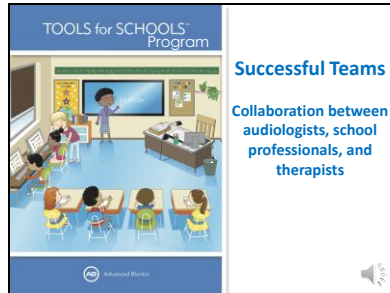
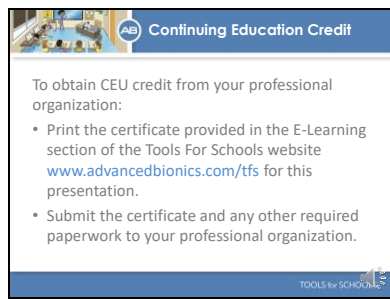


Slide 1



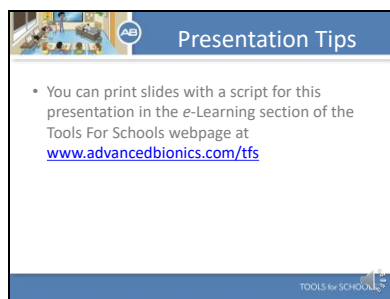
Hello and thanks for joining us today. Are you part of a team who manages a child with a cochlear implant? Maybe you are wondering what your role is or what information is important to communicate to other team members? Perhaps you are unsure of what information you need to know to effectively manage a student with a cochlear implant. We will be covering these topics and much more in today's presentation on successful teams.

Slide 2



If you would like to submit for continuing education credits to your professional organization please print out the certificate of completion provided at the TFS webpage under E-Learning for this presentation. Submit the certificate with any other required information to your professional organization.

Slide 3



If you would like to print out slides and take notes, or print out a script so you can follow along with the audio, please visit the companion materials section for this presentation in the e-learning section of the TFS webpage.

Slide 4



Advanced Bionics is dedicated to helping people with hearing loss hear their best. AB has partnered with Phonak. This partnership has enabled AB to offer unique technological advances to help people with hearing loss hear better in even the most challenging listening situations. From offering technologies that grow with children as they learn to listen and make sense of the world of sound... To helping adults get back to connecting and communicating with the important people in their lives, AB is dedicated to providing the unique hearing technologies that can help recipients achieve their hearing goals.

Slide 5



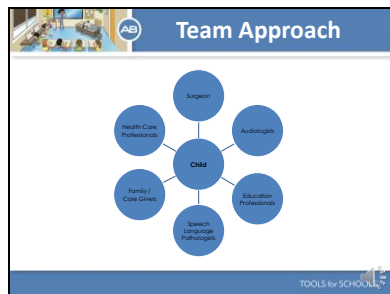
Today's presentation is part one of a two part series. Today we are going to discuss the roles and responsibilities of the different cochlear implant team members, the responsibilities of the team as a whole, as well as provide you with some strategies and resources for efficient communication. Part two of this presentation will cover specific topics such as when to refer for lack of progress and how the team can work collaboratively to help the audiologist create effective programs. Let's begin by discussing the importance of a team approach.

Slide 6



According to the World Health Organization an effective team is one where the team members, including the patients or caregivers, communicate with each other, and merge observations, expertise and decision-making responsibilities to optimize patient care. Working as a team is important as it offers differing perspectives and feedback. For children with cochlear implants, team work is essential as it allows professionals and caregivers to work collaboratively to accomplish shared goals and achieve optimal success.

Slide 7

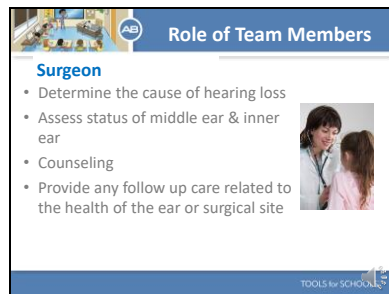


The typical members of team are shown here. Each member of the team provides valuable insight and specialized knowledge that ensures the child maximizes his or her success. Keep in mind team members may vary depending on the unique needs of the child.

