

ALDERCAR HIGH SCHOOL AUDIOLOGY AND LISTENING

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Contents

<i>Rationale:</i>	3
<i>Aims:</i>	3
<i>ERF Objectives:</i>	4
<i>Pupil Objectives:</i>	4
<i>Roles and responsibilities</i>	5
Teacher of the Deaf.....	5
Subject teachers	6
Communication support workers (CSWs), Specialist teaching Assistants (TAs) and Deaf Mentors.	6
<i>Monitoring</i>	7
Pupil Records:.....	7
Systematic Checks of Equipment:	7
Hearing aid checks:.....	7
Cochlear Implant Checks:	8
Equipment.....	8
<i>Consistent use of amplification</i>	8
<i>Listening and Audiology Assessments</i>	8
<i>Optimum Classroom Listening Conditions</i>	9
<i>Listening Fatigue</i>	10
<i>Deaf Awareness Training</i>	11
<i>Working with Other Professionals</i>	11
<i>Whole School Audiology Audit</i>	12
<i>Review</i>	12
<i>Appendix A- Audiology Profile</i>	13
<i>Appendix B- the BKB sentence test</i>	14
<i>Appendix C- the Listening Inventory for Education (LIFE)</i>	15
<i>Appendix D- Student Audiology Self Advocacy Checklists</i>	16
<i>(Hearing aid version)</i>	16
<i>Appendix E- Student Audiology Self Advocacy Checklists</i>	19
<i>(Cochlear implant adaption)</i>	19
<i>Appendix F- Student Self-assessment of Fatigue and Learning</i>	20
<i>Appendix G- Teacher Classroom Environment Self-evaluation</i>	21
<i>Appendix H- Radio Aid Learning Walk Checklist</i>	22
<i>Appendix I- Student Analysis of the classroom listening environment</i>	23

Rationale:

Throughout this policy the terms 'deaf' and "deafness" are used to denote all type and degrees of hearing loss.

The enhanced resource facility (ERF) as part of Aldercar high school supports deaf students with a range of hearing loss types and degrees. We pride ourselves in delivering a high standard of support for all our deaf students. A range of communication approaches are used to suit the needs of each student. British sign language (BSL), signed supported English (SSE) and spoken/ written are all used, equally valued and respected.

Deafness has a marked effect on children's listening skills and the development of their spoken language skills. Many deaf children have the potential to develop and use their residual hearing through the use of amplification such as hearing aids and cochlear implants and the wide range of technological developments that support these amplification systems. At Aldercar High school we recognise the importance of encouraging the use of residual hearing where possible. We acknowledge the necessary management of audiological equipment to ensure that optimal listening experiences are achieved.

Aims:

We strive to ensure that the audiological needs of our pupils are met appropriately through equipment monitoring and troubleshooting, fostering independence skills and working together with other professions such as educational and clinical audiologists. We recognise that the benefits of amplification vary for each individual and we regularly review the audiological, speech and language and communication needs of each pupil. We aim to encourage children within our ERF to develop a positive deaf identity whilst using amplification to support their communication and life skills.

Many deaf children have the potential to develop and use their residual hearing through the use of amplification. Aldercar High school recognises the importance of supporting the use of residual hearing and through audiological management of equipment to ensure that optimal listening experiences are achieved for our deaf students. It is widely recognised that deaf students receive maximum benefit from amplification if it is used consistently and if pupils are given opportunities and support to develop their auditory experience. Students at Aldercar are expected to wear, use and maintain their hearing aids/ cochlear implants and radio aids daily. This ensures they have the opportunity to develop the best use of their hearing in order to communicate, learn and strive both within school and in their wider lives.

ERF Objectives:

- To ensure that optimum use is made of the children's amplification.
- To ensure that using amplification is encouraged and seen positively throughout the school.
- To work closely with each child's audiology service (e.g Derby hospital) to ensure that pupils are provided with appropriate amplification.
- To liaise where needed with the educational audiologist.
- To support staff, parents and other agencies to work together to ensure that amplification is used consistently.
- To involve all ERF staff and pupils in weekly checks of hearing aids and cochlear implants
- To communicate closely with parents re the working of the pupil's equipment; ensuring that issues are reported swiftly to the hearing aid/cochlear implant hospital as appropriate.
- To involve pupils in the daily checks of hearing aids and cochlear implants and to promote pupils' independence in their audiological management skills.
- To keep staff informed of audiological developments and research and implement them when they will provide benefit to the pupil.
- To undertake listening assessments and share information with staff. To make adaptations based on these assessments as necessary.
- To work closely with speech and language (SALT) services (for those with speech and language therapy input) and deliver SALT interventions in school.
- To continually review and improve the audiological provision in the ERF and wider school.

Pupil Objectives:

- To understand the benefits of amplification for detecting and identifying sounds in the environment and for the pupil's speech and language skills.
- To take responsibility for their amplification and listening equipment.
- To recognise the value of maintaining their equipment at school and at home.
- To understand how their listening technology works.
- To know how to read their audiogram and understand their type and degree of hearing loss. To understand how this affects their listening skills.
- To identify the accommodations and supports that are helpful to them to address their communication and learning needs.
- To recognise the benefit of the pupil's radio aid equipment as a means of providing a louder signal in background noise.
- To transition students smoothly from child to adult services and give them the appropriate information and support required.
- To have a basic understanding of the skills needed once they leave school; such as identifying disability support services, booking audiology appointments and knowing who to contact if they need equipment maintenance or replacements.

