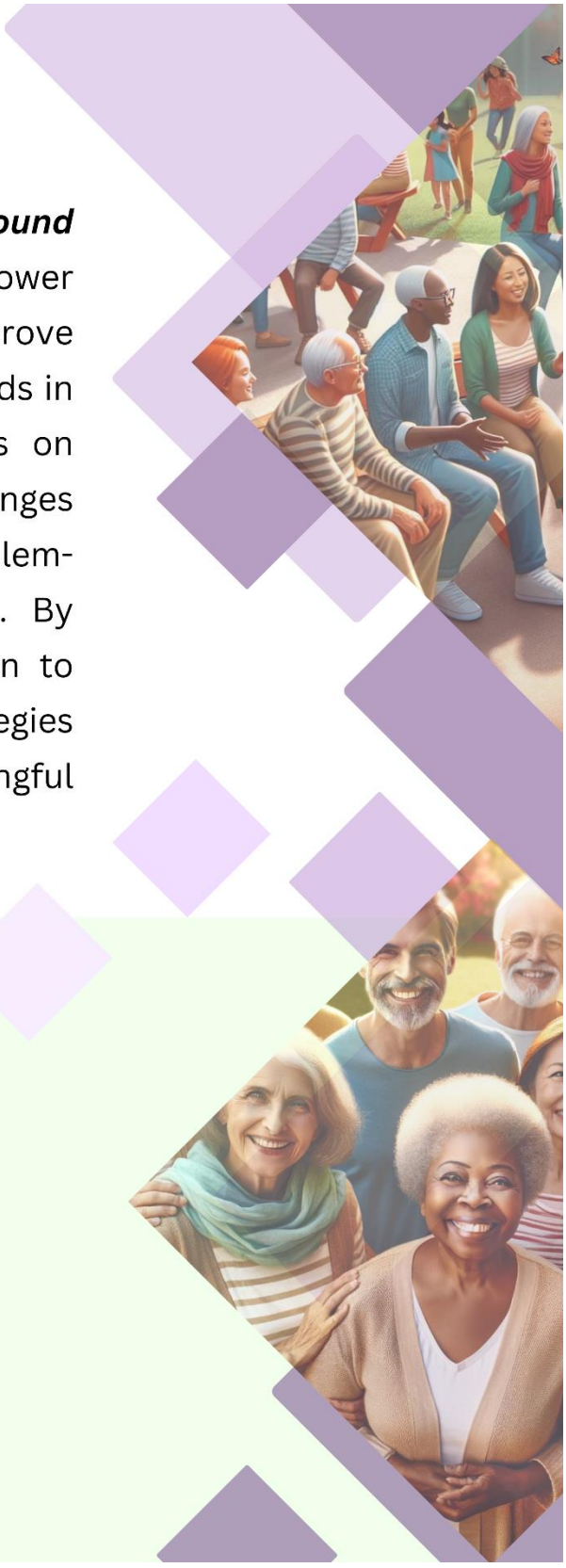
If hearing is too difficult and too tiring, both the person with hearing loss and those they are talking to may just want to give up and stop or leave a conversation. This is not helpful because the information may have been important for them to understand and they are also more likely to experience isolation, loneliness, frustration and feelings of missing out.



Talking too loudly

Both people with hearing loss and the people they are speaking to can overcompensate and talk too loudly or yell. This may help in some situations, but is often not helpful or sustainable long term. The person yelling may develop a sore voice and become very fatigued. Often, talking slower, changing positioning and changing the environment can help more than going louder.

Pick-and-Choose Module 1: Conversation around the home.



Welcome to ***P&C Module 1: Conversation around the home.*** The goal of this module is to empower you with the skills to manage and improve communication with family members and friends in various home settings. This module focuses on identifying common communication challenges around the home and employing effective problem-solving techniques to address these issues. By exploring a range of scenarios, you will learn to adapt and apply tailored communication strategies that facilitate clearer and more meaningful interactions.

Activities in this module:

Scenario 1: Noise in the kitchen
Scenario 2: Talking in the living room

Introduction to noise reverberation

Reverberation happens when sounds bounce off hard surfaces like walls, ceilings, and furniture. These 'echoed' sounds arrive slightly after the 'direct' sound, merging into a 'blurred' mix of the two. This overlapping sound can significantly challenge people with hearing difficulties. Noise reverberation most commonly occurs where there are hard surfaces, like metal, tiles, polished floors or glass. Common areas where you might notice reverberation in the house include kitchens, around dining tables, bathrooms and stairwells.



Optimising hearing in the home environment



Soften the environment

Reduce noise by using rugs, curtains and tablecloths. In the kitchen, place a rubber mat in the bottom of the sink to reduce noise when washing up and use plastic plates and cups inside of China or glass.



Distance from talking partner

Sitting closer to your talking partner improves sound clarity. Sitting within a meter ensures better hearing and reduces the need for shouting.



Orientation of talking partner

Facing your talking partner directly enhances lip-reading and visual cues. Having them to your side can reduce the ability to see facial expressions and lip movements, impacting understanding.



Identify other sources of noise

Look for additional sources of noise in the room that could interfere with your hearing. This might include background radio, music, TV's and kitchen equipment such as kettles or dishwashers.



Height and seating level

Ensure that you and your talking partner are at the same eye level to facilitate better communication. Use adjustable seating options to achieve comfortable and effective positioning.



Doors and windows

Keeping doors and windows closed can minimise external noise interference. Position yourself away from doors and windows to reduce outside noise. Seal around windows if high noise comes from outside.



Size of room

Larger rooms can cause sound to disperse, making it harder to hear. Smaller rooms with soft furnishings can help absorb sound and reduce echoes.

Scenario 1: Noise in the kitchen & dining rooms

You have your breakfast at a table in the kitchen each morning with your partner. You are having increasing trouble hearing in this room, but this morning routine is important to you. You have not tried modifying the environment to make the reverberation better. Your kitchen has polished timber floors and a lovely matching timber table.



Reflect on the ***Core Communication Skills and Strategies***, and then complete the ***SPOT The Problem: Activity Sheet*** on the next page.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

P

OPTIONS

O

TEST

T

Can you SPOT the problem?



Can you SPOT your options?

Take a moment to write some notes to the activities below, then discuss in your group.

Activity 1: You have also noticed that the road outside your kitchen window is getting busier every year and the traffic noise is also reverberating around your kitchen. What is a simple solution you could trial to help with this?

