

In-Service Training

08/24/20

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Getting to know IP

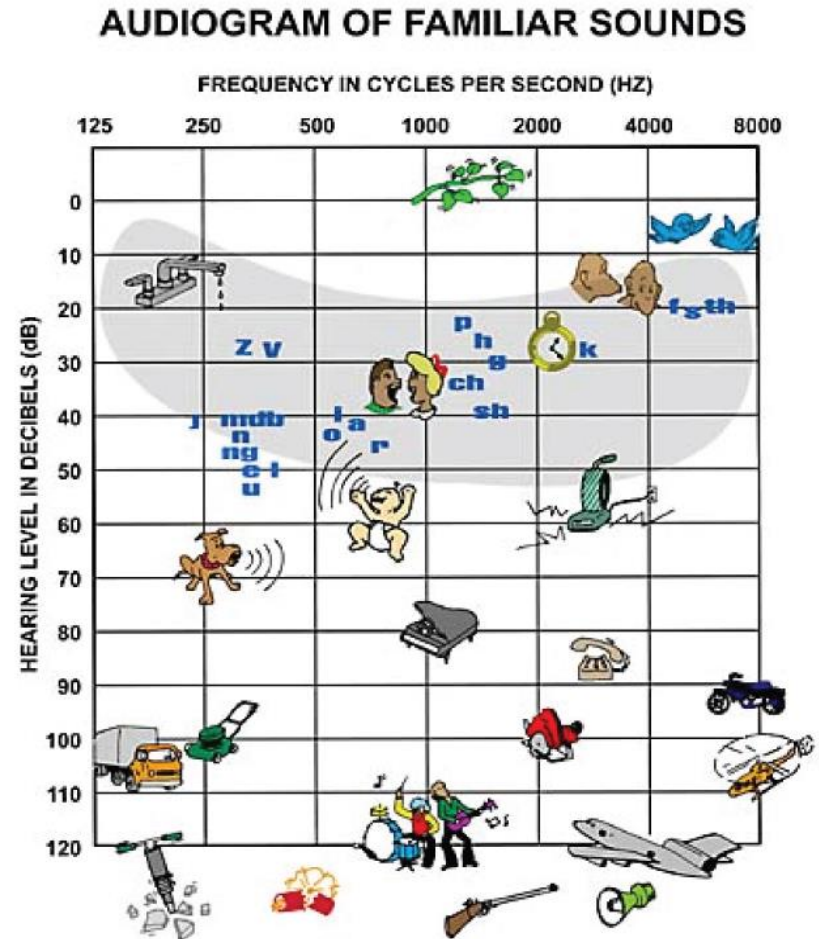
- loves all things Disney, princesses, unicorns, and stuffed animals
- performing well academically/socially
- friendly and outgoing
- entering kindergarten (attended integrated preschool for 2 years at WPS -full day program 9-3)

If you were to meet IP for the first time you might think she has completely typical hearing...

However, she has a moderate bilateral sensorineural hearing loss

A Look Into IP's Hearing Loss

- Moderate bilateral (both ears) sensorineural hearing loss
- Most recent audiological testing shows hearing decrease by 15dB at 1000Hz
- Moderate- 40-55dB
- Sensorineural-damage to the inner ear or to the nerve pathways from the inner ear to the brain



Hearing Loss Simulator Activity

Understanding IP's moderate hearing loss

Put yourself in IP's shoes for just a few moments with this activity...

[Simulator Link](#)



IP's Hearing Aids



Phonak Sky
hearing aid

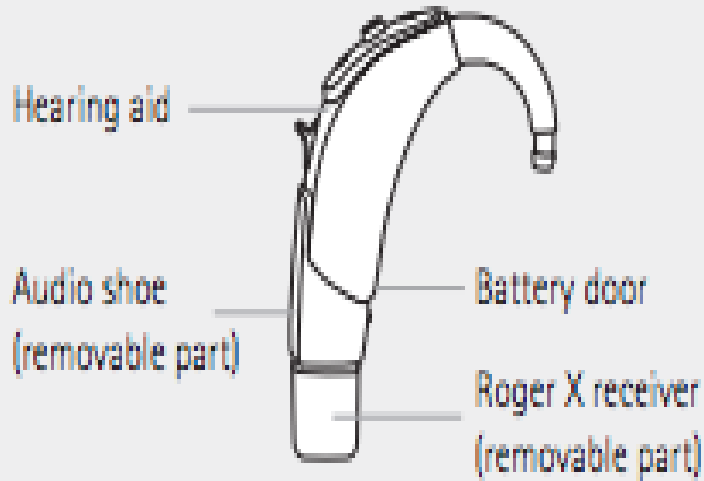
Student wears her hearing aids
behind her ears on both the right and
left side