Roles and responsibilities

Teacher of the Deaf

The Teacher of the Deaf will:

- Have day-to-day responsibility for the operation of this audiology and listening policy.
- Be the first point of contact for pupils who need any help their amplification and listening technology.
- To troubleshoot and repair any issues that arise with pupil's amplification and listening technology.
- To order replacement or new equipment for pupils as necessary.
- To help foster pupil's independence in maintaining their own hearing equipment and audiological management skills.
- To undertake weekly listening checks of the student's hearing equipment and radio aids.
- To undertake listening assessments and share information with staff. To make adaptations based on these assessments as necessary.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils consistently wear their amplification and know how to maintain it should any issues arise.
- To provide deaf awareness staff training to mainstream staff so they understand how much the pupils can hear and the impact on listening and learning.
- Be a point of contact for external agencies, especially educational or clinical audiology and speech and language therapists.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps good audiological records.
- Coordinate a yearly listening environment audit and implement any changes needed from this.
- To train subject teachers in the use of radio aids and soundfields.
- To communicate closely with parents about the working of the pupil's equipment; ensuring that issues are reported swiftly to the hearing aid/cochlear implant hospital as appropriate.

Subject teachers

Each teacher is responsible for:

- Attending deaf awareness staff training based on hearing, listening and audiology.
- Proactively using a radio aid and soundfield system in every lesson.
- Implementing advice from the ToD about how to facilitate optimum listening conditions for each deaf student.
- Report any technology issues with the radio aid or soundfield system to the ERF team in a timely manner.
- Maintaining an optimum listening environment through a quiet classroom, closing windows and doors and reducing other background noise.
- Undertake a yearly self-evaluation of their main classroom and provide results to the ToD.

Communication support workers (CSWs), Specialist teaching Assistants (TAs) and Deaf Mentors.

Support staff are responsible for:

- Encouraging students to wear their amplification daily and at home.
- Fostering a positive attitude towards amplification and ensure it is seen positively throughout school.
- Encouraging students to use their residual hearing.
- Supporting students to the best of their ability with any help needed with their amplification and listening technology. Liaising with the ToD as appropriate when repairs or issues are beyond their knowledge.
- To report any replacement or new equipment needed for pupils to ToD.
- To help foster pupil's independence in maintaining their own hearing equipment and audiological management skills.
- To encourage students to wear their amplification at home.
- To support the ToD in listening assessments and implementation of adaptations due to the results of these.
- Supporting subject teachers with using radio aids and soundfield systems in every lesson with deaf students.
- Support subject teachers in implementing advice on how to facilitate optimum listening conditions for each deaf student and maintaining an optimum listening environment.

Monitoring

Pupil Records:

Digital audiology profiles ([Appendix A](#)) are kept on the online shared space. These include a note of all information on the child's equipment and include:

- A running record of the pupil giving details of age aided and any changes to pupil's hearing and subsequent changes to amplification to date.
- The child's most recent audiogram.
- Details of hearing aid/cochlear implant make, model, programmes, settings, serial numbers etc.
- Details of radio aid make and the type of receivers
- Any modification made to the mould or elbow (e.g. type of mould: full, carved, skeleton, material used, type of tubing: standard or thick walled, libby horn, vent or damper)
- Key contacts, such as audiology or SALT.
- Listening assessment, results and interventions.
- Audiology self- assessment assessments.

Systematic Checks of Equipment:

Hearing aids are checked weekly by the ToD and records are kept of these checks. Attenuators are used with high powered aids to enable checking at user volume setting for Health and Safety reasons to prevent the testers' hearing being affected.

Hearing aid checks:

- Casing and switches
- Elbow for cracks, debris or moisture
- Earmoulds and tubing for cracks, moisture, blockage and flexibility (plastic hardens with time)
- Tubing for discolouration
- Batteries working and in the right way
- Cleanliness
- Listening to the hearing aid using a stetoclip and attenuator to check sound quality.

Cochlear Implant Checks:

- Check the processor is using the programmes advised by the cochlear implant centre
- Check the batteries are the approved type. Check disposable batteries are not corroded and are in date, rechargeable batteries are charged.
- Check the batteries are fitted correctly
- Check that the battery contacts are clean and do not show any signs of rust
- Check that the leads/ coil are not damaged
- Check the function of the microphone/ speech processor through the listening earphones
- Assess the sound quality
- Check the transmission of the coil using a signal check device

Equipment

The ToD is the first point of contact for pupils who need any help their amplification and listening technology. They can troubleshoot and attempt to remedy any issues that arise. If a hearing aid/CI is in need of further repair or new earmoulds, parents and audiology will be informed as soon as possible by phone or email.

The ERF keeps a small supply of spares. Termly orders are made of audiological equipment to ensure the children are catered for. The children are encouraged to manage their own audiological equipment from the onset of starting at Aldercar high. They are expected to take responsibility for their equipment, such as keeping it clean and charging the radio aid.