……

……

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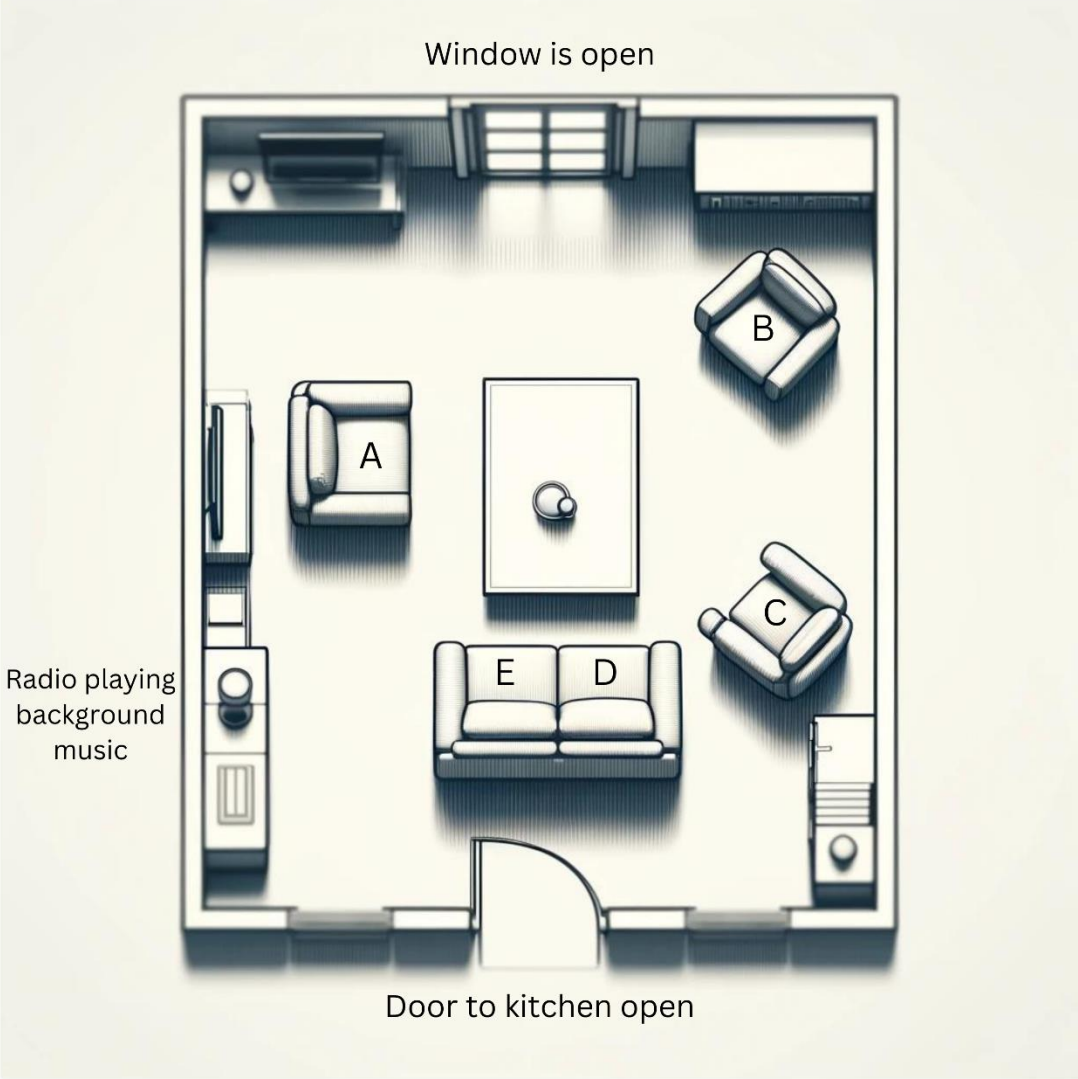
Activity 2: You start a conversation while sitting at the table, your partner gets up, turns the kettle on and then starts doing the dishes whilst trying to continue the conversation. They are now having trouble following the conversation and not responding correctly to what you say. How might you feel in this moment?

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Scenario 2: Talking in the living room



The Scenario: Your family member or friend with hearing loss is sitting in position E with a group of people at a friend's house. You observe they are having difficulty hearing and communicating because of the amount of noise in the room.

Activity 1: Identify the likely sources of noise in this room.

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Activity 2: What could you change in this environment to make it easier for your family member or friend with a hearing loss?

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Activity 3: Your family member/friend with hearing difficulties wants to have a conversation with the person sitting in seat C. Which seat do you think would be best for them to sit in? Why?

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Activity 4: Do you think you should intervene in this scenario and ask the other people to move around? Why or why not?

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Pick-and-Choose Module 2: Enhancing conversations with diverse speakers



Welcome to ***P&C Module 2: Enhancing conversations with diverse speakers.*** The goal of this module is to help you understand and communicate better with different types of speakers, like those with soft voices, people who mumble, and those with accents. You will learn practical strategies and techniques to improve your listening and comprehension in these situations. Through targeted activities, you will develop your listening skills, adapt your communication methods, and become more confident when talking to speakers who present unique challenges.

Activities in this module:

Scenario 1: Unclear and muffled voices
Scenario 2: Talking to people with accents
Scenario 3: Talking to children



Diverse and difficult speakers

Many people with hearing loss have difficulty understanding people who speak differently or don't speak clearly. For example:

- people with accents.
- softly spoken people.
- people who speak quickly.
- people wearing face masks.
- people with high-pitched voices, such as children.
- people with very low voices, typically older men.
- People with certain medical conditions or disabilities.

The strategies you can use to help you to better understand people with diverse and/or difficult speech will be the same strategies introduced earlier. So always remember: 1) Clarify, 2) Strategy, and 3) Advocate.



For example:

REQUESTING CLARIFICATION



1) Ask for repetition: Politely ask the speaker to repeat themselves. Phrases like, "Could you please say that again?" can be helpful.

2) Clarify and confirm: Repeat back what you think you heard to confirm understanding. "Did you say [repeat what you heard]?"

USING COMMUNICATION STRATEGIES



3) Face the speaker: Position yourself so you can see their face.

4) Request slower speech: Ask the speaker to slow down slightly. Phrases like, "Can you speak a bit slower, please?" can make a big difference.

5) Use Simple Questions: Ask the speaker simple, yes/no questions or questions that require short answers to make it easier to follow.

6) Utilise Assistive Listening Devices: Use a smartphone app that transcribes voice to text.

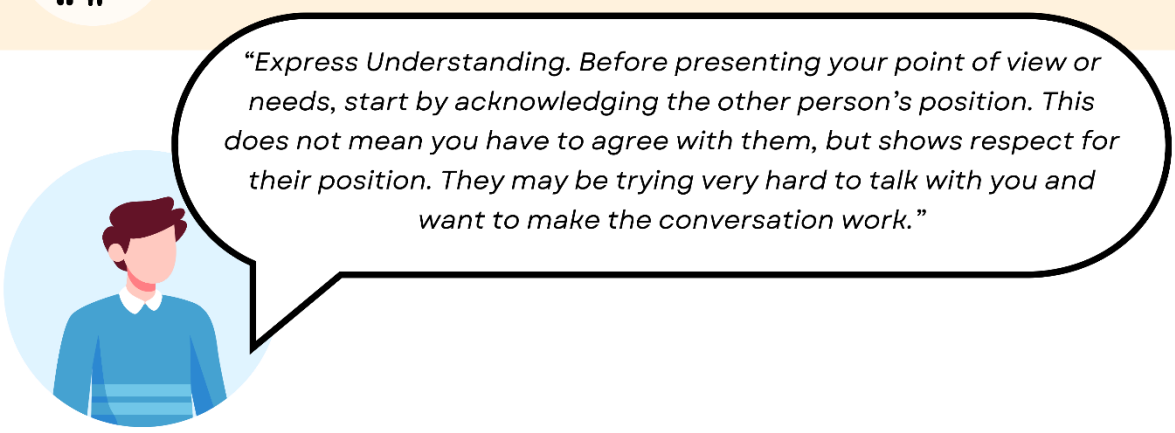
7) Request Written Communication: Ask the speaker to write down important information, especially if it's complex or detailed.

