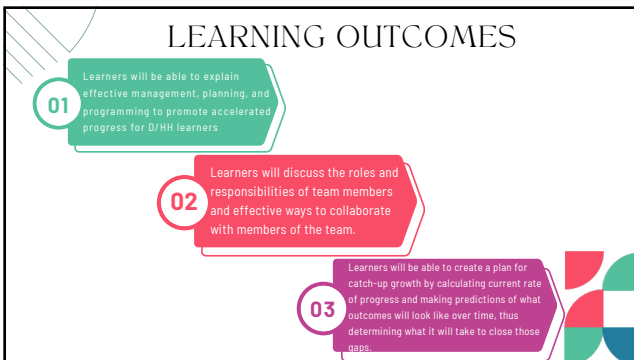


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2



3

AIDB Alabama Institute for Deaf and Blind
Deaf. Blind. Limitless.

Our Mission
To prepare individuals to reach their limitless potential by providing superior staff, facilities, training, and programs.

Our Purpose
To transform the lives of those we serve beyond all expectations.

Our Vision
To be the recognized leader of diverse residential and community-based education, rehabilitation, and employment programs that prepare individuals who are Deaf, Blind, DeafBlind, and multidisabled to reach their potential in education, independence, and career.

www.aidb.org

4

THE AIDB STORY

Founded in 1858, AIDB serves more than 31,000 infants, toddlers, children, adults and seniors with hearing and vision loss throughout Alabama each year.

AIDB provides Outreach Services to students who are deaf, blind or deafblind and their teachers and parents in public schools throughout the state.

Our services literally span a lifetime including five campuses in Talladega, and ten regional centers across the state.

AIDB's Instructional Resource Center for the Blind provides Braille and large-print books, materials and other services to all blind and visually impaired students in Alabama.

AIDB's Regional Centers offer a lifelong continuum of services for people with hearing and vision loss - from infants and toddlers to senior citizens.

The Alabama Industries for the Blind employs more than 200 blind and deaf adults in a diverse manufacturing facility.

www.aidb.org

5

AIDB'S LISTENING AND SPOKEN LANGUAGE PROGRAM

Founded in March 2012 and housed at Alabama School for the Deaf in Talladega, AL

Plans post graduation from LSLP

Rich Language and Auditory Learning Environment
Small Student to Teacher Ratio

Eligibility Criteria

Parent Participation and Commitment

Assessment and Data

www.aidb.org/islp

6



AIDB Alabama Institute for Deaf and Blind
 Not All's Created Equal

7



8

"IN THE US, PUBLIC SCHOOLS DELIVER 85% OR MORE OF THEIR CURRICULUM BY READING TEXTBOOKS, WHITEBOARDS, WORKSHEETS, AND COMPUTER SCREENS. STUDENTS MUST READ WELL TO DO WELL. IT MATTERS LITTLE WHAT ELSE THEY LEARN IN ELEMENTARY SCHOOL IF THEY DO NOT LEARN TO READ AT GRADE LEVEL" (P. 48, FIELDING ET.AL., 2007)

9

WHAT ABOUT CHILDREN WHO ARE DEAF/HH?

Allen, 1994; Traxler, 2000; Conrad, 1977; Qi & Mitchell, 2012; Worsfiel et al, 2018

- Historically, children with HL have graduated high school with reading skills typically achieved by children with typical hearing by fourth grade. Many read below the 4th grade level.
- Poor reading ability has negatively affected academic achievement.
- Reading deficits shown by the D/HH population are likely to have an increasingly significant impact on their educational attainment and subsequent employment opportunities.