Team members include the following: The child's surgeon, The CI Center audiologist, educational audiologist, and hearing aid audiologist if the child is bimodal, education professionals such as the mainstream teacher, and hearing itinerant teacher, as well as other school based professionals, the CI center speech language pathologist, a school based SLP and possibly a private SLP, the child's family, and other health care professionals such as a psychologist or occupational therapist. As you can see in this slide,

the child is at the center or heart of the team. The role of each specialty is to provide the other team members with specific information regarding the child that assists in setting expectations and guiding the child towards success.

Slide 8



Surgeon

- Determine the cause of hearing loss
- Assess status of middle ear & inner ear
- Counseling
- Provide any follow up care related to the health of the ear or surgical site

TOOLS for SCHOOLS

The slide features a blue header with the title 'Role of Team Members' and a small icon of a group of people. Below the header, the word 'Surgeon' is written in blue. To the right of the text is a small photograph of a female doctor in a white lab coat talking to a young girl. At the bottom right of the slide, there is a logo for 'TOOLS for SCHOOLS'.

The surgeon typically has an active role during the candidacy process. The surgeon will try to determine the cause of hearing loss and have scans done to determine the integrity of the middle and inner ear system. The surgeon will also counsel families about the surgical procedure. After implantation the surgeon will see the child for any issues related to the surgical site or any other concerns regarding the medical status of the ear.

Slide 9



Role of Team Members

Audiologists

- Determine the type and degree of hearing loss
- Assess the child's amplification system
- Counseling
- Programming
- Objective tests to verify access to sound and monitor progress.
- Manage and troubleshoot equipment
- Overseeing assistive technology
- Manage hearing aid use if bimodal

TOOLS for SCHOOLS

The CI center audiologist, educational audiologist, and hearing aid audiologist will need to work together to maximize success. During the candidacy process, the CI center audiologist will complete several tests to understand the type and degree of hearing loss. The CI center audiologist will also fit the child with hearing aids or evaluate the child's current amplification. Additionally, the CI center audiologist will spend a significant portion of the evaluation counseling parents about how cochlear implants work and what is involved to make children successful. After implantation the CI center audiologist is responsible for creating programs that give the child access to sound as well as completing evaluations to verify the child is hearing well with their device. The educational audiologist will be responsible for managing and troubleshooting the child's CI equipment at school as well as overseeing the use of assistive technology in the classroom. Keep in mind if the child is bimodal they may have a different audiologist who manages their hearing aid.

Slide 10



Role of Team Members

School Professionals

- Determine classroom placement
- Daily Listening Checks
- Equipment Maintenance and troubleshooting
- Managing Assistive Technology
- Speech and Language Support Services
- Professional Training and Support

TOOLS for SCHOOLS

The school professionals on a child's team typically includes the following: a mainstream teacher, a teacher of the deaf, an itinerant teacher, a school based speech language pathologist and audiologist, and other professionals who work with the child in the school setting. The education team has many responsibilities which include placing the child in an appropriate classroom setting based on the child's communication methodology, completing daily listening checks and basic equipment maintenance, managing assistive technology, and providing speech and language support services. Additionally, a lead school professional who works with a child will be key in facilitating training for other education professionals who are new to cochlear implants and need support.

Slide 11



Role of Team Members

Speech Language Pathologists

Provide therapy on an ongoing basis

- Hearing
- Speech
- Language Development
- Monitor Progress



TOOLS for SCHOOLS

Speech Language Pathologists will be pivotal in helping the child learn to listen and provide the foundation for the child's development of speech and language skills. The CI center SLP specializes in Listening Therapy and will evaluate how well the child can hear, understand, and speak, as well as access the child's overall language skills. After implantation the CI center SLP, the school based SLP, and possibly a private SLP will see the child on a regular basis and help the child achieve the goals established for the child's speech and language development. The SLP's should work

collaboratively and share results from formal evaluations to monitor progress.

Slide 12



The slide is titled "Role of Team Members" and features a small image of a group of people in a meeting. The main content is a list of responsibilities for parents, including providing feedback, daily listening checks, equipment maintenance, ensuring full-time use of the CI, and scheduling appointments. The slide also includes a logo for "TOOLS for SCHOOLS" in the bottom right corner.