ADVOCATING FOR MY COMMUNICATION NEEDS



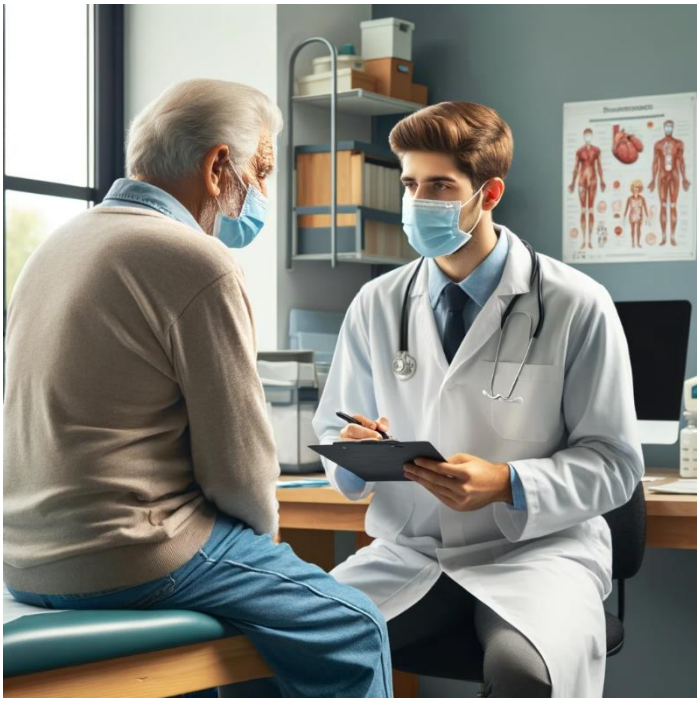
8) Inform the Speaker: Let the speaker know you have hearing loss and might need them to adjust their speech for better understanding.

9) Suggest ways they can help you: You can suggest a change in environment, position, ways to make their speech clearer etc.



Scenario 1: Unclear and muffled voices

The scenario: You are at the doctor's office with your friend and they are telling them about treatment options for them following tests completed a week ago. The doctor is wearing a face mask and his speech is very muffled.



Activity: Complete the ***SPOT the Problem*** activity sheet on the next page to explore this scenario further.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

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OPTIONS

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Activity: Have you seen your family member with hearing loss experience difficulties like in this scenario? Were they able to hear enough information to make healthcare decisions, or did you need to help them out?

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Activity: How did you feel watching them struggle in this kind of situation?

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Activity: We assume that medical professionals would have a good understanding of hearing loss, however, sometimes they may not. How could you help in this scenario to make your family members needs clearer?

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Scenario 2: Talking to people with accents

The scenario: Susan is at a friends house and has been introduced to a new acquaintance who has an accent and is softly spoken. The combination of the soft voice and accent is making it very difficult for Susan to hear what she is talking about and she is only catching every few words. The new acquaintance has recently moved to Australia and she is trying hard to speak English which is her second language.



Activity: Complete the ***SPOT the Problem*** activity sheet on the next page to explore this scenario further. Remember your skills and strategies.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

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OPTIONS

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TEST

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Activity: How do you think your family member or friend with a hearing loss feels when they struggle to understand someone because of their soft voice and/or accent?

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Activity: How do you think the person with the accent feels trying to talk in another language and trying to help with your communication needs? What kind of feelings might they have?

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Activity: Would your solutions in ***SPOT the Problem*** be different if this acquaintance had lived in Australia for many years, instead of newly immigrated?

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Scenario 3: Talking to children



The scenario: Talking to children in your home. Your daughter has come to visit you and has brought along your grandchildren. You partner, who has a moderate hearing loss asks your youngest grandchild how school is going but she has a very soft voice, and you cannot hear her when she is sitting on the floor playing with her toys.

Activity: Complete the ***SPOT the Problem*** activity sheet on the next page to explore this scenario further. Remember your skills and strategies.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

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OPTIONS

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TEST

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Activity: How could you explain to a child how hearing is difficult for people with hearing loss?

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Activity: How could you suggest ways that the child could help you to hear better?

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Activity: Describe the feelings your family member or friend might have in this situation, if they are unable to effectively communicate with their family?

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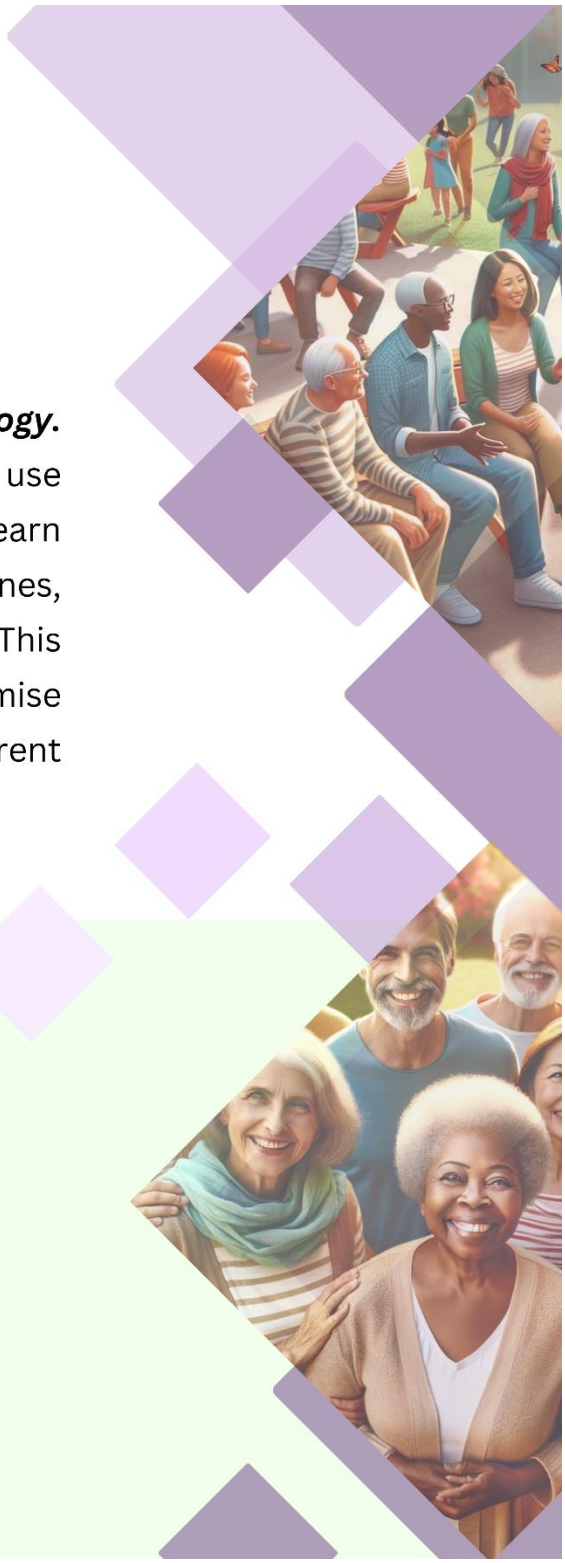
Activity: Describe the feelings you might have in this situation, if they are unable to effectively communicate with their family?