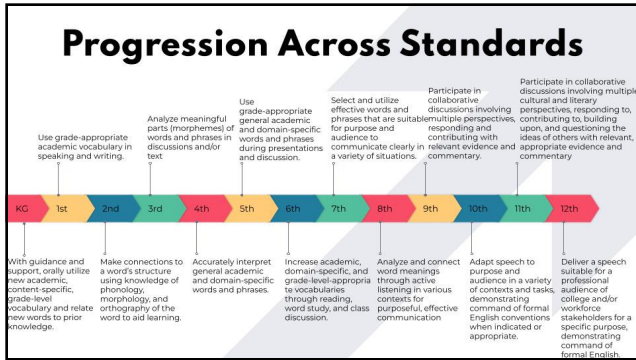
10

“Shoot for the Moon. Even if you miss, you’ll land among the stars”
-Les Brown

11

If you want the student to graduate high school successfully, THEN the student in preschool will need to:

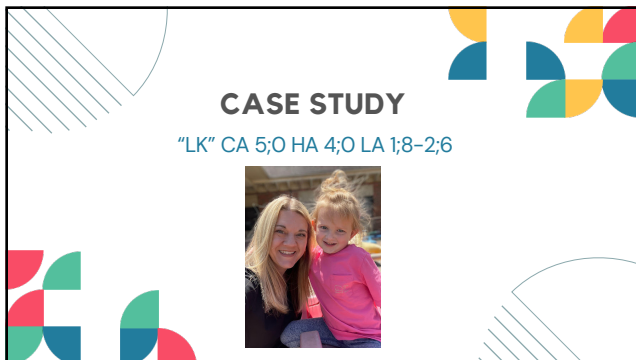
12



13




14



15

CASE STUDY
MAY 13, 2022



16

AUDIOLOGICAL

BINAURAL CIS

- LAST MAPPING SESSION WAS JUNE 2023
- Thresholds 15–20 dBHL across 250–8000 Hz
- SPEECH PERCEPTION 92% IN QUIET USING WIPI

17

ASSESSMENT

CONDUCT DIAGNOSTIC TESTING

ANALYZE THE DATA

DEVELOP AND IMPLEMENT A LONG-TERM PLAN TO CLOSE THE GAP.

MONITOR PROGRESS REGULARLY

RE-TEST AT LEAST ANNUALLY

18

2020-2021 School Year

Assessments	Date	Raw Score	Standard Score	Percentile Rank	Age Equivalent
GFTA-3	DNT				
ROWPVT	10/8/20		<55	<1%	<1-0
EOWPVT	10/8/20	1	<55	<1%	<1-0
CELF-P2 CLI	DNT				
CELF-P2 RLI	DNT				
A	DNT				
BRACKEN-RTC	10/13/20	25	64	1%	<3:0
BRACKEN-SRC	10/13/20	2	63	1%	<3:0
LAPD-FMM	3/9/20	4	-2.33	1%	21mo
LAPD-FMW	3/9/20	2	-2.33	1%	35mo
LAPD-CM	3/9/20	7	-0.33	37%	37mo
LAPD-CC	3/9/20	1	-2.33	1%	33mo
LAPD-LN	3/9/20	0	<-2.33	0%	25mo
LAPD-LC	3/9/20	5	-0.77	22%	38mo

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2021-2022 School Year

Assessments	Date	Raw Score	Standard Score	Percentile Rank	Age Equivalent
GFTA-3	4/6/21	116			<2;0
ROWPVT	3/30/21	9	56		
EOWPVT	3/30/21	1	<55		
CELF-P2 CLI	3/31/21		64	1%	
CELF-P2 RLI	3/31/21		71	3%	
CELF-P2 ELI	3/31/21		54	0.1%	
BRACKEN-RTC	4/7/21	22	61	0.5%	<3:0
BRACKEN-SRC	4/7/21	6	66	1%	<3:0
LAPD-FMM	3/31/21			75%	53 mo
LAPD-FMW	3/31/21			40%	44 mo
LAPD-CM	3/31/21			63%	50 mo
LAPD-CC	3/31/21			31%	46 mo
LAPD-LN	3/31/21			0%	27mo
LAPD-LC	3/31/21			0%	33 mo