Parents

- Feedback on ability of child to hear and communicate
- Daily listening checks
- Equipment Maintenance
- Ensure daily full time use of CI
- Schedule and maintain appointments

The key member of the team are the child's parents or caregivers. Parents observations and reports are essential in evaluating the child's overall development and ability to communicate in the home and outside the educational setting. Parents should provide feedback to all members of the team including the school, CI audiologist, speech language pathologist, and any other team members. Additionally, to ensure success parents should complete daily listening checks and know how to complete basic equipment maintenance and troubleshooting. It is also pivotal that parents make sure their child is wearing his or her cochlear implant everyday, during all waking hours. Children who wear their cochlear implant part time will never maximize their success. Finally, parents are responsible for scheduling and maintaining follow up appointments with the audiologist, speech language pathologist, and any other professionals involved in their child's care.

Slide 13

The slide features a blue header with the text 'Role of Team Members' and a small 'ABE' logo. Below the header, there is a sub-section titled 'Bionic Ear Experience Book'. To the left of this sub-section is a bulleted list, and to the right is a thumbnail image of a document titled 'Creating Your BIONIC EAR EXPERIENCE BOOK'. The document thumbnail shows a table with columns for 'Date', 'Time', 'Location', 'Attendees', and 'Notes'. The 'Notes' column contains several lines of text, including 'I met with the audiologist and discussed the hearing aid options. We decided to try a hearing aid first. I will schedule a follow-up appointment for next month.' The 'Tools for Schools' logo is visible in the bottom right corner of the slide.

Role of Team Members

Bionic Ear Experience Book

- Keep signed release of information forms inside
- Log sheet for phone conversations
- Sections may include:
 - Audiology
 - Education
 - Therapy

One way for parents to organize records and maintain information is through the use of a communication book. A simple notebook can be organized into different sections so parents have easy access to current information regarding their child. Parents should keep signed release forms as well as a log sheet to write notes about any phone conversations or emails with professionals. Tools for Schools Creating Your Bionic Ear Experience Book is a great resource to help parents create a communication book. You can find this in the companion materials section for this presentation or on the Tools for Schools webpage.

Slide 14



Slide 14: Role of Team Members

Other Health Care Professionals

- Psychologist
- Social Worker
- Occupational Therapist
- Physical Therapist
- Ophthalmologist

TOOLS for SCHOOLS

Finally, there may be other health care professionals who provide services and it is important to make sure these team members are included so they can provide input and recommendations that will contribute to the child's overall success.

Slide 15



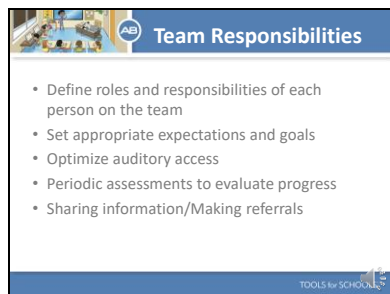
Slide 15: Today's Topics

- Team Members
- Team Responsibilities
- Team Communication
- Resources

TOOLS for SCHOOLS

Now that we have a know who is on the team let's discuss what the team is responsible for.

Slide 16



Slide 16: Team Responsibilities

- Define roles and responsibilities of each person on the team
- Set appropriate expectations and goals
- Optimize auditory access
- Periodic assessments to evaluate progress
- Sharing information/Making referrals

TOOLS for SCHOOLS

We have just reviewed the major responsibilities of each team member but it is important to discuss the responsibilities of the team as a whole. I will give you a moment to read these over. We will talk about each one in more detail in the slides that follow.

Slide 17



Slide 17 is a presentation slide titled "Team Responsibilities" with a sub-header "Defining Roles and Responsibilities". It features a blue header with a small "AB" logo and a background image of a classroom. The main content is a bulleted list: "Determine who" and "Be Clear about responsibilities". A "TOOLS for SCHOOLS" logo is in the bottom right corner.

To begin with the team as a whole should define each person's specific responsibilities. Each member of the team should be clear about how they contribute to the child's overall success. Determine who will be responsible for providing information which or managing responsibilities. Additionally, identify the differences in the responsibilities of similar team members to eliminate any confusion. For example what will the school audiologist provide versus what will the programming audiologist provide.