Consistent use of amplification

It is known that maximum benefit from amplification will only be achieved if it is used consistently and if pupils are given opportunities and support to develop their auditory experience. Staff adopt a positive attitude to the appropriate prescription of hearing aids and cochlear implants to pupils. The deaf mentor provides a good role model for the students to learn from within school.

Listening and Audiology Assessments

Whilst at Aldercar high school, students will undertake listening assessments at least yearly. The Bamford-Kowal-Bench (BKB) sentence test ([Appendix B](#)) is used to measure how effectively a student can hear in both quiet, noise, with or without a radio aid and with or without lip reading as needed.

In addition, the students also do the Listening inventory for education (LIFE) self- assessment ([Appendix C](#)). During this assessment, pupils describe how easy or difficult listening is for them in different situations within the classroom and around school. More information about the LIFE assessment can be found here: <http://lifer.successforkidswithhearingloss.com>

Information and changes needed from information gained in these assessments is then shared with teachers to help facilitate optimum conditions for listening.

By the time pupils leave Aldercar High, they should be as independent as possible in their audiological management. They should be able to clean, change batteries and retube their hearing aids. They should be able to troubleshoot any issues and make basic repairs. They should also know how to read their audiogram and understand their type and degree of hearing loss. They should be able to identify the accommodations and supports that are helpful to them to address their communication and learning needs, and be able to articulate this to teachers and professionals. They should also have a basic understanding of the skills needed once they leave school; such as identifying disability support services, identifying relevant medical and health specialists and how to contact them, booking audiology appointments and knowing who to contact if they need equipment maintenance or replacements.

The audiological self-assessment checklist ([Appendix D and E](#)) is conducted regularly with students to check their self-advocacy skills with regards to their audiological management. Information from these assessments form their audiology targets. ERF staff will help each pupil to achieve each target and become confident in managing their own equipment. In addition, the deaf mentor will provide advice from their experience in using this equipment themselves. They will also act as a role model and encourage positive attitudes and behaviours in the deaf pupils.

Optimum Classroom Listening Conditions

The ERF base is a quiet space in which pupils can participate in interventions or be withdrawn to. They can participate in 1:1 or small group work in base whenever necessary.

Radio aids and sound field systems are provided in many classrooms that the deaf students use. These systems are checked regularly. Staff receive training on how to use these systems, what they do and why they are effective.

Strategies to improve acoustics in mainstream classroom include:

- Close windows and doors.
- Sit deaf pupils at the front.
- Wear a radio aid throughout the lesson. Mute it when not talking to the student.
- Use the soundfield system.
- Stand in one place when teaching.
- Speak when facing the front, don't speak and face the board at the same time.
- Speak normally. Don't shout or change the way you speak.
- Sit deaf pupils away from noise sources ensuring they have their 'better ear' facing the teacher.
- Turn off electrical equipment when not in use.
- Promote good listening within the classroom through clear classroom rules and effective reward systems.
- Use cork boards on the walls with soft fabric coverings.
- If using audio visual material, ensure it is of high quality with subtitles.

Listening Fatigue

Deaf students have to pay much more attention than children with typical hearing levels. This means they use more of their cognitive resources in listening, lip-reading or following signed conversations, and have less energy for other things. This means they may be more tired at the end of a school day than their hearing siblings or friends. This fatigue may have a significant impact on their learning and development. This can present itself as:

- Sleepiness in the morning or falling asleep on the way home from school.
- Inattentiveness or difficulty concentrating on work.
- Giving up easily as tasks become more difficult.
- Low frustration tolerance level
- Mood changes

Students will undertake a listening fatigue assessment ([Appendix F](#)) yearly and results will be shared with staff. Staff should be aware of the impact of listening effort on each individual fatigue and adapt lessons or facilitate short 'brain breaks' as needed.

Deaf Awareness Training

The ToD and ERF staff will deliver at least yearly deaf awareness training to teaching staff. This training will detail information such as:

- How sound travels
- Information about hearing aids and cochlear implants.
- The difference between hearing and listening.
- The hearing loss type and degree of pupils and how this may affect their access to speech and language.
- The roles of CSWs and ToD.
- The difficulties associated with lip reading.
- Basic BSL awareness.
- Noise and noise management.
- Information about the radio aids and soundfields.
- Key strategies for teaching deaf pupils.
- Useful media and apps
- Deafness and fatigue.
- The impact of deafness on: listening and attending, vocabulary and comprehension, overhearing, social and emotional wellbeing, executive function and fatigue.

All year 7s will also have a deaf awareness lesson in their first half term of school at Aldercar high. In this they will learn about the effects of hearing loss and how to communicate effectively with deaf peers.