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2022-2023 School Year

Assessments	Date	Raw Score	Standard Score	Percentile Rank	Age Equivalent
GFTA-3	3/15/22	77			<2;0
ROWPVT	3/8/22	30	72	3%	2;8
EOWPVT	3/8/22	15	55	<1%	1;8
CELF-P2 CLI	3/11/22		56	0.2%	
CELF-P2 RLI	3/11/22		56	0.2%	
CELF-P2 ELI	3/11/22		50	<0.1%	
BRACKEN-RTC	03/16/22	22	61	0.5%	<3:0
BRACKEN-SRC	3/16/22	13	63	1	<3:0
LAPD-FMM	3/8/22				55 mo
LAPD-FMW	3/8/22				58 mo
LAPD-CM	3/8/22				49 mo
LAPD-CC	3/8/22				38 mo
LAPD-LN	3/8/22				25 mo
LAPD-LC	3/8/22				38 mo

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DATA FROM LANGUAGE PORTION OF LAP-D:

CA	LA	CA-LA Gap	Grade
3;0	30m	-6mo	P3
4;0	30m	-1;6	P4
5;0	36m	-2;0	Kg

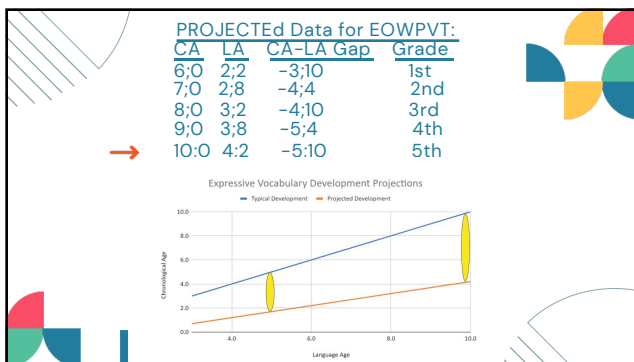
Data from EOWPVT:

CA	LA	CA-LA Gap	Grade
3;0	1;0	>2;0	P3
4;0	1;2	-2;10	P4
5;0	1;8	-3;4	Kg

Data from CELF-P-3:

CA	LA	CA-LA Gap	Grade
3;0	No data	No data	P3
4;0	<3-0	>1;0	P4
5;0	<3-0	>2;0	Kg

22




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Typical Vocabulary Development 12-60 months...(Owens, 1996)

Age	Approximate Words in Expressive Vocabulary
12 months of age	1st word(s)
18 months	20-100 words
2 years	300 words
3 years	900 words
4 years	1500 words
5 years	2500
6+ years	Must learn at least 1500 new words per year

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Do the Math!
 Present Level
 +
 Six Months Progress
 =
 Projected Level each year



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Typical Vocabulary Development 12-60 months...(Owens, 1996)

Age	Approximate Words in Expressive Vocabulary
12 months of age	1st word(s)
18 months	20-100 words
2 years	300 words
3 years	900 words
4 years	1500 words
5 years	2500
6+ years	Must learn at least 1500 new words per year

26

Projected Approximate Words in Expressive Vocabulary with the anticipated growth of 6 months each year:

CA	Exp Words (typical)	Exp Words (projected)	LA
6;0	4000		2;2
7;0	5500		2;8
8;0	7000		3;2
9;0	8500		3;8
10;0	10000		4;2

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Projected Approximate Words in Expressive Vocabulary
with the anticipated growth of 6 months each year:

CA	Exp Words (typical)	Exp Words (projected)	LA
6;0	4000	400	2;2
7;0	5500		2;8
8;0	7000		3;2
9;0	8500		3;8
10;0	10000		4;2

28

Projected Approximate Words in Expressive Vocabulary
with the anticipated growth of 6 months each year:

CA	Exp Words (typical)	Exp Words (projected)	LA
6;0	4000	400	2;2
7;0	5500	700	2;8
8;0	7000		3;2
9;0	8500		3;8
10;0	10000		4;2

29

Projected Approximate Words in Expressive Vocabulary
with the anticipated growth of 6 months each year:

CA	Exp Words (typical)	Exp Words (projected)	LA
6;0	4000	400	2;2
7;0	5500	700	2;8
8;0	7000	1000	3;2
9;0	8500		3;8
10;0	10000		4;2

