



2009 Summer Conference Handout

PCSSD Educational Audiology:

Start with a ROUX

Monday, July 20, 2009

1:45 – 3:15 pm

Becky Othold Del Rio

PCSSD Educational Audiology:
Start with a Roux...

Becky Del Rio, MA CCC-A/SLP
Educational Audiologist
Pulaski County Special School District
Fuller Administrative Annex
708 East Dixon Road
Little Rock, AR 72206

501-490-5837

501-490-5846 fax

A primary role of the educational audiologist is to assist the teachers and faculty in establishing an effective listening environment for the student to enhance the student's learning potential.

PCSSD Educational Audiology: Start with a Roux...

Learning Outcomes

1. The participants will describe the need for establishing the ROUX (relationship, observation, understanding, expertise) within the collaborative/consultant model.
2. The participants will describe specific pre-intervention and intervention strategies necessary for the successful delivery of the audiology services appropriate for the student.

When preparing an authentic gumbo you must develop the base. You first start with a **roux**.

In educational audiology, the success of the student's year also begins with a **ROUX**:

Relationship of mutual trust and respect that is established with the teacher and the faculty.

Observations of the classroom, the teacher, and the student's learning styles and the various learning environments during the school day.

Understanding the educational goals and the listening needs of student.

eXpertise in the range of audiology services provided.

Relationship with faculty

Introduce self and role of the Educational Audiologist to the faculty and staff

Assume the role of Educational Audiologist

Learn the names and titles of the staff

Participate in faculty meetings, workshops, and continuing education programs

Volunteer to present a workshop regarding hearing loss and implications

Be available and flexible to accommodate the schedules of the teachers and administrators

Include teachers in communications with parents and administrators

Observations within the student's learning environments

Prior to making recommendations affecting the educational programming of a student, schedule an observation of the student within his/her learning environment. The observation should provide information regarding the classroom dynamics and acoustics, the teacher's teaching style and interactions with the student, and the learning style of the student. Observations within the various learning environments throughout the school day are also essential.

Student

- Amplification used
- Auditory skills demonstrated
- Speech and language skills
- Primary mode of communication
- On-task behaviors

Interactions with teacher/classmates

Responses to intervention

Completion of assignments

Independence/assistance with class work

Teacher

Teaching strategies observed

Modifications/accommodations

Lesson presentation

Communication with student

Classroom environment

Physical arrangement

Classroom acoustics

Academic climate

Observation/assessment of the student's knowledge and use of personal amplification system:

- Consistently uses amplification
- Responds with the amplification
- Independently removes and reinserts/replaces amplification/processor/device
- Demonstrates battery check and change
- Labels the components
- Explains purpose of the amplification system
- Identifies when the system is not working
- Maintains amplification system independently

Classroom Environment:

Modifications/Accommodations Observed:

Responses to Intervention:

Recommended Plan of Action:

Becky Del Rio, MA CCC-A/SLP
Educational Audiologist
Speech Language Pathologist

Understanding the goals and needs of the student

Consult with the teacher and staff regarding the hearing loss and impact of that loss on the speech, language, auditory, communication, and academic skills of the student.

Provide demonstrations and staff training sessions regarding the appropriate modifications and accommodations recommended for the student.

Provide direct training regarding the care, use, and maintenance of the amplification systems utilized by the student. Assign task of daily amplification listening checks and documentation procedures.

Understand the academic demands of the student by studying the proficiency standards required by the state department's curriculum frameworks.

Understand the difference between IDEA and 504 and provide the appropriate referrals following district, state, and federal guidelines.

Understand the state's special education program standards, guidelines, and regulations.

Collaborate with teachers, therapists, parents, and administrators to develop goals and objectives to enable the student to meet the proficiency levels of the standards of the frameworks. Develop and assist the teacher and staff in implementing appropriate modifications and accommodations.

eXpertise in the range of audiology services provided

PCSSD Educational Audiologist is responsible for ensuring that students with hearing loss and with auditory processing delays are receiving appropriate educational services according to federal and state mandated regulations. The Audiologist provides audiology services for identification of hearing difficulties and delivers rehabilitation services following diagnosis of the loss. Comprehensive audiological services include identification, assessment, rehabilitation, monitoring, follow-up, analysis of listening dynamics and recommendations to make instruction accessible to students who are deaf or hard of hearing.