[User Guide Link](#)



Battery Door- open
to place battery
inside

IP's Hearing Assistive Technology System (HAT)



Appearance of hearing aid with both audio shoe and roger x receiver attached



Audio shoe



Roger x receiver

[User Guide Link](#)

IP's Ear Mold



- snuggly fits inside IP's ear
- Helps deliver better sound
- Keeps amplified sound from traveling back outside the canal and creating a feedback loop, which is a high-pitched whistling that's caused as the amplified sound leaks out and gets reamplified

IP's DM System



User Guide for Pass Around Microphone



- Roger Touchscreen Mic
- worn by speaker
 - transmits signal through streaming to receivers

User guide for RogerTouch Screen Microphone

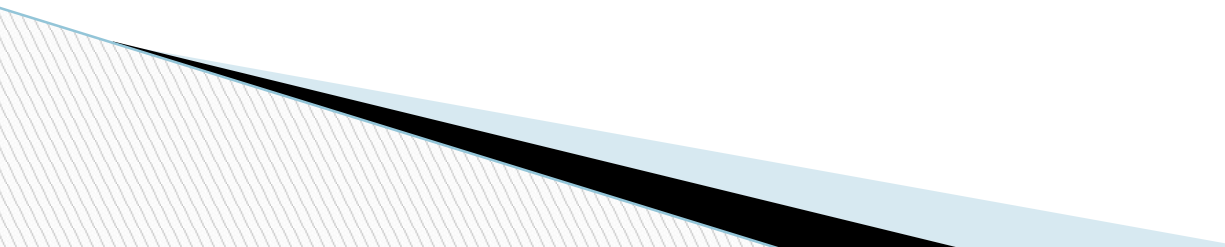
- Pass Around Microphone
- Use during classroom discussions
 - Can be passed from speaker to speaker so all speakers are heard clearly
 - Pair with Roger Touchscreen

How the DM System Works

- The transmitter, which is the touchscreen, sends the signal to the receiver
- The receiver is plugged into student's audio shoe which is directly attached to her hearing aid
- The receiver directly streams the signal from the speaker to the student's receiver and through their hearing aid
- The HAT system provides an improved range of listening
- will have direct and clearer access to what they need to hear no matter the situation



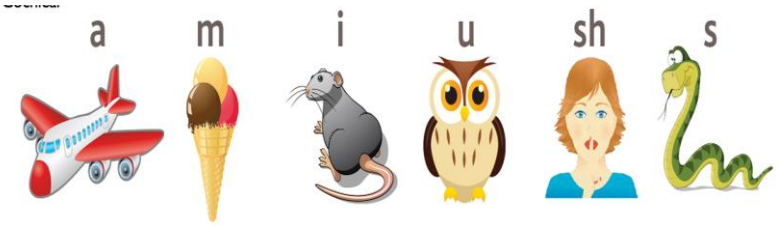
Why Use the DM System

- difficult to comprehend spoken message with presence of background noise
 - allows student to focus on learning rather than trying to listen in a challenging acoustic environment
 - helps overcome the the negative effects of distance and competing noise
 - reduces listening fatigue
 - improves clarity
- 

Appropriate Use of DM System

- ❓ Rule of thumb-use the DM system anytime you want the student to hear a specific spoken message
- ❓ Roger touch screen mic
 - Should be placed about 6 inches from speaker's mouth
 - omni-directional microphone for use in small groups of 4-5 people(put on the table, picks up speaker's voice)
 - Point in the direction of the speaker (interview mode)
 - Speaker can wear it on laynard so it will pick up their voice
 - PLEASE utilize the MUTE button
 - If the student is working independently and the teacher has the transmitter on (touch screen with lapel)
 - If the teacher is out of the room for a personal reason/ consulting with a co-worker
 - DM should be used throughout all aspects of the Bennett's day and should follow him from class to class
 - IMPORTANT: IP should be wearing her hearing aids during all school hours.

Listening Checks



Ling 6 Sounds

Ling-6 Sounds daily check

Name: _____

Uses:

A cochlear implant only

A hearing aid only

Both a cochlear implant and a hearing aid

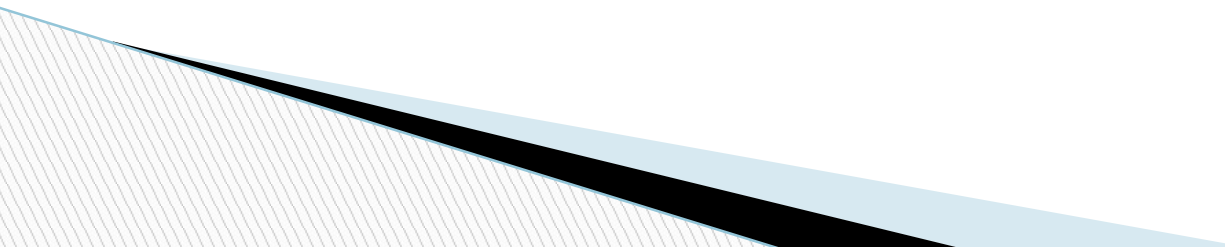
Distance tested at: _____ Presentation Level: _____