30

Projected Approximate Words in Expressive Vocabulary
with the anticipated growth of 6 months each year:

CA	Exp Words (typical)	Exp Words (projected)	LA
6;0	4000	400	2;2
7;0	5500	700	2;8
8;0	7000	1000	3;2
9;0	8500	1300	3;8
10;0	10000		4;2

31

Projected Approximate Words in Expressive Vocabulary
with the anticipated growth of 6 months each year:

CA	Exp Words (typical)	Exp Words (projected)	LA
6;0	4000	400	2;2
7;0	5500	700	2;8
8;0	7000	1000	3;2
9;0	8500	1300	3;8
10;0	10000	1666	4;2

32

Current Approximate Words in Expressive Vocabulary:

CA	Exp Words (typical)	Exp Words (Data)
3;0	1000	0
4;0	1800	10
5;0	2350	132

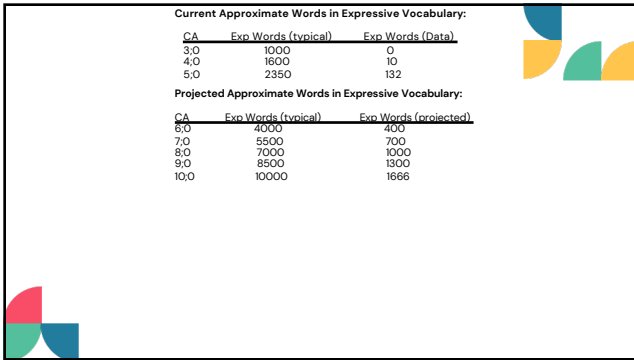
33

Current Approximate Words in Expressive Vocabulary:

CA	Exp Words (typical)	Exp Words (Data)
3;0	1000	0
4;0	1600	10
5;0	2350	132

Projected Approximate Words in Expressive Vocabulary:

CA	Exp Words (typical)	Exp Words (projected)
6;0	4000	400
7;0	5500	700
8;0	7000	1000
9;0	8500	1300
10;0	10000	1666



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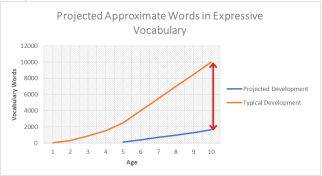
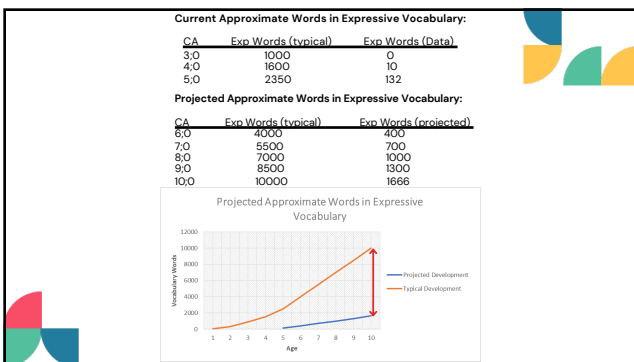
Current Approximate Words in Expressive Vocabulary:

CA	Exp Words (typical)	Exp Words (Data)
3;0	1000	0
4;0	1600	10
5;0	2350	132

Projected Approximate Words in Expressive Vocabulary:

CA	Exp Words (typical)	Exp Words (projected)
6;0	4000	400
7;0	5500	700
8;0	7000	1000
9;0	8500	1300
10;0	10000	1666

Projected Approximate Words in Expressive Vocabulary

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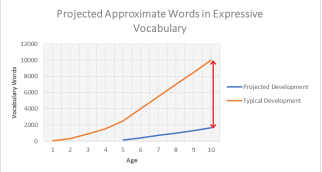
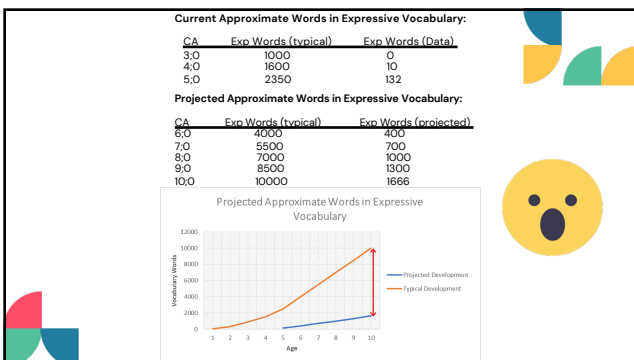
Current Approximate Words in Expressive Vocabulary:

CA	Exp Words (typical)	Exp Words (Data)
3;0	1000	0
4;0	1600	10
5;0	2350	132

Projected Approximate Words in Expressive Vocabulary:

CA	Exp Words (typical)	Exp Words (projected)
6;0	4000	400
7;0	5500	700
8;0	7000	1000
9;0	8500	1300
10;0	10000	1666

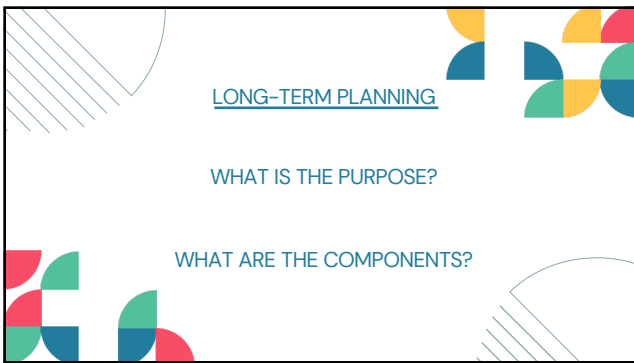
Projected Approximate Words in Expressive Vocabulary

36



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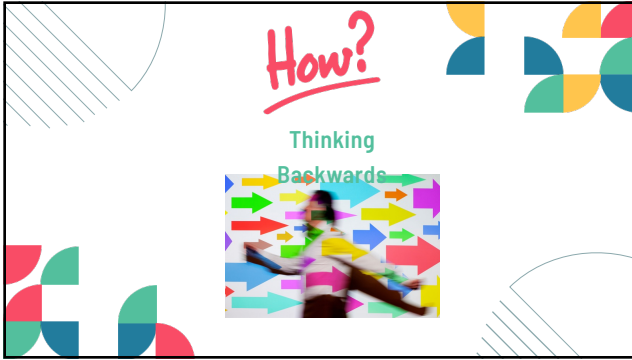


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Dates:	C.A. Grade	Current Gap	Language Age Goal (to reduce the gap)	CASLS Goal (to reduce the gap)	Vocabulary Age Goal (to reduce the gap)	Services and Placement

Beth-Walker Wooten

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I Plan With the End Goal in Mind Talking Points

Since your long-term goal for ____ is that he graduates from high school with a regular diploma, we need to "think backwards," or "plan with the end in mind" for what must happen now, in order for him to reach that goal in the future. Here's the train of thought we discussed, starting with the end goal of high school graduation in mind.

➔ To graduate from high school, he must:
understand a variety of academic subjects.

➔ In order to understand a variety of subjects, he must:
understand grade-level written information about those subjects.

➔ To understand written information about those subjects, he must:
read well enough to understand the vocabulary and sentence structures in high school texts.

➔ To read well enough to understand high school texts, he must:
understand and communicate well, at a high school level, in the language he is expected to read.

➔ To understand and communicate well in English at the high school level, he must:
understand and communicate well in spoken English before he can be expected to understand the vocabulary and sentence structures in written English. Even after he learns to "sound out" words on the printed page, he can only comprehend written passages of information to the extent that he knows the language. No one can read well in a language they don't understand well.