Working with Other Professionals

Aldercar High school works closely with a variety of professionals involved with deaf children's listening and audiology. E.g;

- Audiologists
- Educational psychologists
- Specialists in Deaf education
- Deaf mentors and role models
- Hospital audiology clinic staff
- National Deaf Children's Association (NDCS)
- British Association for Teachers of the Deaf (BATOD)
- Speech and Language Therapists
- ToDs at the feeder schools- Aldercar Infants and Langley Mill Juniors
- The Ewing Foundation
- Derbyshire council sensory service

Whole School Audiology Audit

The whole school will engage in an audiology audit yearly. Teachers will undertake a self-evaluation ([Appendix G](#)) of their main classroom and provide results to the ToD. The ToD will do a Radio aid learning walk to review radio aid use ([Appendix H](#)). Students will also give their views in an analysis of classrooms ([Appendix I](#)). The ERF staff will then identify areas for improvement and suggest adaptations and accommodations as needed. This ensures that the classroom acoustics are optimum for listening, language and language.

Review

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 2 years. The policy review will be undertaken by the ToD.



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Audiology Profile

Name:

Audiogram date:

Type of Hearing Loss:

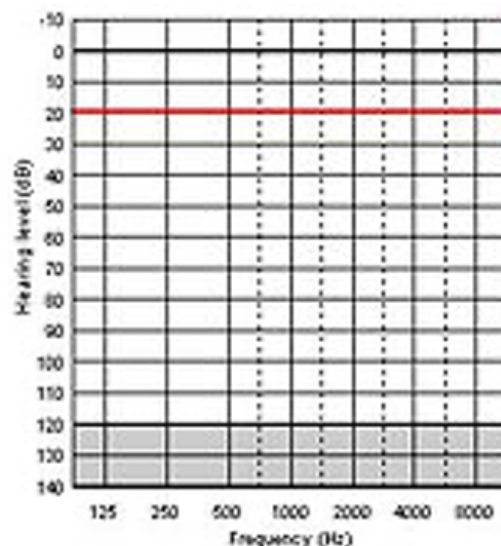
Degree of Hearing Loss:

L:

R:

Age aided:

Amplification: (E.g. make, model, programmes, settings, serial numbers)



Any modifications made to hearing aid (e.g. type of mould: full, carved, skeleton, material used, type of tubing: standard or thick walled, ~~libby~~ horn, vent or damper)

Make of Radio aid and type of receivers:

Any other key information:

Key contacts:

Contact	Name	Email address	Phone number
Educational audiologist			
Clinical audiology			
Cochlear implant team			
Any other clinical contacts			
Speech and language (if applicable)			

Appendix B- the BKB sentence test

LIST 1		LIST 2		LIST 3		LIST 4		LIST 5	
Speech Level		Speech Level		Speech Level		Speech Level		Speech Level	
Noise Type		Noise Type		Noise Type		Noise Type		Noise Type	
Noise Level		Noise Level		Noise Level		Noise Level		Noise Level	

	Target	Score	Target	Score	Target	Score	Target	Score	Target	Score
1	the CLOWN had a FUNNYFACE		the LADDER'S NEAR the DOOR		the GLASS BOWL BROKE		the WIFE HELPED her HUSBAND		the BATH TOWEL was WET	
2	the CAR ENGINE'S RUNNING		THEY had a LOVELY DAY		the DOG PLAYED with a STICK		the MACHINE was QUITE NOISY		the MATCHES LIE on the SHELF	
3	SHE CUT with her KNIFE		the BALL WENT INTO the GOAL		the KETTLE'S QUITE HOT		the OLD MAN WORRIES		THEY'RE RUNNING PAST the HOUSE	
4	CHILDREN LIKE STRAWBERRIES		the OLD GLOVES are DIRTY		the FARMER KEEPS a BULL		a BOY RAN down the PATH		the TRAIN had a BAD CRASH	
5	the HOUSE had NINE ROOMS		HE CUT his FINGER		THEY SAY some SILLY THINGS		the HOUSE had a NICE GARDEN		the KITCHEN SINK'S EMPTY	
6	THEY'RE BUYING some BREAD		the THIN DOG was HUNGRY		the LADY WORE a COAT		SHE SPOKE TO her SON		A BOY FELL from the WINDOW	
7	the GREEN TOMATOES are SMALL		the BOY KNEW the GAME		the CHILDREN are WALKING HOME		THEY'RE CROSSING the STREET		SHE USED her SPOON	
8	HE PLAYED with his TRAIN		SNOW FALLS at CHRISTMAS		he NEEDED HIS HOLIDAY		LEMONS GROW on TREES		the PARK'S NEAR the ROAD	
9	the POSTMAN SHUT the GATE		SHE'S TAKING her COAT		the MILK CAME in a BOTTLE		HE FOUND his BROTHER		the COOK CUT some ONIONS	
10	THEY'RE LOOKING AT the CLOCK		the POLICE CHASED the CAR		the MAN CLEANED his SHOES		some ANIMALS SLEEP ON STRAW		the DOG MADE an ANGRY NOISE	
11	the BAG BUMPS on the GROUND		a MOUSE RAN DOWN the HOLE		THEY ATE the LEMON JELLY		the JAM JAR was FULL		HE'S WASHING his FACE	
12	the BOY DID a HANDSTAND		the LADY'S MAKING a TOY		the BOY'S RUNNING AWAY		THEY'RE KNEELING DOWN		SOMEBODY TOOK the MONEY	
13	a CAT SITS ON the BED		some STICKS were UNDER the TREE		FATHER LOOKED at the BOOK		the GIRL LOST her DOLL		the LIGHT WENT OUT	
14	the LORRY CARRIED FRUIT		the LITTLE BABY SLEEPS		SHE DRINKS from her CUP		the COOK'S MAKING a CAKE		THEY WANTED some POTATOES	
15	the RAIN CAME DOWN		THEY'RE WATCHING the TRAIN		the ROOM'S GETTING COLD		the CHILD GRABS the TOY		the NAUGHTY GIRL'S SHOUTING	
16	the ICE CREAM was PINK		the SCHOOL FINISHED EARLY		a GIRL KICKED the TABLE		the MUD STUCK on his SHOE		the COLD MILK'S in a JUG	
Total (out of 50)			Total (out of 50)			Total (out of 50)			Total (out of 50)	
Score %			Score %			Score %			Score %	