……

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Pick-and-Choose Module 3: Tuning in to Technology - TV, Phones, Computers and Public Address Systems



Welcome to ***P&C Module 3: Tuning into technology***. The goal of this module is to help you use technology to improve communication. You'll learn how to work with different devices like TVs, phones, computers, and public address systems. This module will teach you how to adjust and optimise these devices so you can hear better in different settings.

Activities in this module:

Scenario 1: Watching television
Scenario 2: Attending a public talk
Scenario 3: Attending an exercise class



Hearing Accessibility Tools

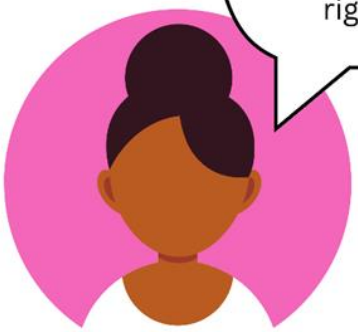
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Assistive Listening Devices (ALD's)

= Technology Supports

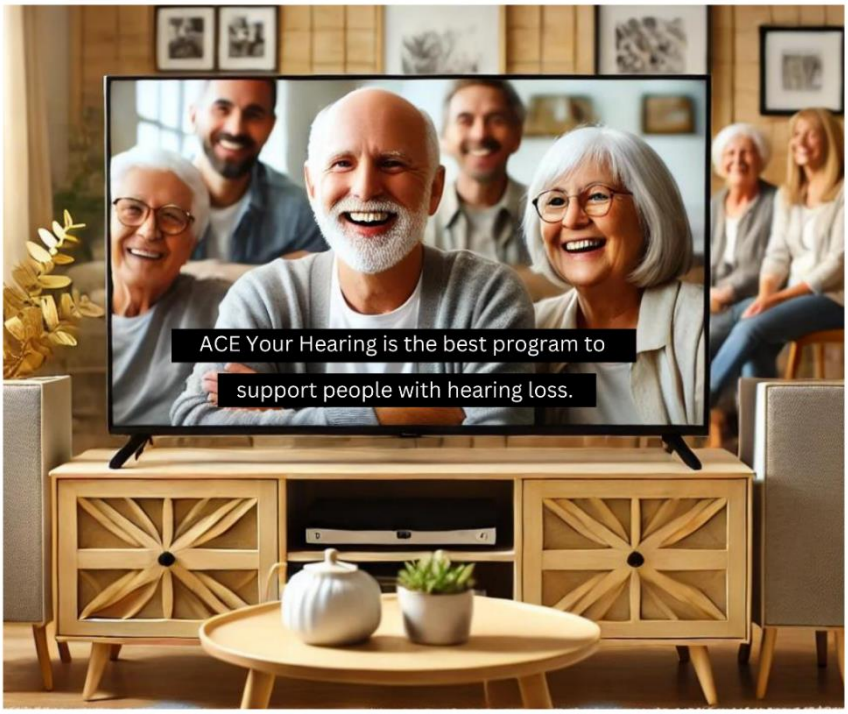
Hearing accessibility tools and assistive listening devices (ALDs) help people with hearing loss communicate, but they have different roles. ALDs, like hearing loops and FM systems, amplify sound and reduce background noise for hearing aid users. Accessibility tools, such as closed captioning and visual alerts, provide visual or tactile alternatives to sound. Knowing the differences helps in choosing the right support to improve communication in different settings.



		Earphones	**Microphones**
	Visual alert systems	**Hearing loops/ induction loops**	**Speech-to-text Apps**
Closed captioning	**Amplified phones**	**Sound recognition Apps**	**Bluetooth devices & Auracast**

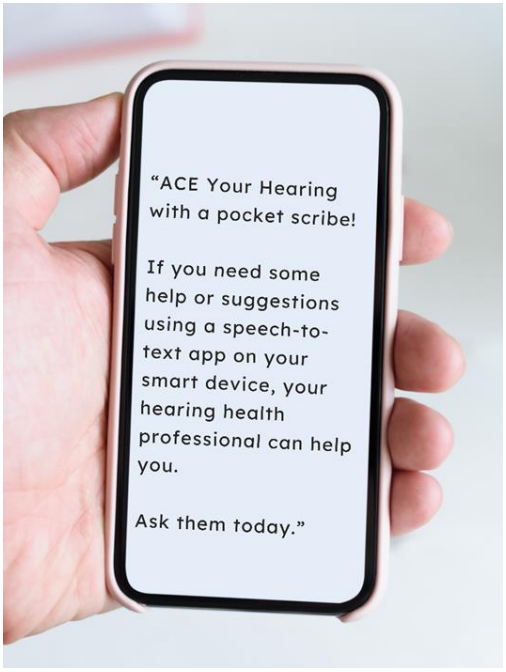
Technology Supports:

1. **Vibrating Alerts:** Devices that use vibration to signal incoming phone calls, doorbells, alarms, or emergency warnings.
2. **Visual Alert Systems:** Systems that use flashing lights to indicate events such as a ringing telephone, a baby crying, or a smoke alarm activation.
3. **Hearing Loops (Induction Loops):** These systems transmit audio directly to a hearing aid with a telecoil (T-coil) receiver, commonly used in public venues such a public transport and museums.
4. **Closed Captioning:** Communication Access Realtime Translation services provide immediate transcription of spoken words into text during live events, which can be displayed on various devices.



5. **Amplified Phones/earphones:** Telephones and earphones specifically designed with increased volume and adjustable tone settings to accommodate varying degrees of hearing loss.

6. **Mobile Apps for Sound Recognition:** Apps that notify the user about specific sounds in their environment, such as doorbells, smoke alarms, or even someone calling their name.



7. **Speech-to-Text Devices:** Devices or software applications that convert spoken words into digital text displayed on a screen,.
8. **Microphones:** Handheld or clip on microphones can amply sound through a speaker or may use technology like Bluetooth/Auracast to transmit sound directly to a hearing device.



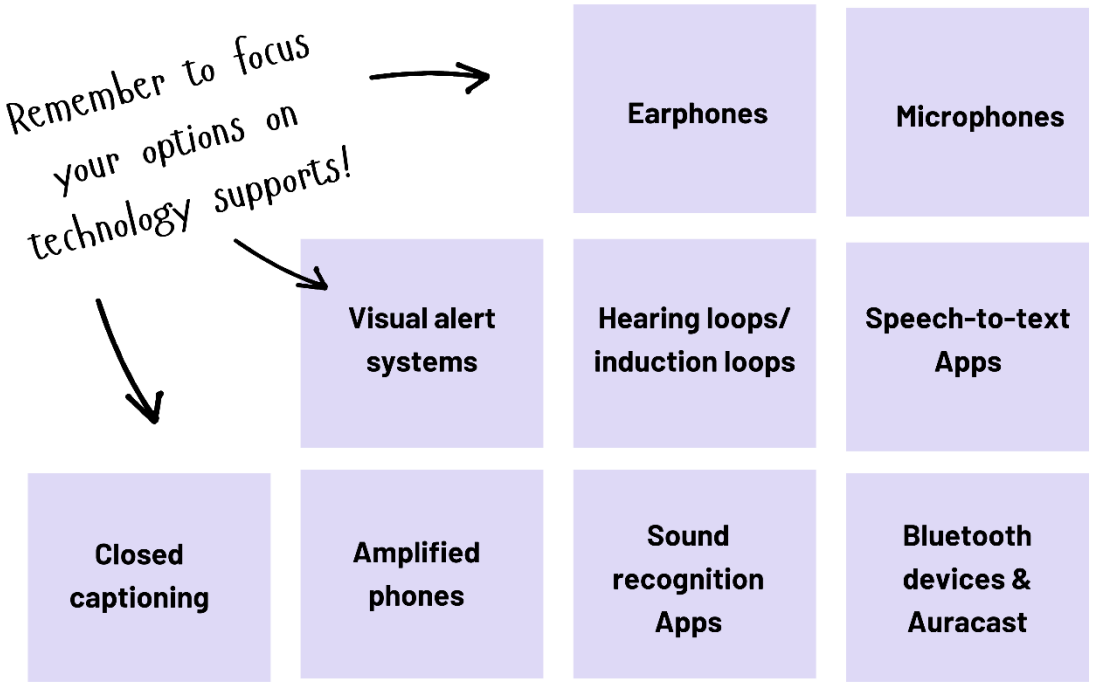
If you feel a technology support would help you, we recommend speaking with your hearing health professional. Alternatively, hearing support organisations and hearing loss non-profit organisations may also be able to help you with this.