➔ To understand and communicate well in English, he must:

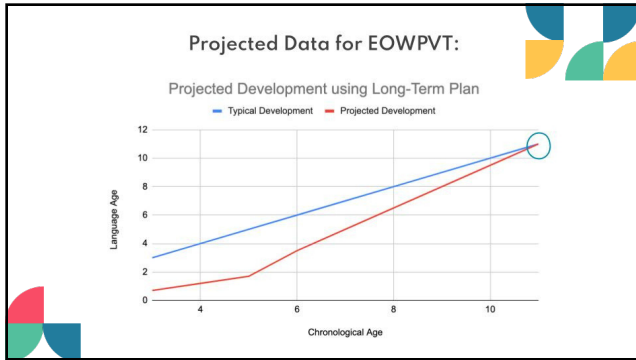
- hear all the sounds of English clearly and consistently. This happens when his hearing technology is *consistently working well* AND when the *remote microphone* is used anytime the speaker is further than 2 feet, or when noise is present, or when reverberation is a factor (sound is "bouncing around" the room.)
- spend the majority of time each day conversing with fluent speakers in English about topics he is interested in until the level of his spoken vocabulary = level of the printed word he is expected to comprehend, that is, until he is *consistently* communicating at the same language age typically developing children have achieved when they begin a formal reading instruction program, at language age five.

Beth-Walker Wooten

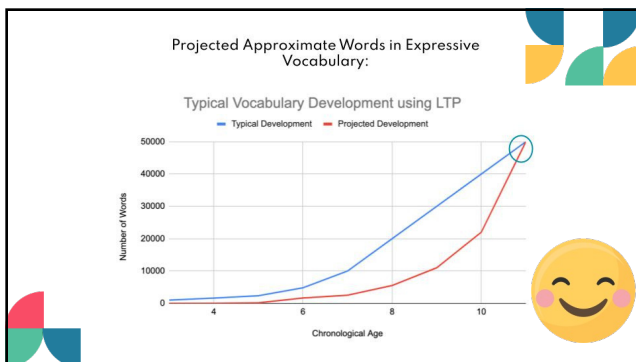
41

Dates Grade	C.A.	Current Gap	Language Age Goal (to reduce the gap)	CASLIS Goal (to reduce the gap)	Vocabulary Age Goal (to reduce the gap)	Services Placement
August 2022- Aug 2023	5.4- 6.4	CA: 5.4 LA: 2.0 Current Gap-3.4 (Uses most CASLIS Targets through 24 mo) <u>Instructional Age Gap: 1.0</u>	2.0- 8.0	Complete 3.6 year old language targets 121 New targets/yr Lit 2+ new targets/wk	Go from vocab age 2.0 to 3.6+ at least 900 new words (from using 300 words to using 1200 words) Uses 17 new words per week Uses 3 new words per day	-Aggressive Audiological Management -Weekly Parent Session -Daily Home Carryover -Daily remote mic use at home and school -Daily TDD sessions -Daily speech/ASD sessions -Daily Syntax sessions -Daily vocab sessions -Daily comm-lang sessions -Daily small group sessions with trained Teacher's Aide
August 2023- Aug 2024	6.4- 7.4	CA: 6.4 LA: 3.8 Current Gap-2.10 (Uses most CASLIS Targets through 42 mo) <u>Instructional Age Gap: 1.0</u>	3.6- 8.0	Complete 5.0 year old language targets 173 New targets/yr Lit 3+ new targets/wk	Go from vocab age 3.6 to 5.0+ at least 1300 new words (from using 1200 words to using 2500 words) Uses 25 new words per week Uses 3-4 new words per day	-Aggressive Audiological Management -Weekly Parent Session -Daily Home Carryover -Daily remote mic use at home and school -Daily TDD sessions -Daily speech/ASD sessions -Daily Syntax sessions -Daily vocab sessions -Daily comm-lang sessions -Daily small group sessions with trained Teacher's Aide
August 2024- Aug 2025	7.4- 8.4	CA: 7.4 LA: 5.0 Current Gap-2.4 (Uses most CASLIS Targets through 60 mo) <u>Instructional Age Gap: 1.0</u>	5.0- 8.0	Complete 6.6 year old language targets 117 New targets/yr Lit 2+ new targets/wk (more complex)	Go from vocab age 5.0 to 6.6+ at least 2250 new words (from using 2500 words to using 4750 words) Uses 43 new words per week Uses 6 new words per day	-Aggressive Audiological Management -Monthly Parent Session -Daily Home Carryover -Daily remote mic use at home and school -Weekly TDD sessions -Daily I-SL trained SLP sessions -Daily small group sessions with trained SLP staff