Slide 18

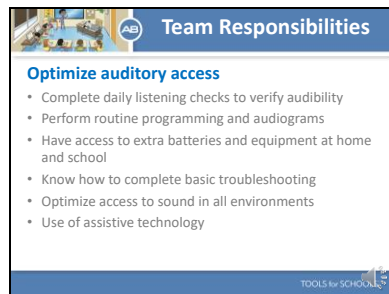


Slide 18 is a presentation slide titled "Team Responsibilities" with a sub-header "Expectations and Goals". It features a blue header with a small "AB" logo and a background image of a classroom. The main content is a bulleted list: "Communication Mode", "Classroom Setting", "Support Services", "Goals for performance", and "These should be documented clearly within the child's IEP or IDEA". An image of IEP blocks is on the right. A "TOOLS for SCHOOLS" logo is in the bottom right corner.

The team as a whole should also have a clear understanding of the expectations and goals for the child. Parents should share what they envision for their child following implantation so that all team members meet the child's needs appropriately and so that expectations are addressed realistically. Some of the important items to discuss are communication mode of the child, the classroom setting and how it might need to be modified following cochlear implantation, and support services. Consider if there are enough services in place to provide the appropriate amount of rehabilitation following implantation. Remember that support services may need to be intensified as the child learns to adjust & bond with a world of new sound. Additionally, goals for performance in both the short term and long term should be clearly stated. For example goals such as the child should be able to respond to their name 50% of the time 3 months post implantation,

should be documented. This way the entire team knows what is expected and can make referrals if these goals are not met.

Slide 19



The slide features a blue header with the text 'Team Responsibilities' and a small 'AB' logo. Below the header, the title 'Optimize auditory access' is followed by a bulleted list of five responsibilities. The slide also includes a small image of a classroom and a logo for 'TOOLS for SCHOOLS' in the bottom right corner.

Team Responsibilities

Optimize auditory access

- Complete daily listening checks to verify audibility
- Perform routine programming and audiograms
- Have access to extra batteries and equipment at home and school
- Know how to complete basic troubleshooting
- Optimize access to sound in all environments
- Use of assistive technology

TOOLS for SCHOOLS

The team also has a responsibility to ensure optimal auditory access for the child. Ensuring auditory access is key so children can hear and learn in the classroom. You can see that some of the points on this list may be managed by different members of the team. For example, the child's parent and mainstream teacher may take responsibility for ensuring device functionality throughout the day, while the CI audiologist will be responsible for programming, and the school based audiologist may be responsible for managing assistive technology. I'll give you a moment to read these over.

Slide 20

Maximizing Success

Daily Behavioral Listening Check

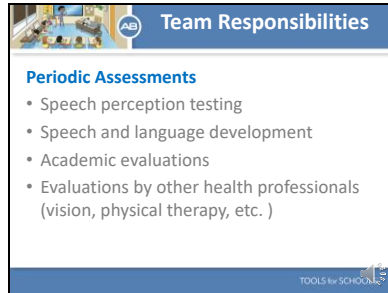
- The Ling 6 Sounds
- Listening Conditions:
 - CI Alone (bilateral)
 - HA Alone
 - Roger/FM

ah eee ooo oo sh mmm

TOOLS for SCHOOLS

I want to pause here for a moment and talk about the first item on the list we just reviewed. One of the most important aspects to maximizing success for children with cochlear implants is establishing a routine for daily listening checks. Listening checks verify the child is hearing well and that there have been no negative changes to what sounds the child is able to hear. Listening checks should be completed each and every day. Some of you may be wondering how to complete a behavioral listening check. The Ling 6 Sound check is a quick and easy-to-use tool that evaluates how well children are hearing with their cochlear implant and/or hearing aid. The test is a behavioral listening check that uses simple sounds to detect changes in the quality of a child's hearing. If you would like to learn how to complete this check print out the pdf titled the Ling 6 sound instructions in the companion materials section for this presentation. We will talk more about Daily Listening Checks in part two of this presentation.

Slide 21



The slide features a blue header with the text 'Team Responsibilities' and a small 'AB' logo. Below the header, the title 'Periodic Assessments' is followed by a bulleted list of assessment types. The footer includes the text 'TOOLS for SCHOOLS'.

Team Responsibilities

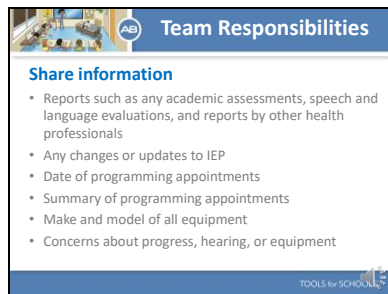
Periodic Assessments

- Speech perception testing
- Speech and language development
- Academic evaluations
- Evaluations by other health professionals (vision, physical therapy, etc.)