Scenario 1: Watching television.



The scenario: Bob and Alice enjoy their evening TV shows together. Bob has worn hearing aids for a few years but has not tried to use any accessibility tools or assistive listening devices. Even though Bob wears hearing aids to watch TV, he has always had some trouble hearing people talking on the shows. Recently, Alice has had trouble hearing the dialogue too, even when the volume is up and increasing the volume too high makes the hearing aids uncomfortable for Bob.

Activity: Complete the ***SPOT The Problem*** activity sheet on the next page to explore this scenario further, keeping in mind both Bob and Alice's needs, ***and focus on technology solutions.***



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

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Who:

Where:

PROBLEMS

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OPTIONS

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Activity: How might Bob feel when he struggles to hear the dialogue on TV despite wearing his hearing aids?

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Activity: What feelings might Alice experience when she has to ask for the volume to be turned up, knowing it might make Bob uncomfortable?

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Activity: What might be the social and emotional benefits for both Bob and Alice if they explore and implement additional hearing solutions like technology supports?

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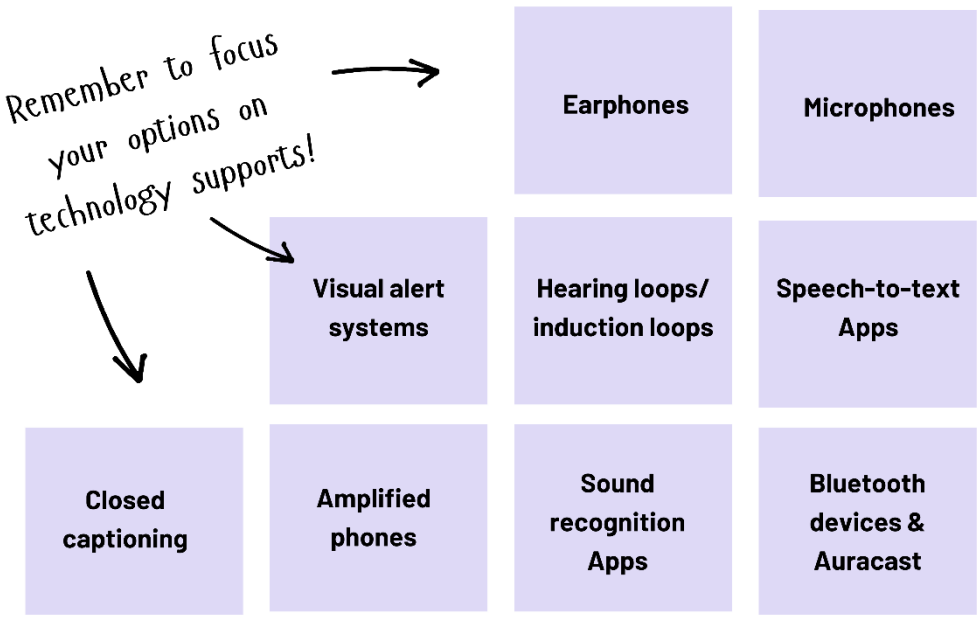
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Scenario 2 – Attending a public talk



Jane, an art enthusiast with moderate hearing loss, has always liked going to talks held at the art gallery. As her hearing has worsened and the sessions become busier with more people shuffling around and talking, she has noticed she can no longer hear the speaker properly. Her friend mentioned that public venues often have some technology tools to help and has seen other people ask for them in the past, but she's not sure what they are or how they work. Unsure of the best way to address her needs, she feels anxious about missing important details and fully engaging with the presentation.

Activity: Complete the ***SPOT The Problem*** activity sheet on the next page to explore this scenario further, ***and focus on assistive technology solutions.***



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

P

OPTIONS

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TEST

T

Can you SPOT the problem?



Can you SPOT your options?

Activity: How do you think Jane felt about asking for assistive listening devices before the talk?

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Activity: How do you think the use of ALDs might affect Jane's ability to engage with the presentation?

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Activity: In what ways might a positive experience in this situation influence her attendance at future public events?

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Activity: In what ways might a negative experience in this situation influence her attendance at future public events?

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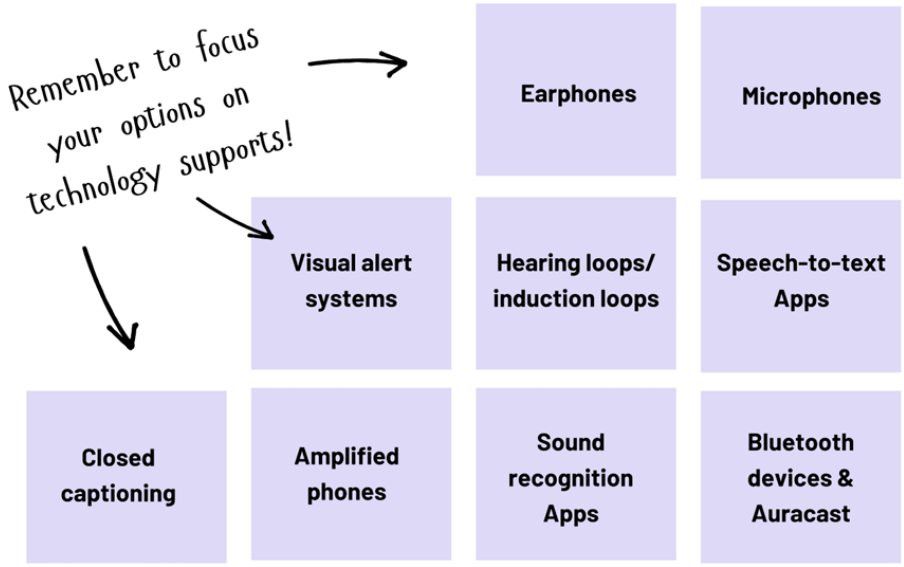
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Scenario 3 – Attending an exercise class



The scenario: You and your family member or friend with a hearing loss attend a weekly exercise class at the local community centre. You know they often struggle to hear the instructor due to background music and chatter. You know they often miss important instructions, because you have observed them to wait and watch what other people do to copy the movements. You wonder if a technology support could help them.

