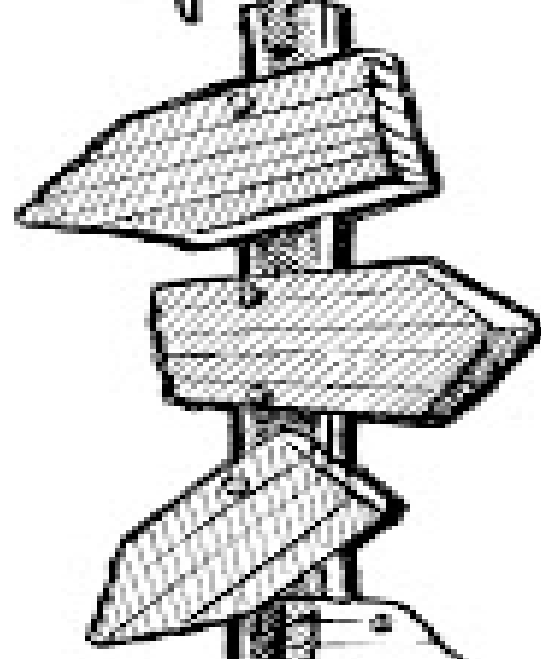




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Dutch Position Statement Children with Listening Difficulties: Development

Ellen de Wit, Karin Neijenhuis and Margreet Luinge

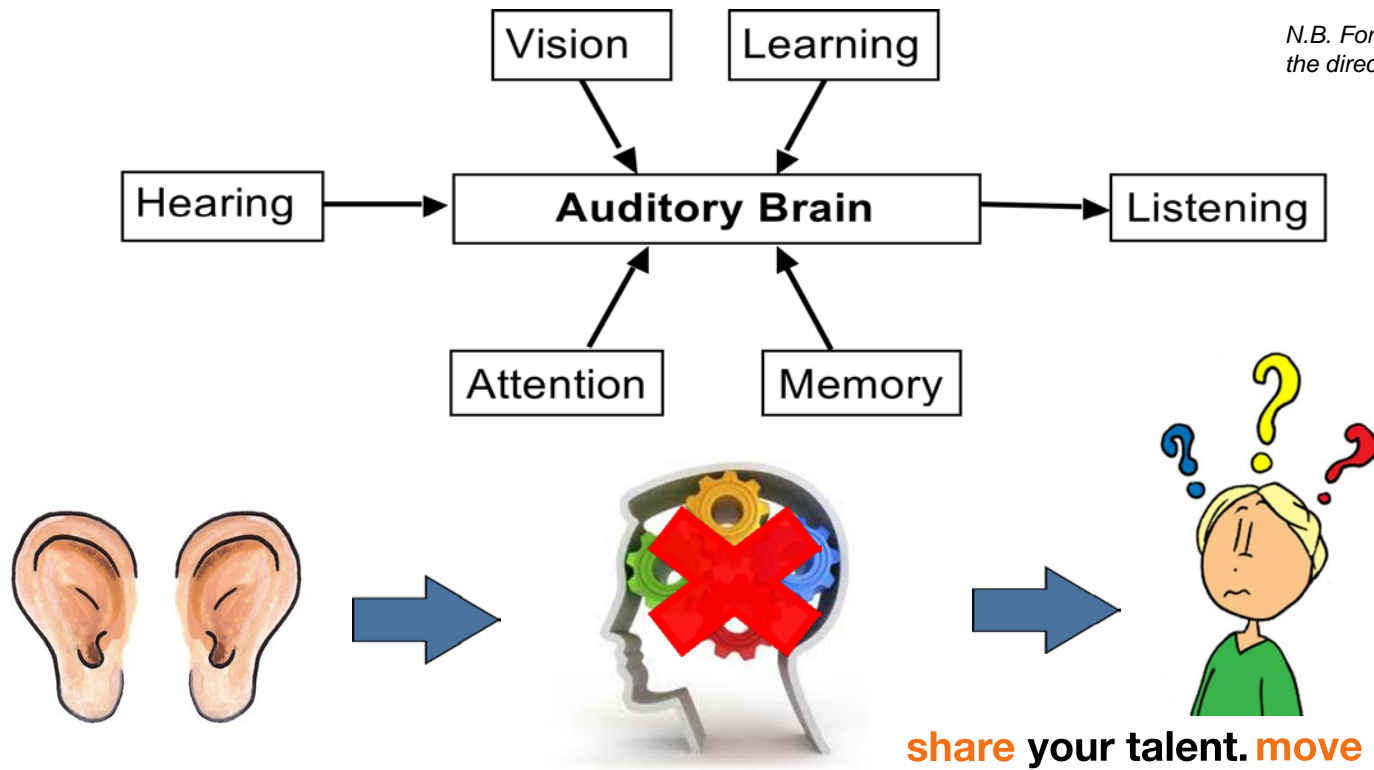
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Research Group Healthy Ageing,
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From hearing to listening