Comments:

Signature _____

Date: _____

Appendix C- the Listening Inventory for Education (LIFE)



Listening Inventory For Education-Revised (L.I.F.E.-R) Student Appraisal of Listening Difficulty

By Karen L. Anderson, PhD, Joseph J. Smaldino, PhD, & Carrie Spangler, AuD

Name _____ Grade _____ Date(s) completed _____

Teacher _____ School _____

☐ Hearing Aid ☐ CI user Type of Classroom Hearing Technology _____

Trial period ☐ No ☐ Yes Length _____ Responses consider performance ☐ with ☐ without FM system in use

Instructions: Circle the response that best describes your level of listening difficulty in each of the situations.

L.I.F.E Classroom Listening Situations		Always Easy	Mostly Easy	Sometimes Difficult	Mostly Difficult	Always Difficult
Questions	Brief description					
1. The teacher is talking in front of the class. The kids are quiet. Everyone is watching and listening to the teacher. How well can you hear and understand the words the teacher is saying?	1. Teacher talking in front of room	10	7	5	2	0
2. The teacher is talking, but has his back to you as s/he writes on the board or faces another student. You cannot see the teacher's face. How well can you hear and understand the words the teacher is saying when you can't see his face?	2. Teacher talking with back turned	10	7	5	2	0
3. The teacher is talking. She is also walking and moving around the room. How well can you hear and understand the words the teacher is saying if you can't see her face and she is across the room?	3. Teacher talking while moving	10	7	5	2	0
4. Sometimes teachers ask questions during a lesson. One kid in class who sits across the room from you is answering a question. How well can you hear and understand the words the student is saying? ✓ Typical condition: <input type="checkbox"/> With FM mic used by student <input type="checkbox"/> Without FM mic	4. Student answering during discussion	10	7	5	2	0
5. The teacher is explaining how you are supposed to do an assignment. She gives directions only one or two times. How well can you hear the words and understand what the teacher wants you to do?	5. Understanding directions	10	7	5	2	0
6. The teacher is talking. Some kids are making noise at their seats. They may be trying to find papers, dropping pencils, whispering or moving their feet. How well can you hear and understand the words the teacher is saying as the kids make noise?	6. Other students making noise	10	7	5	2	0
7. The teacher is talking. You hear noise outside of the class. It could be kids in the hallway, the playground outside, voices next door, cars or airplanes. How well can you hear and understand words the teacher is saying?	7. Noise outside of the classroom	10	7	5	2	0
8. Everyone is looking at the computer, TV or video screen. The teacher is showing a video or you are listening to something shown on the computer screen. How well can you hear and understand the words said while you are watching the screen?	8. Multimedia (video, computer)	10	7	5	2	0
9. The teacher is talking to the class. The teacher is using a projector that is making noise OR air is blowing from the heater/cooler in your classroom. How well can you hear and understand the words the teacher is saying when there is a fan-type of noise at the same time?	9. Listening with fan noise on	10	7	5	2	0
10. One teacher is talking in front of the class. Another teacher is talking to a small group of students at the same time. How well can you hear and understand the words the teacher in the front is saying?	10. Simultaneous large and small group	10	7	5	2	0
Sum of Items 1-10 (100 Possible)	CLASSROOM SITUATION LISTENING SCORE	Pretest _____		Post-test _____		
		Date: _____		Date: _____		

Appendix D- Student Audiology Self Advocacy Checklists

(Hearing aid version)



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Checklist for measuring my hearing aid management skills

Name:

Year Group:

Term:

Date:

- ☐ I understand how my hearing aid works.
- ☐ I keep spare hearing aid batteries with me in school.
- ☐ I know how to change the batteries in my hearing aid.
- ☐ I know how and where to get spare batteries.
- ☐ I can attach my receivers.
- ☐ I quickly check my hearing aids when I put them on every day.
- ☐ I do a thorough check of my hearing aids weekly.
- ☐ I can use the different programmes and functions on my hearing aid.
- ☐ I can clean my own ear moulds.
- ☐ I clean my hearing aids regularly.
- ☐ I can re-tube my ear mould.
- ☐ I know when my equipment is faulty or damaged.
- ☐ I tell an appropriate adult when my hearing aid is faulty or damaged.
- ☐ I collect and return my radio aid, and charge it daily.
- ☐ I use my radio aid in every lesson.
- ☐ I understand how my radio aid helps me.