Activity: Complete the ***SPOT The Problem*** activity sheet on the next page to explore this scenario further, ***and focus on assistive technology solutions.***



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

P

OPTIONS

O

TEST

T

Can you SPOT the problem?



Can you SPOT your options?

Activity: How do you feel watching your family member or friend with a hearing loss struggle to hear important instructions?

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Activity: Does their hearing difficulty impact how you are able to enjoy group activities like this?

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Activity: Many people with hearing loss feel embarrassed or self-conscious about asking for help or clarifications in group situations like this. How do you think your family member/friend feels in these kinds of situations?

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Module: Communication Strategies to Support Hearing Aid Use



Welcome to ***P&C Module 4: Communication strategies to support hearing aid us.*** The goal of this module is to help you improve your use of communication strategies alongside your hearing aids. This module will teach you how to optimise your hearing aid use and apply practical strategies to enhance your overall communication effectiveness, ensuring you feel confident engaging in daily activities. This module is not intended to teach you how to manage the hearing aid or specific features of individual hearing aids; instead, it focuses on providing general communication tips to help enhance their use.

Activities in this module:

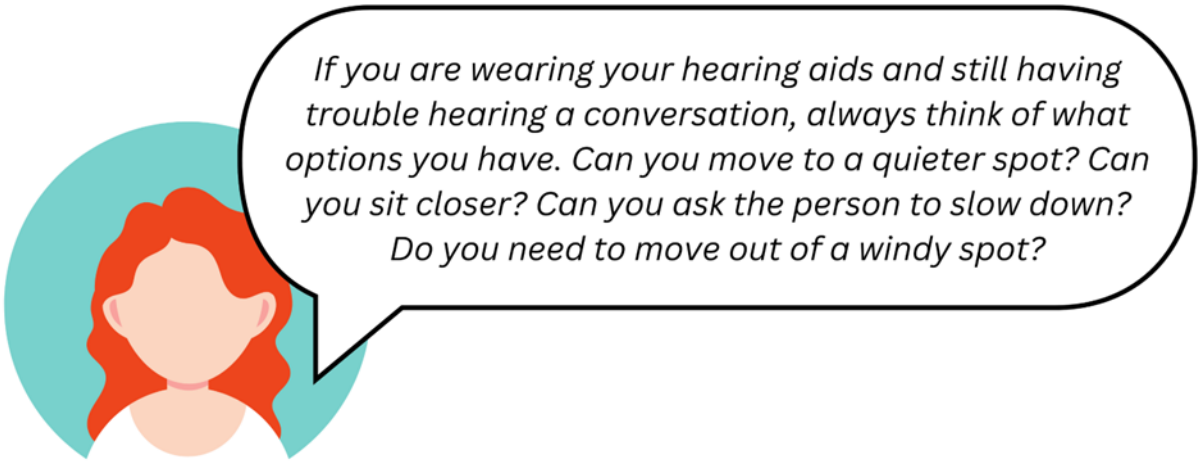
Scenario 1: Talking outdoors with hearing aids
Scenario 2: Family birthday party
Scenario 3: Using hearing aids in a workplace



Hearing aids are a great tool! *But they are not the whole solution.*

Many people expect that hearing aids will solve all their hearing difficulties, but this is not the case. Hearing aids are a valuable tool that can significantly improve hearing, but they are not a complete solution on their own. To maximise the success of hearing aids, it is important to use additional strategies such as positioning yourself optimally in conversations, making changes to the environment to reduce background noise, and using additional technology supports when necessary. Combining these strategies with the use of hearing aids can greatly enhance you hearing experience.

When using hearing aids, it is still important to remember your Core Communication Skills and Strategies to improve your ability to communicate. By thinking about how you can clarify, use strategy and advocate for your hearing needs, you will improve the ability of your hearing aids to help you hear.



Tips to enhance your hearing aid experience:



Scenario 1: Talking outdoors with hearing aids

The Scenario: Imagine you are at a lovely outdoor park, catching up with a group of close friends. The weather is pleasant, but there is a steady breeze blowing. You wear hearing aids, which usually help you engage in conversations with ease. However, today, the wind is causing significant noise interference in your hearing aids, making it difficult to hear your friends clearly.



Activity: Complete the ***SPOT the Problem*** activity sheet on the next page to explore this scenario further. Remember your skills and strategies.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

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OPTIONS

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Activity: Do you know the different functions that your family member or friends hearing aids have? Describe the ones you know:

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Activity: Has your family member or friend with a hearing loss experienced difficulties hearing, even though they do wear hearing aids?

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Activity: What is your understanding of how they can or cannot help to hear better?

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Activity: What advice would you give to others who might face similar challenges with their hearing aids in windy conditions?

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Scenario 2: Family birthday party



The scenario: Tom is at a lively family birthday party. The room is filled with chatter and the clinking of dishes as everyone enjoys the celebration. Tom wears hearing aids, which generally help him hear better in social settings. His hearing aids have directional microphones designed to focus on sounds coming from in front of him while reducing noise from other directions. Someone speaks to Tom from his side, and their voice is not clear because his hearing aids are not optimised to capture sounds from side directions. What could he do in this scenario?

Activity: Complete the ***SPOT the Problem*** activity sheet on the next page to explore this scenario further. Remember your skills and strategies.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

P

OPTIONS

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TEST

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Activity: How do you feel when you observe your family member struggling to hear conversations at family gatherings?

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Activity: In what ways could this experience influence your family member or friend with a hearing loss participating in future family gatherings?

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Activity: What adjustments can your family member make to their hearing aids or their settings to improve the effectiveness in noisy, crowded environments?

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Activity: Tom's family know he wears hearing aids, but they do not realise how directional sound or positioning impacts how well they work. What could Tom do to address this so his family are better able to support him?

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Scenario 3 – Using hearing aids in a workplace



Samira, a volunteer coordinator with moderate hearing loss, faces significant challenges in the office environment despite wearing hearing aids. During meetings, she is able to hear the person at the front presenting quite well if she faces them directly. However, when another person to her side or at the back of the room speaks, she struggles to hear. Samira gets a lot of enjoyment from volunteering, but she feels embarrassed having to ask people to repeat all the time and is wondering if she should stop volunteering as she feels like her presence is now causing more trouble than its worth.

Activity: Complete the ***SPOT the Problem*** activity sheet on the next page to explore this scenario further. Remember your skills and strategies.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

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OPTIONS

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TEST

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Activity: How do you think Samira feels when she has to ask colleagues to repeat themselves frequently?

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Activity: Have you observed your family member or friend experience fatigue or stress from trying to manage their hearing aids in different scenarios?

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Activity: If you were in a situation like Samira, would you feel comfortable discussing your hearing challenges with your supervisor or colleagues? Why/why not?

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Activity: What kind of support or resources do you think could help improve Samira's (or your family member/friend's) hearing experience at work or volunteering?

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Pick-and-Choose Module 5: Wellbeing with Hearing Loss



Welcome to ***P&C Module 5: Wellbeing with hearing loss.*** The goal of this module is to help you enhance your overall well-being by exploring how hearing loss can affect your mind and body. Through education and interactive activities, you'll learn tips on how to maintain a balanced lifestyle that supports both your hearing health and emotional resilience.