British Society of Audiology (2007)



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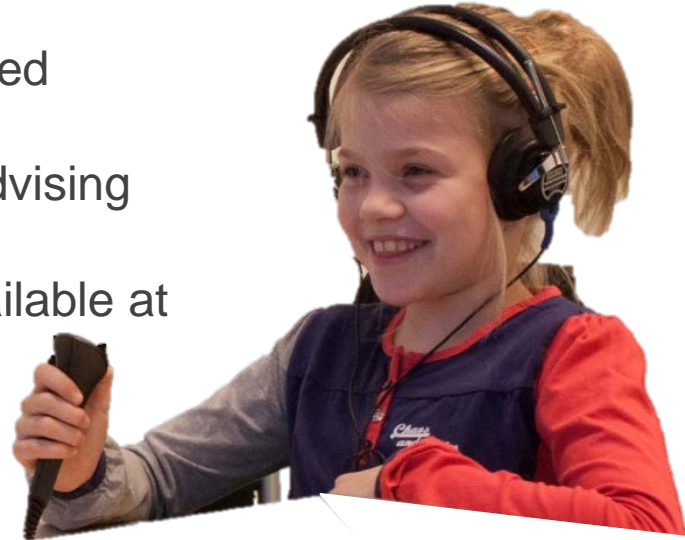


Dutch situation

Audiological centres (AC) in the Netherlands

Multidisciplinary teams of experts for diagnosis, rehabilitation, and counselling of hearing problems in children and adults, and diagnosing children with speech and language difficulties.

- Different care pathways for children with unexplained listening difficulties.
- Wide variation in procedures for diagnosing and advising children with listening difficulties.
- No consensus document or position statement available at national level.



Aim Dutch Position Statement

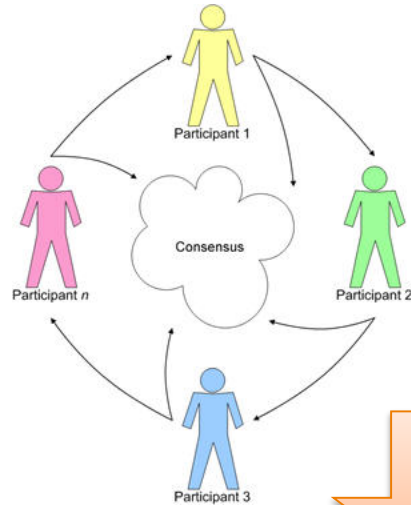
To inform professionals in the Netherlands who are dealing with children with listening difficulties about the current evidence available, and about the joint position in the Netherlands.

Listening difficulties → the reported problems of hearing or listening by caregiver or professional without knowing the responsible mechanism for the problems and for which there are restrictions on participation in daily life (for example during classroom work).

Development



1) Two systematic reviews



2) Delphi study



3) Focus group study



4) Statements

Feedback round Dutch ACs on draft version Position Statement



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1) Two Systematic reviews

Children with
-(C)APD
-APD
-suspected APD
-listening difficulties
-listening problems

versus

- Typically developing (TD) children
- Children with SLI
- Children with dyslexia
- Children with ADHD
- Children with autism
- Children with learning disorders

1) De Wit et al. (2016). Characteristics of APD: A Systematic Review, *Journal of Speech, Language, and Hearing Research*, 59(2), 384-413.