My Target this term is to:

--



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Student audiology self-advocacy checklist

Name:

Year Group:

Term:

Date:

As a young deaf adult you will need to start taking responsibility for any accommodations you might need. This Self-Advocacy Skills Checklist contains suggested skills in the areas of understanding hearing loss, accessing health professionals, hearing devices, other assistive technology use, strategies, accommodations and legal rights.

To use the checklist, tick the boxes of the skills you feel that you can complete. Once finished, you can use this checklist to track the development of your self-advocacy skills. Talk with your teachers or parents if you need assistance completing the checklist. The completed checklist will help you identify skills that you may still need to learn. These are skills that should be included in your Education and health care plan (EHCP).

Understanding Hearing Loss

Characteristics of hearing and hearing loss

I can...

- ☐ Describe how the ear works.
- ☐ Describe common types of hearing loss.
- ☐ Read an audiogram.
- ☐ Describe my hearing loss (type and degree).
- ☐ Describe the cause of my hearing loss (if known).
- ☐ Describe basic communication implications of my hearing loss.
- ☐ Develop and rehearse a script for disclosing my hearing loss information and required accommodations.

Access to Health Care Professionals

I...

- ☐ Understand what an audiologist does and what to expect at audiology appointments.
- ☐ Know who my audiologist is.
- ☐ Know how to book an audiology appointment/ book an appointment alongside my parents.
- ☐ can identify medical/ health support persons if needed (e.g interpreter, deaf relay, chaperone).
- ☐ know how to book or reschedule an appointment.

Hearing Devices and Other Assistive Technology

Responsibility for equipment

I can...

- ☐ Operate and manage my hearing devices and listening technology.
- ☐ Troubleshoot my hearing equipment.
- ☐ Contact the relevant persons (ToD/ audiology) to get my equipment repaired or order new equipment.
- ☐ Explain the various uses of my technology and how to pair it with audio devices, computers, TVs, smartphones ect.

Use of hearing devices and hearing assistive technology

I can...

- ☐ Describe the basic parts and functions of my hearing aid/ cochlear implant.
- ☐ Describe and use the different program options of my hearing aid/ cochlear implant.
- ☐ Describe the benefits and limitations of my technology in various situations, including those outside of school.
- ☐ Assist in training others (e.g. friends, teachers, CSWs) about my equipment.
- ☐ Describe how to manipulate technology in difficult listening situations.
- ☐ Describe different technologies and apps that can help me (e.g. captioning apps, alerting devices, video calling).

Use of Resources

I can...

- ☐ Demonstrate the use of the internet to locate information and resources about hearing devices and other assistive technology.
- ☐ Identify how to obtain hearing devices and other assistive technologies.

Strategies and Accommodations

Strategies to address learning and communication challenges.

I can...

- ☐ Describe my communication abilities and challenges.
- ☐ Identify useful strategies and supports which help me with learning and communication.
- ☐ Explain to staff that are supporting me (the speaker, interpreter CSW, notetaker) what works best for me.
- ☐ Ask a speaker to clarify when I don't understand what they said.
- ☐ Identify the appropriate time to disclose my hearing loss.
- ☐ Describe alternative strategies/ solutions when accommodations are not provided, or available, or when my amplification is not working.
- ☐ Describe my educational history, strengths and areas of challenge.
- ☐ Describe my achievements and performance levels to help develop my EHCP goals.
- ☐ Describe my achievements and goals for my transition plan.
- ☐ Identify disability support services available in further and/ or higher education.
- ☐ Identify how to apply for access to work and how it can help me (for future employment).
- ☐ Contribute to applications for disability service providers and funding, such as a disabled bus pass, Personal independence payment (PIP) funding.
- ☐ Identify how to contact the emergency services using a deaf relay service.
- ☐ Describe resources and services available for future employment such as access to work,
- ☐ I understand my rights regarding access to education.
- ☐ Apply for disabled student allowances (if applying for higher education)

Legal Rights:

I can...

- ☐ Describe my rights relating to hearing loss under the Equality Act 2010.
- ☐ Describe my rights relating to the Rights of the Child (UNESCO, 1994)
- ☐ Describe my privacy rights about sharing personal information.

Appendix E- Student Audiology Self Advocacy Checklists

(Cochlear implant adaption)