TOOLS for SCHOOLS

Team members should also complete periodic assessments in their field of expertise to verify performance and note areas of progress or difficulty.

Slide 22



The slide features a blue header with the text 'Team Responsibilities' and a small 'AB' logo. Below the header, the title 'Share information' is followed by a bulleted list of information to be shared. The footer includes the text 'TOOLS for SCHOOLS'.

Team Responsibilities

Share information

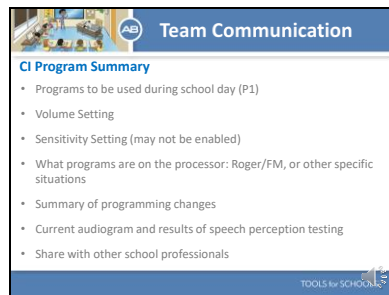
- Reports such as any academic assessments, speech and language evaluations, and reports by other health professionals
- Any changes or updates to IEP
- Date of programming appointments
- Summary of programming appointments
- Make and model of all equipment
- Concerns about progress, hearing, or equipment

TOOLS for SCHOOLS

Finally, each team member has a responsibility to share information and feedback with other team members. As mentioned earlier, a collaborative approach ensures a child will achieve goals and maximize success. Here is a list of information that should be shared. It is important for the entire team to have results from any formal evaluations or informal assessments. For example, the mainstream teacher's knowledge of a child's reading level could help the child's speech language pathologist use appropriate materials. Additionally, changes or updates to the child's IEP may assist the programming audiologist in making programming changes for specific environments the child may encounter at school. It is also imperative for all team members to know when the child will be seen for programming. This gives team members the opportunity to provide the audiologist with important insights about how well the child is hearing and if there are any concerns. After programming the audiologist should share a summary with team members detailing which programs are

appropriate for different listening situations. It is also a good idea for each team member to have basic information about the make and model of all equipment in case the school provides any back up or troubleshooting equipment, or ever needs to order a replacement part. Finally, each team member should share any concerns about progress, overall hearing, or suspected equipment issues.

Slide 23



Team Communication

CI Program Summary

- Programs to be used during school day (P1)
- Volume Setting
- Sensitivity Setting (may not be enabled)
- What programs are on the processor: Roger/FM, or other specific situations
- Summary of programming changes
- Current audiogram and results of speech perception testing
- Share with other school professionals

TOOLS for SCHOOLS

I wanted to take a moment to highlight the importance of having the programming summary and recommendations from the cochlear implant audiologist. It is important to know which program and settings should be used for everyday listening and if there are any special programs for Roger/FM, or particular listening environments such as the cafeteria. In general most programming audiologists put the child's everyday program into position 1 but you always want verification. This is especially important for younger children who may not be able to manage changing processor settings on their own. It is also good to have a summary of what changes were made so you can provide feedback if necessary. Additionally, make sure to have a copy of the most recent audiogram and speech perception testing results. For those of you who work in the schools, share this information with each of the school professionals who work with the child. Finally, I would encourage each of you

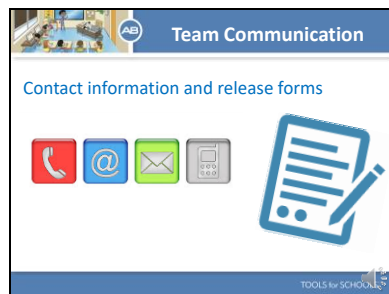
to ask to attend a programming session at the CI center as this can be very beneficial especially when a child is beginning to learn to use their implant

Slide 24



Now let's move on and discuss ways to optimize team communication.

Slide 25



It seems obvious but make sure to have the contact information of all team members. Bring your business cards to IEP meetings or share your contact information through email or text. It is also extremely important to make sure you have a signed release of information for all team members. Bring a stack of release forms to the child's IEP so you can get them signed and share reports and other information.