2) De Wit et al. (2018). Same or Different: The Overlap Between Children With Auditory Processing Disorders and Children With Other Developmental Disorders: A Systematic Review. *Ear and Hearing*, 39(1), 1-19.

Conclusions Systematic Reviews

Characteristics of APD and the overlap with children with other developmental disorders

- Significant differences between children with listening difficulties and typically developing children.
- The listening difficulties are not specific to the auditory modality.
- Equal performance between children with (sus)APD – SLI – Dyslexia – ADHD.
- Lack of evidence to conclude that APD can be seen as a distinctive clinical disorder.

2) Delphi study

Listening difficulties: a Delphi study on characteristics, referral, diagnostics, and possible aetiology

- Reach consensus among speech-language therapists (SLTs) and audiologists on the possible aetiology and diagnostic criteria of children with listening difficulties and to determine possible characteristics and diagnostic procedure.
- A Two-round web-based questionnaire.
- Results of the first round was input for the second round.
- 12 professionals (7 SLTs and 5 audiologists) participated.
- Consensus $\geq 70\%$ agreement.

Conclusion Delphi study

Listening difficulties: a Delphi study on characteristics, referral, diagnostics, and possible aetiology

Panel members agreed that:

- APD should not be seen as a separate diagnosis (82%).
- Difficulties in auditory processing can be caused by neurological or physiological factors and co-occur with dyslexia (91%), ADHD (82%), or SLI (82%).
- The following 5 characteristics could indicate the possible presence of difficulties in auditory processing: (1) difficulty hearing in noise, (2) auditory attention problems, (3) better understanding in one-on-one situations, (4) difficulties in noise localization, and (5) difficulties in remembering oral information.
- The diagnostic evaluation should be carried out by a multidisciplinary team (SLT, audiologist, and behavioural scientist).

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3) Focus group study

Perspectives of Dutch health professionals regarding auditory processing disorders

- Explore the perspectives of professionals from Dutch audiological centres regarding definition, symptomatology, comorbidity, and diagnostics of listening difficulties in children.
- Focus group discussions: audio recording, transcript ad verbatim with Atlis.ti.
- Results of the first round was input for the second round.
- 45 professionals participating in five parallel focus groups (± 9 per focusgroup).
- 7 disciplines evenly distributed across 22 different locations of audiological centres.

Conclusion Focus group study

Perspectives of Dutch health professionals regarding auditory processing disorders

Differences in perspectives were mainly affected by two debates:

- 1) Whether or not APD exists as a pure (auditory) disorder.
- 2) Whether or not current AP-tests are suitable in diagnosing children with listening difficulties.

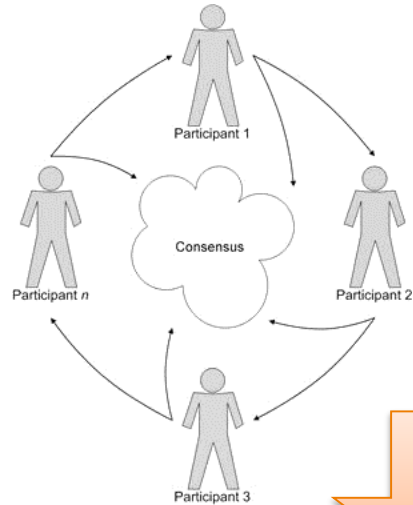
- Consensus on broad, multidisciplinary approach.
- Professionals from Dutch audiological centres share a broad perspective on children with listening difficulties.
- The ICF framework supports this perspective.
- The use of AP-tests should be limited to children where broader developmental disorders are first ruled out.

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Development



1) Two systematic reviews



2) Delphi study



3) Focus group study



4) Statements

Feedback round Dutch ACs on draft version Position Statement

Dutch version available on <https://www.fenac.nl/fenac/onderzoek-ontwikkeling/>

Translated version available on <https://www.hogeschoolrotterdam.nl/onderzoek/projecten-en-publicaties/pub/dutch-position-statement-children-with-listen/6162d66e-46ce-496c-9ff9-23bc82673007/>





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