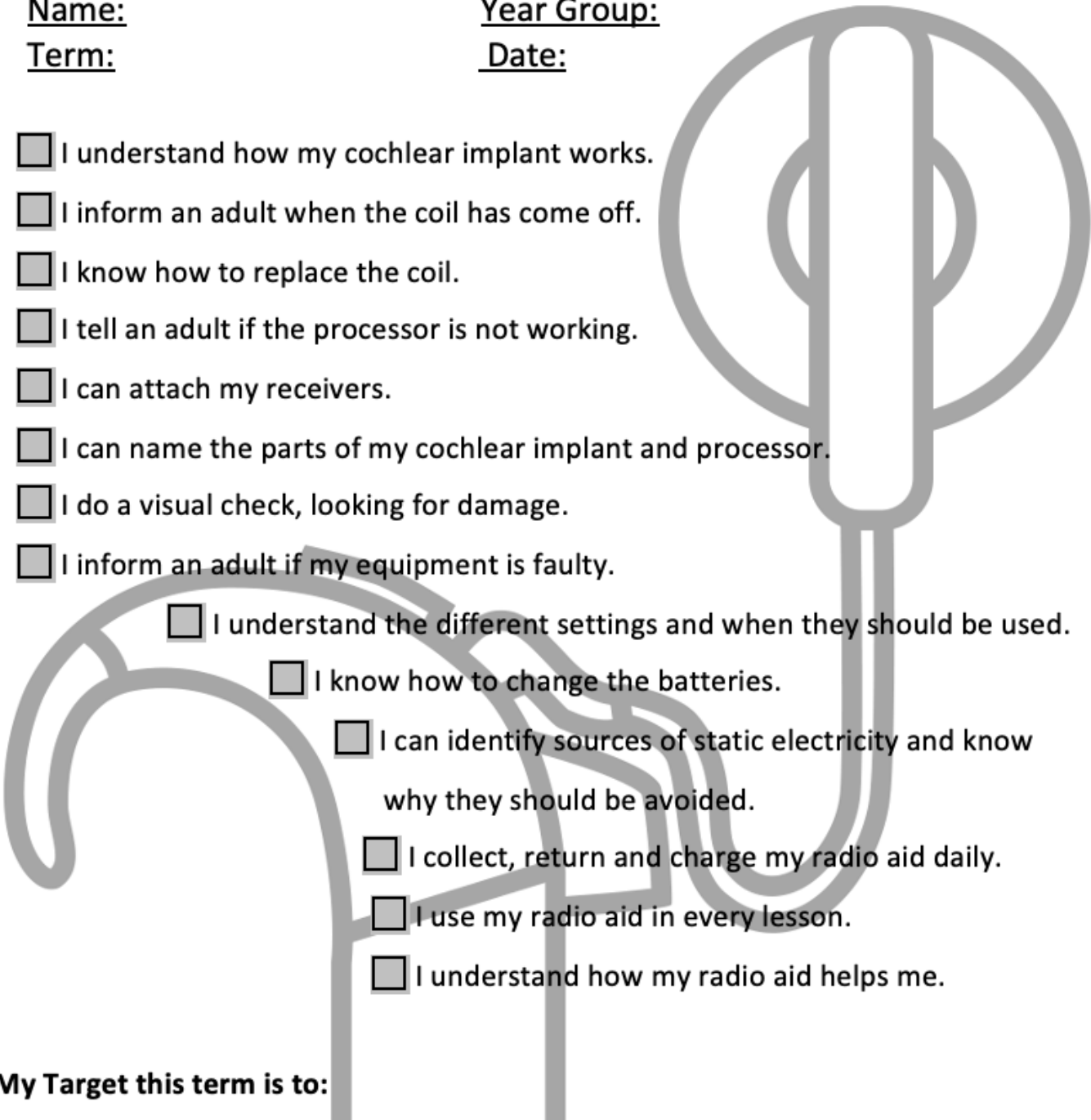
Checklist for measuring my cochlear implant management skills

Name:

Year Group:

Term:

Date:

- 
- ☐ I understand how my cochlear implant works.
 - ☐ I inform an adult when the coil has come off.
 - ☐ I know how to replace the coil.
 - ☐ I tell an adult if the processor is not working.
 - ☐ I can attach my receivers.
 - ☐ I can name the parts of my cochlear implant and processor.
 - ☐ I do a visual check, looking for damage.
 - ☐ I inform an adult if my equipment is faulty.
 - ☐ I understand the different settings and when they should be used.
 - ☐ I know how to change the batteries.
 - ☐ I can identify sources of static electricity and know why they should be avoided.
 - ☐ I collect, return and charge my radio aid daily.
 - ☐ I use my radio aid in every lesson.
 - ☐ I understand how my radio aid helps me.

My Target this term is to:

--

Appendix F- Student Self-assessment of Fatigue and Learning.

Informal Assessment of Fatigue and Learning

Student Name _____ Grade _____ School _____ Date _____

The purpose of these scales is to estimate student fatigue and potential impact on learning. Read the items on this page to students (grades 4-9) or ask them to complete the brief checklists independently. Compare with age norms.

Learning Effort-Reward Imbalance (LERI) Scale		
1. When I am in school or during class, I must often stop my learning because the actions or noises of other students disturbs me	Yes	No
2. I should be performing well in class or be a well-behaved child	Yes	No
3. I often do extra learning outside of school (more homework or tutoring than my class mates)	Yes	No
4. I receive appreciation from my family members or teachers regarding my learning in school	Yes	No
5. I receive appreciation from my friends regarding my learning in school (e.g., "You do great in math.")	Yes	No
6. I am afraid that I will not be able to catch up with learning in school in the future	Yes	No
7. My school grades depend on my effort in learning	Yes	No
8. I have a promising future because of my effort and grades	Yes	No
9. As soon as I get up every morning, I begin to think about learning in school	Yes	No
10. I am almost always thinking about learning in school, when I am going to bed	Yes	No