Slide 26



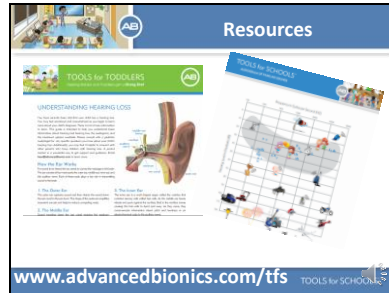
As the team is forming and at the start of each school year discuss the best way to communicate. There are so many ways to share information. Consider having one team member create an email group so information can be shared easily with all team members. For example, if a child has an upcoming programming appointment the parent could quickly email everyone on the list the date so team members can share observations that may assist the programming audiologist. Consider digital ways to have team meetings such as Skype or audio conference calls since finding time to get together in person is nearly impossible. Use calendar invites to keep people on the team informed about upcoming therapy sessions or other appointments. Take photos of equipment issues and text for quick feedback and guidance.

Slide 27



I wanted to end our discussion today by highlighting some of the FREE resources the Tools for Schools and also our Tools for Toddlers program offers that can assist with team communication and parent education. These materials can be easily downloaded from the Tools for Schools webpage at www.advancedbionics.com/tfs. Here is a screen shot that shows you what the page looks like.

Slide 28



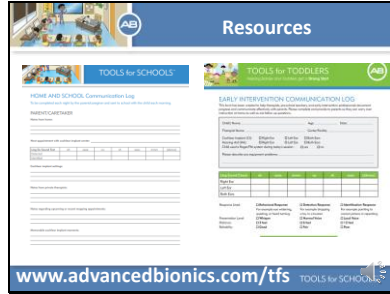
Shown here are resources that would be helpful for team members who are new to hearing loss. Here you see the Tools for Toddlers piece Understanding Hearing Loss. This piece provides a basic understanding of the normal hearing system, hearing loss, hearing testing, and how to interpret the audiogram. This is a great piece to share with a mainstream teacher who is new to working with children with hearing loss. Also pictured is the Audiogram of Familiar Sounds. This is a great place to plot a child's hearing loss to help those who work with the child clearly understand what they can and can't hear both with and without a cochlear implant.

Slide 29



This slide shows some resources that explain how cochlear implants work. The Tools for Toddlers Technology Flyer provides simple explanations of many of the technological features that help children who use an Advanced Bionics device hear their best. The Tools for Schools piece Becoming Familiar with a CI gives a nice straightforward explanation of how a cochlear implant works. Both pieces would be great to share with anyone needing basic information about cochlear implants.

Slide 30



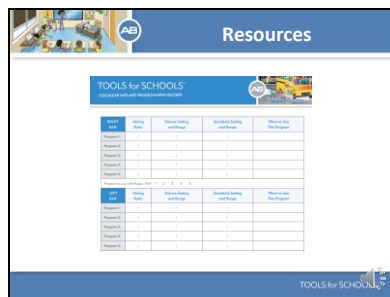
Here you see the Tools for Toddlers Early Intervention Communication Log and Home and School Communication Log. Both forms provide a place to note results from the daily listening check as well as results from therapy sessions and overall observations from the day. The logs are intended to be used for communication between parents and early intervention or school professionals.

Slide 31



And here are two forms for communication between the CI center and School. The School input form provides a place for school professionals to provide feedback about any issues or concerns prior to a programming appointment. The Cochlear Implant Audiology Referral form is a place school professionals can note concerns and the reasons why they are referring a child for an appointment with their CI audiologist.

Slide 32



Finally, here you see the Cochlear Implant Programming Record. This form can be filled out by parents or the programming audiologist to detail what programming changes were made during a visit to the programming audiologist. It also provides a log where parents can note the specific types of programs created and where they are located on the child's processor.

Slide 33



FREE RESOURCES

- Help children with cochlear implants succeed in the classroom.
- Ease your workload and save time.
- Learn about CI technology.
- Provide support for effective teaming between schools, CI centers and home.

Visit www.advancedbionics.com/tfs to learn more.

Contact Advanced Bionics today at
HEAR@advancedbionics.com or **866.844.4327**



TOOLS for TODDLERS



TOOLS for SCHOOLS

TOOLS for SCHOOLS

I hope you have enjoyed today's presentation. Please join us for part 2 where we will discuss topics such as when to refer for lack of progress and how the team can work collaboratively to help the audiologist create effective programs. Have a great day.