Activities in this module:

Scenario 1: An overwhelming social gathering
Scenario 2: Hearing challenges and social isolation

Possible Physical, Social and Emotional Impacts of Hearing Loss

Physical Health

1. Decreased physical activity
2. Stress & it's associated impact on physical health
3. Hearing loss is associated with changes in cognition
4. Difficulty managing chronic conditions

Social & Emotional

1. Social isolation & withdrawal
2. Fatigue with communication
3. Stress & it's associated impact on emotional health
4. Feeling strong emotions like anger, frustration, sadness.

Note: These are just some ways hearing loss can impact your health and wellbeing, but there are many other ways it can impact you too. It will also be different for everyone.

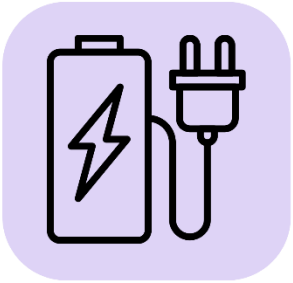
Hearing loss extends beyond just difficulties with hearing; it can have profound effects on both physical and mental health. Physically, hearing loss can lead to balance issues, increasing the risk of falls and injuries, and has been associated with changes in cognition and memory. Hearing troubles can also make talking with your doctors about other health conditions difficult. Socially and emotionally, the challenges of hearing loss can cause social isolation, stress, frustration, anger, confusion and sadness. The struggle to communicate effectively can also result in fatigue and reduced self-esteem, further impacting a person's overall wellbeing. Understanding these connections shows the importance of addressing all the ways hearing loss can impact on the life of your family member or friend with hearing difficulties to improve social, emotional and physical health outcomes.

Listening Fatigue



Listening fatigue occurs when the effort required to listen and understand speech becomes overwhelming, leading to exhaustion. This fatigue results from constantly straining to hear and process sounds. Common symptoms of listening fatigue include feeling unusually tired, experiencing headaches, and having difficulty concentrating.

Take Steps to Manage Listening Fatigue



To manage listening fatigue, it's important to incorporate rest and recovery strategies into your daily routine. Take scheduled breaks during conversations or listening activities to give your ears and brain a chance to rest. Additionally, find a quiet place to relax and recover after periods of intense listening. This quiet time helps reduce stress and allows you to recharge.

Attention Strategies to Help Fatigue



To reduce listening strain, employ effective attention strategies. Focus on one speaker at a time to minimise confusion and enhance comprehension. Additionally, use visual cues such as lip-reading, gestures, and facial expressions to aid understanding. These techniques help you follow conversations more easily and reduce the mental effort required

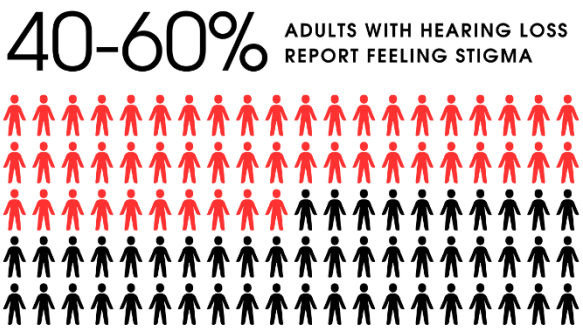
Use Communication Strategies



Incorporate the communication strategies learned in earlier modules. Reduce background noise by turning off unnecessary devices or moving to quieter areas. Optimise room layout by facing furniture toward the speaker. Practice clear communication by encouraging slow, distinct speech, and ask for repetition or rephrasing when needed. Confirm understanding by summarizing conversations.

STIGMA & HEARING LOSS

Stigma surrounding hearing loss in older adults is a significant issue, with many experiencing fear of judgment and subsequent social isolation, which can impact self-esteem. Fear of stigma can make people less likely to want to tell others about their hearing difficulties, making it more difficult for them to be able to help and support the conversation.



Stigma is commonly felt by adults with hearing loss. Rates of stigma can vary by age, cultural background and personal experiences.



FEAR OF JUDGMENT: Adults with hearing loss may worry about being perceived as less capable or less intelligent if they mishear. Fear of embarrassing themselves if they mishear is common.



RELUCTANCE TO DISCLOSE: Many older adults worry about telling other people about their hearing loss or asking them to repeat themselves. Using humour to disclose is a common tactic used.



IMPACT ON SELF-ESTEEM: The perception of hearing loss as a sign of aging can negatively affect self-esteem, leading to feelings of inadequacy and decreased confidence.



Scenario 1: An overwhelming social gathering



Emily, a 68-year-old with moderate hearing loss, is attending a family reunion. She wears hearing aids, which help her manage everyday conversations well, but large gatherings can still be challenging. The reunion is held in a bustling restaurant, filled with the sounds of chatter, clinking glasses, and background music.

As the evening progresses, Emily finds herself straining to follow conversations. She has to focus intensely to distinguish words from the surrounding noise, often asking people to repeat themselves. This constant effort to hear and understand is mentally exhausting. After a couple of hours, Emily feels overwhelmed and fatigued. She has developed a headache, feels like her blood pressure is going up and she becomes increasingly anxious as she misses parts of the conversation.

Activity: During a conversation, Emily mishears a comment and responds inappropriately, leading to an awkward moment. She feels silly and embarrassed. Trying to lighten the mood, one of the guests makes a joke about the situation, but it only adds to the embarrassment and makes Emily feel worse. Emily has had enough, she decides to leave the party early. Complete the ***SPOT The Problem*** activity sheet on what went wrong in this scenario and what could be done in the future to avoid a similar situation.

SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

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Who:

Where:

PROBLEMS

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OPTIONS

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TEST

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Can you SPOT the problem?



Can you SPOT your options?

Activity: Emily is experiencing both physical and emotional symptoms in this scenario. List the symptoms you have identified Emily is experiencing.

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Activity: Have you witnessed your family member or friend with hearing loss experience these kinds of symptoms due to their hearing difficulties? List which feelings you have witnessed them experience like Emily.

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Activity: As a family member or friend, what could you do in this kind of situation to help the person with hearing loss?

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Scenario 2: Hearing challenges and social isolation



The Scenario: Tom has always been an active and social person. However, as his hearing difficulties have increased, he is finding it harder to follow conversations in noisy environments. Because of this, he has started avoiding social outings, preferring to stay home where it's quieter. This change has contributed to tension in his relationship with his partner, who remains very social and enjoys going out. His partner often expresses concern, saying, "I worry about you because you're alone so much now." Tom feels disconnected from others as a result of not participating in social situations, but the effort required to hear and understand others in these settings feels overwhelming.

Activity: complete the ***SPOT the Problem*** activity, focusing on how this situation made you feel and what you could do next.



SPOT THE PROBLEM: ACTIVITY SHEET

SETTING

S

Who:

Where:

PROBLEMS

P

OPTIONS

O

TEST

T

Can you SPOT the problem?



Can you SPOT your options?

Activity: How do you think Tom feels when he decides to stay home instead of joining social outings?

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Activity: How might this change his relationship with his partner, family or friends?