Orange items total Green (light + dark) items total Yellow items total

Fatigue Scale				
0 = less of a problem than is usual for my age 1 = no more than usual		2 = more than usual 3 = much more than usual		
1. Do you have problems with tiredness?	0	1	2	3
2. Do you need to rest more?				
3. Do you feel sleepy or drowsy?				
4. Do you have problems starting things?				
5. Do you lack energy?				
6. Do your muscles have less strength (feel weak)?				
7. Do you feel weak?				
8. Do you have trouble concentrating?				
9. Do you make slips of the tongue when speaking?				
10. Do you find it more difficult than others to find the correct word?				
11. How is your memory?				
Fatigue Total				

As compared to responses for typically developing students in his/her age range this student is
☐ typical ☐ at risk (consequences of fatigue include refusal to attend school, depression, behavioral problems and decreased academic performance). Comments:

Adapted 2014 by Karen Anderson, PhD from Fukuda, S., et al, (2010) Effort-reward imbalance for learning is associated with fatigue in school children. *Behavioral Medicine*, 36(2), 53-62; authors of the LERI Scale. Research results incorporated use of the Chalder Fatigue Scale, as shown above. SOXASM0089

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Appendix G- Teacher Classroom Environment Self-evaluation

School _____ Room _____ Date _____

Respond by circling the relevant statements:

What are the basic descriptors of the room?

Open plan	Low ceiling	High ceiling	Well-fitting doors with an acoustic / fire seal	Poorly fitting door(s) / doors left open	Double / triple glazing
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Which acoustic treatments have been applied to the room?

Soft furnishings in reading area	Display boards void behind and tilted	Acoustic ceiling tiles painted	Drapes on display tables	No window covers
Carpets	Display boards	Hard floor	Curtains	Blinds

What noise are you aware of within the classroom?

Computer monitors and printers	Old strip lighting	Positive classroom management of pupil behaviour	Whiteboard projector	Toilets / Corridor noise	Pupils talking
Workshop machinery	Scraping of chairs and table legs	Clattering pens and pencils	Wall heaters	Central heating pipes	Fan(s) ventilation

External noise

Playing field noise	Road traffic	Neighbouring classes	Noise <40dB room empty	Dining hall	Quiet location
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Distance between teacher and pupil with a known difficulty e.g HI

1m	2m	4m
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Amplification Technology

Appropriate well maintained hearing aid	Cochlea Implant	Effectively set up Radio Aid	Direct output from TV, computer	Soundfield System	Other
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FINAL SCORE	<p>No. of green answers _____ No. of red answers _____</p> <p>More green answers than red = acceptable acoustic environment, Minor improvements recommended</p> <p>More red answers than green = poor acoustic environment. Major improvements must be made</p>
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Appendix H- Radio Aid Learning Walk Checklist

Radio Aid Learning Walk Checklist



Date:								
Teacher:								
Subject:								
Room:								
Checklist								
Teacher wearing transmitter.								
Teacher wearing transmitter correctly? (hand-span)								
Soundfield switched on?								
Soundfield too loud?								
Soundfield too quiet?								
Soundfield just right?								
Any obstructions around the transmitter? (e.g., necklaces)								
Are the students connected to the transmitter?								
Did the teacher prompt students to connect to transmitter?								
Did the students prompt teacher to connect to transmitter?								
Teacher knows how to mute transmitter.								
Has the teacher muted transmitter when... Having a private conversation, talking to students other than HI, raising voice?								
Teacher unmutes when speaking to HI students								
Teacher knows how to use conference mode								
Transmitter is charged.								
Teacher knows how to charge the transmitter								
Is the transmitter in good condition?								
Classroom noise level is low								
Teacher confidence in using transmitter: (Scale of 1-3) 1. Not confident 2. Ok 3. Confident								
Comments								

Appendix I- Student Analysis of the Classroom Listening Environment

ESTIMATING CLASSROOM NOISE EFFECTS

Student _____ Grade _____ School _____

The following questions are for students who are in a regular classroom setting.

The questions do not apply to students in portable classrooms.

Circle yes or no for each question.

If you notice something at least every week or so, circle yes.

If you notice something only once a month or so, circle no.

1. Does your classroom have a hard floor surface (no carpeting on the floor)?	Yes	No
2. Do you notice when the fan noise starts for heating or air conditioning?	Yes	No
3. When your teacher is talking, are there times that you feel like you miss some of what she says because of noise made by other students in your class?	Yes	No
4. Do you notice when there is sound from the hallway outside of your classroom?	Yes	No
5. Do you notice the teacher's voice from the classroom next door to your classroom?	Yes	No
6. Would you say that your classroom is really large in size or has extra-high ceilings?	Yes	No
7. Are there white boards (or chalk boards) on more than one wall of your classroom?	Yes	No
8. When students with desks across the room from yours answer questions can you usually understand what they say without really working to listen and understand?	Yes	No
9. Does your teacher seem to need to talk pretty loud for everyone to hear her in your classroom (not just a bit loud)?	Yes	No
10. Are there times you feel that you need to really work to listen so you don't miss part of what the teacher is saying?	Yes	No

Comments about how easy it is for you to listen and understand in your classroom:

If the total number of yes responses is 5 or more, this student may be experiencing listening difficulties in the classroom that are due in part to inappropriate classroom acoustics.