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CASE STUDY
 (AT THE START OF THE 2023-2024 SCHOOL YEAR)
 "LK" CA 6;2 HA 5;2 LA 4;0-4;6

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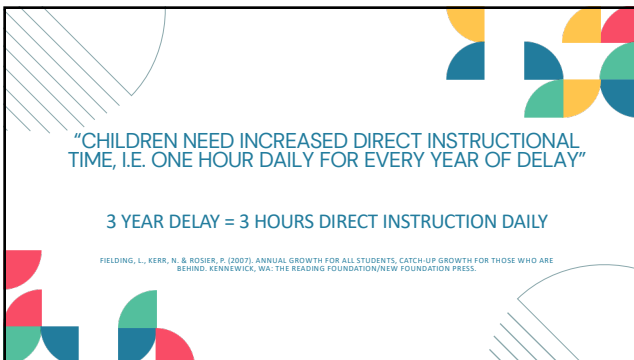
2023-2024 School Year

Assessments	Date	Raw Score	Standard Score	Percentile Rank	Age Equivalent
GFTA-3	3/9/23	59	40	<0.1	2.4-2.5
ROWPVT	3/7/23	46	77	6%	3-9
EOWPVT	3/7/23	41	74	4%	3-6
CELF-P2 CLI	3/7/23		59	0.3%	
CELF-P2 RLI	3/7/23		67	1%	
CELF-P2 ELI	3/7/23		60	0.4%	
BRACKEN- RTC	3/6/23		74	4%	
BRACKEN- SRC	3/6/23		83	13%	
LAPD- FMM	3/8/23			20%	58 mo
LAPD- FMW	3/8/23			35%	64 mo
LAPD- CM	3/8/23			17%	57 mo
LAPD- CC	3/8/23			19%	57 mo
LAPD- LN	3/8/23			1%	43 mo
LAPD- LC	3/8/23			2%	53 mo

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COLLABORATION IS KEY

An Audiologist's Perspective

Research

What does the research say about deaf and hard-of-hearing students in mainstream education?

Roles & Responsibilities

Although there is some overlap, there are specific jobs for which each profession is responsible.

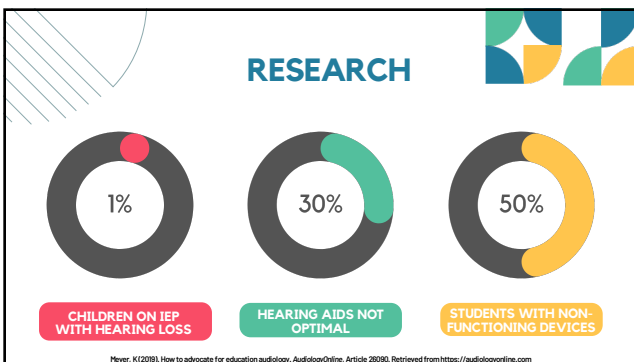
Hearing Assistive Technology

Successful learning in classrooms is highly dependent on the acoustical environment in which the learning occurs.

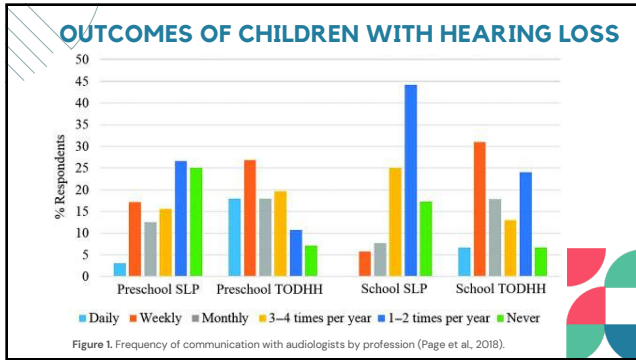
#EdAudAdvocacy

How to educate parents, professionals, and other audiologists about educational audiology services.