Noisy situation OR Quiet situation

	ah	m	oo	sh	s	ee
Week of:						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
Week of:						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
Week of:						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						
Week of:						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

- Complete every morning
- Ling sounds -ah, mm, ee, oo, sh, ss
- should say in a varied order from day to day
- Can be done with/without FM/DM system
- Ask an open ended question
- stand behind student/ where they can't see your face/lips
- record correct/ incorrect responses
- Listening check help to identify issues with personal amplification or fm/dm system
- Can indicate changes in hearing if everything is functioning properly

Self Advocacy

- ❑ repair communication breakdowns
 - ❑ listening needs
 - ❑ learning needs
 - ❑ equipment/personal amplification
 - ❑ ask for repetition/clarification
- 

Troubleshooting

- ❑ batteries
- ❑ volume setting
- ❑ equipment cleanliness
- ❑ ear mold/tubes (check for tears/holes/wax build up)
- ❑ make sure hearing aid is on/battery door is closed properly and completely
- ❑ checking for damage to hearing aid, audio shoe, or receivers
- ❑ NOTE: if you are unsure of what the problem is please contact the teacher of the deaf, who is located in the building

Services

- ❑ Student is on IEP
 - Services include
 - Teacher of the Deaf- 2x a week for one hour (1 hour inclusion/1 hour pull out)
 - Special Education Teacher- 2x a week for 30 minutes
 - Speech Language-2x a week for 30 minutes
 - Consult services
 - Special Education Teacher/Teacher of the Deaf/Classroom Teacher/SLP- once a week for 15 minutes
 - Deaf Education Consultant- once a month for 60 minutes (all staff)
 - Staff working with IP
 - Attend workshop on implications of hearing loss (here you are!)
 - Attend consultative visits with educational team
 - Receive training on IP's equipment at the start of the year



Accommodations

- ❑ Preferential seating
- ❑ Reduce background noise
- ❑ Acoustically appropriate environment (rugs, door closed, hush puppies on chairs, etc.)
- ❑ Gain attention prior to speaking
- ❑ Enhance speech reading conditions
- ❑ Present information in simple, structured, sequential manner
- ❑ Break down auditory information into smaller chunks
- ❑ Allow extra wait time for processing information
- ❑ Increase access to visuals

Accommodations

- ❑ Repeat/rephrase information when necessary (e.g., peer comments/questions)
- ❑ New vocabulary should be introduced using a visual, tactile, and auditory approach
- ❑ Frequent comprehension check-ins
- ❑ Language modeling/scripting
- ❑ Repetition/expansion of expressive language
- ❑ Use of verbal and visual cues
- ❑ Frequent HAT system check in and listening checks
- ❑ small group instruction

Other Important Information about IP

- Important information
 - Student is ELL (English Language Learner)
 - Both English and Mandarin are spoken at home
 - English is the primary instruction language at school and home, however she is exposed to Mandarin on a daily basis

Who is working with IP?

- ❓ Who are the people working with my student? What are their responsibilities?

- ❓ **Teacher of the Deaf**
 - assessment, provide instruction, liaison, equipment management, differential diagnosis, provide support to student and teachers

- ❓ **Special Education Teacher**
 - assessment, provide instruction, provide support to student and teachers

- ❓ **Deaf Education Consultant**
 - Recommendations, assessing classroom acoustics, assistive technology, supporting staff

- ❓ **Speech Language Pathologist**
 - assessment, differential diagnosis, service delivery in areas of communication (articulation, language, fluency, voice, audition)
 - collaborative responsibilities
 - Educating staff, assessments, communication with families, providing support to staff, planning goals/objectives (IEP), accommodations (504), consulting, etc.

Need more information?

- ❑ Equipment/Technology Questions/More Info
 - <http://www.phonak.com>
 - Helpful information, videos, tools on all aspects of Phonak hearing aids and DM system

- ❑ Helpful resource for teachers and families
 - <https://successforkidswithhearingloss.com/>

- ❑ Best Practice Questions
 - <https://www.asha.org/slp/schools/prof-consult/hearing-impaired/>
 - Contains roles of each professional
 - Contains helpful resources/links

- ❑ Contact
 - Valerie O'Brien- Teacher of the Deaf
 - Nabnasset School- Preschool
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