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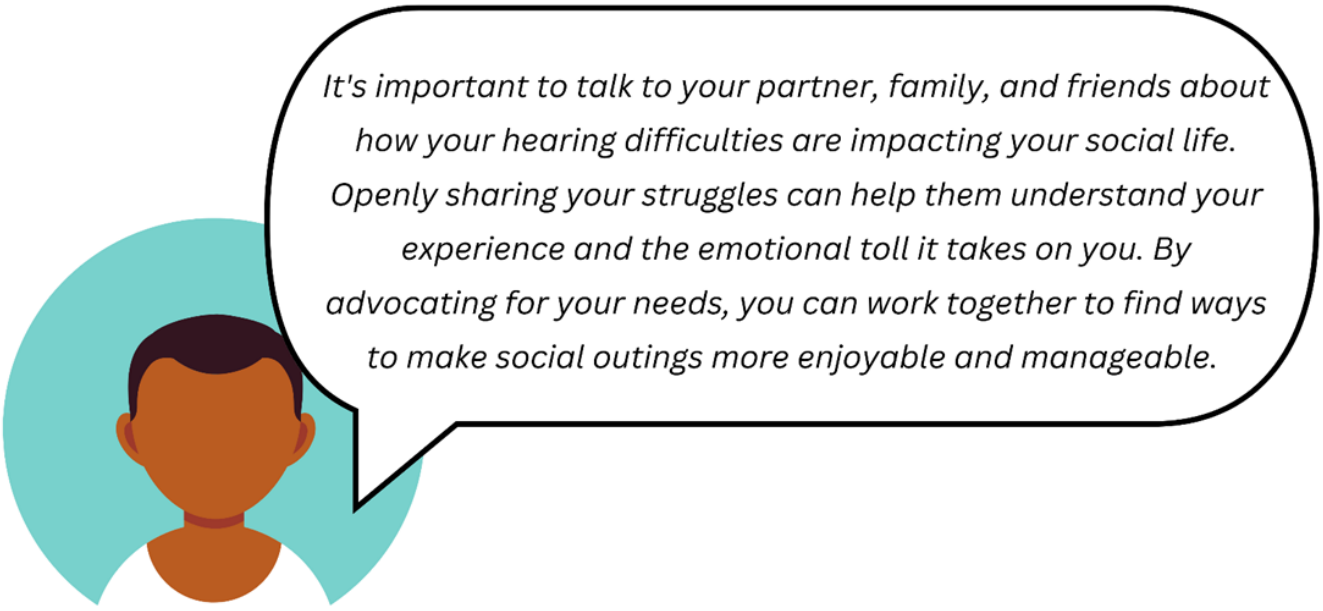
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Activity: How do you think spending more time alone affects overall physical and emotional wellbeing for a person?

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Module: Revision and Additional Scenarios



Welcome to the ***Extension Module: Revision and reflection.*** The goal of this module is to reinforce and deepen participants' understanding and skills acquired in prior modules through revision and additional activities. This module provides an opportunity for participants to review key concepts and strategies from earlier sessions and reflect on what they have learned. This module is only to be completed in the 4-session format of the program once all other content modules have been covered.

Activities in this module:

This module focuses on revision questions and reflection rather than new scenarios. It helps participants review and consolidate the strategies and techniques they've learned.

Activity 1: Revision questions
Activity 2: Personal reflection questions

ACE THE QUIZ

Core Module 2: Introduction to common challenging environments

1 Select what would be an effective strategy for managing conversations in noisy environments?

a) Ask the person talking to you to yell above the noise so you can hear.
b) Use visual cues such as lip-reading and gestures.
c) Ask the person talking to you to slow down and speak clearly.
d) Ignore background noise.

2 Which of the following can help reduce distractions during conversations?

a) Turn off the TV and other background sources of noise.
b) Move to a quieter area.
c) Sit far away from the speaker so you can see more of the room easily.
d) Speak at the same time as others.

P&C Module 1: Conversation around the home

3 What is a good approach to improving communication at home with family members?

a) Only talk in the evenings when everyone is finished for the day and relaxed.
b) Use hand signals exclusively.
c) Establish a quiet, designated space for important conversations.
d) Reduce noise reverberation by using tablecloths, floor rugs and curtains.

4 How can family members support someone with hearing loss at home?

a) Speak to them from their side so you're closer to one of their ears.
b) Face them directly when speaking.
c) Stop other activities, like washing the dishes, and focus directly on them.
d) Avoid using visual cues as they are distracting.

ACE THE QUIZ

P&C Module 2: Enhancing conversations with diverse speakers

1 How can you better understand someone with a soft voice or accent?

a) Ask them to stop mumbling.
b) Request that they write down their key words.
c) Position yourself face-to-face and ask them to speak clearly.
d) Avoid asking for clarification.

2 What should you do if you don't understand what someone with an accent said?

a) Nod and pretend you understood to save time.
b) Politely ask them to repeat or rephrase what they said.
c) Tell them you have hearing difficulties and let them know how they can help you.
d) Interrupt them immediately and tell them to stop.

P&C Module 3: Tuning into technology

3 Which technology support could help you hear talking on the TV better if you have hearing loss?

a) Regular headphones.
b) Audio feeding directly into hearing aids for individual volume adjustments.
c) Increasing the volume to maximum, your partner doesn't mind.
d) Use closed captioning text to help you understand.

4 How can technology assist with phone conversations for someone with hearing loss?

a) Use a regular phone without any adaptations.
b) Use a captioned phone or amplified phone.
c) Hand your phone to your partner for all calls.
d) Avoid phone conversations and ask people to text or email instead.



ACE THE QUIZ

P&C Module 4: Communication strategies to support hearing aid use

1 What is a key communication strategy to use with hearing aids?

a) Only use hearing aids occasionally for conversations that you like.
b) Ensure the hearing aids are well-fitted and regularly maintained.
c) Rely solely on hearing aids without other strategies.
d) Use the directionality function to optimise conversations.

2 How can you improve your communication when using hearing aids?

a) Speak without considering the hearing aid user, the hearing aid will work.
b) Use clear speech and maintain eye contact.
c) Avoid using any other communication aids.
d) Think about your environment and avoid windy areas or areas with lots of noise reverberation.

P&C Module 5: Wellbeing with hearing loss

3 How can social interactions impact individuals with hearing loss?

a) It has no effect on their emotional state.
b) It causes physical tiredness.
c) It can cause feelings of embarrassment and isolation if not managed well.
d) It makes them hear better automatically through more practice.

4 How can hearing loss impact relationships between people with hearing loss and their family and friends?

a) It has no impact on relationships, it only affects the person with hearing loss.
b) It can put strain on relationships and cause stress for everyone.
c) It makes relationships easier to manage.
d) Family and friends of people with hearing loss can also experience feelings of loneliness, sadness, frustration, and anger.

Personal Reflection Questions for the Program

Let’s reflect on what you’ve learned from the ACE Your Hearing program. Here, you'll find open-ended questions designed to help you think about what you have found most useful and impactful, what strategies you have successfully tried, and which ones have been less successful. Please take a few minutes to write down your thoughts and notes on each question. Afterward, we will discuss your reflections as a group.

1. What has been the most meaningful aspect of this program for you, and why?

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2. Which strategies or techniques introduced in the program have you tried that worked well for you?

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3. Which strategies or techniques have you tried that did not work as well for you?

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4. How has the program affected your relationship with your family member or friend with hearing loss?

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5. Can you share an example of how you have effectively advocated for your family member or friends hearing needs to others since starting the program?

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6. How has participating in the program impacted your emotional and social wellbeing?

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7. What are your goals moving forward in terms of helping to manage your family members or friends hearing loss?

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