Responsibilities of the PCSSD

Educational Audiologist who is dually certified in audiology and speech-language pathology and who also holds ADE teaching license in the areas of deaf education and early childhood special education:

- Coordinate annual hearing screening program
- Administer audiological evaluations and provide written and verbal interpretations of results, impressions, and management recommendations
- Initiate appropriate referrals for medical intervention, educational assessment, special education intervention, and outside agencies and professionals
- Select, fit, and maintain appropriate amplification devices

- Provide orientation training regarding use and maintenance of amplification systems
- Recommend and provide assistive hearing technology and educational technology for students with auditory delays
- Administer comprehensive speech and language evaluations for students who are deaf or hard of hearing or with suspected auditory processing delays and provide written and verbal interpretations of speech-language assessment results, impressions, and therapy recommendations
- Recommend communication systems for students who are deaf or hard of hearing and provide counseling regarding the academic implications
- Coordinate/lead/participate in IDEA/504/parent teacher conferences for students who are deaf or hard of hearing

- Ensure that hearing services comply with IDEA, Section 504, HIPPA, ADA regulations and guidelines
- Develop and implement therapy goals and objectives for hearing therapy
- Provide direct instruction in aural rehabilitation, auditory training, and language intervention for students who are deaf or hard of hearing
- Conduct classroom observations of student and consult with teachers and related service providers to make instruction accessible
- Collect testing data and submit annual reports to state agencies and national databanks
- Ensure annual calibration of audiological equipment
- Coordinate with state, local, and county agencies to provide appropriate transition

services from preschool to Kindergarten.

Interpret test results and develop appropriate programming including IEP development or 504 plan development

- Coordinate schedules and services with the itinerant teachers of the deaf and with the educational interpreters
- Initiate hearing conservation program and collaborate with teachers and staff for implementation
- Provide professional development activities

Resources to Add to the ROUX

- A Better Understanding of Sound
www.widex.com www.oticon.com
www.gnresound.com www.vcddh.dk
- An Educator's Guide www.cochlear.com
- Assistive Technology Needs Assessment
by Cynthia Compton Conley
- C.H.A.P.S. Children's Auditory
Performance Scale by Walter Smoski,
Michael Brunt, Curtis Tannahill
- C.H.I.L.D. Children's Home Inventory for
Listening Difficulties by Karen Anderson
and Joseph Smaldino/Design by Phonak
- eSchoolDesk www.phonak.com
- Functional Communication Profile ~
Revised by Larry Kleiman
- Hearing Loss Simulation AUDiTEC
- iTransition PEPNet www.pepnet.org
- Learn about hearing loss www.widex.com

- L.I.F.E. Listening Inventory for Education by Karen Anderson and Joseph Smaldino
- L.I.F.E. T.O.O.L. Listening Inventory for Education Teacher Opinion and Observation List by Karen Anderson and Joseph Smaldino
- The Noisy Classroom
www.asha.org/proserv/
- OtiKids Program www.otikids.oticonus.com
- OtiKids Teacher's Guide www.otikids.com
- Project REAL www.projectreal.niu.edu/
- Responding to Oral Directions by Robert A Mancuso through pro-ed
www.proedinc.com
- S.I.F.T.E.R. Screening Instrument for Targeting Educational Risk by Karen Anderson
- Tools for Schools www.BionicEar.com
- Why miss a Decibel of Life
www.siemens-hearing.com

PCSSD Educational Audiology:
Start with a Roux...
Self-Assessment Questions

1. How can I establish an Educational Audiology program that is built on developing a relationship with the teacher? What two strategies can I implement in my educational setting that will foster a relationship with the teacher?

2. What expertise can I bring to the educational setting that will facilitate the listening environment of the student?

Notes

Notes

Notes