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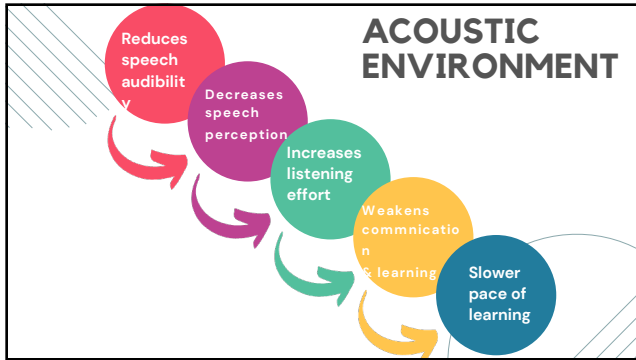
DAILY DEVICE CHECKS

- School nurses, SLPs, principals, guidance counselors, special education teachers, teacher aids, etc.
- Document daily checks – be explicit with the process to get the child up and running with their technology
- The person who is trained needs to be trained by someone who knows how to check hearing aids!
- Often defaults to the SLP – let's give our colleagues permission to admit they need additional training and support in this area.
- LMH – Ling, Madell, Hewitt or low, mid, and high frequency test.

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REMOTE MICROPHONE HEARING ASSISTIVE TECHNOLOGY (RM-HAT)

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REMOTE MICROPHONES: NOT JUST FOR SCHOOL!

@ Home
Better communication skills and higher-level language skills

Increased Input
Increases how many words a child hears by 42%.

Positive Changes
Improved attention, communication, speech, independence, and confidence.

Our Responsibility
Audiologists are the professionals singularly qualified to select and fit REM-MAT.

Starting started with Remote Microphones

What's a remote mic?

Where are they used?

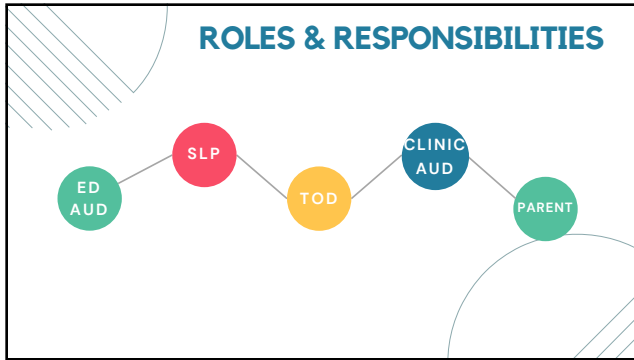
Who wears the microphone?

What are some of the benefits?

5,300

How do I get a remote mic for my child?

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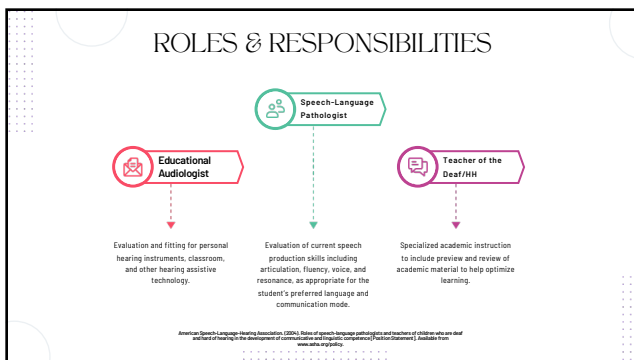
Supporting Students who are Deaf and Hard of Hearing: Shared and Suggested Roles of Educational Audiologists, Teachers of the Deaf and Hard of Hearing, and Speech-Language Pathologists

(Approved by the Board of Directors of the Educational Audiology Association February 2018)

When the student's team is assigning primary responsibility for each activity listed, the professional scope of practice and state licensure/certification requirements, as well as training and experience, should guide conversations for assigning responsible personnel. Areas with direct scope of practice implications are checked.

Student Assurance: Audiological and Equipment Needs	Ed Aud	TOD/HH	SLP	Other
1. Audiological evaluations that include recommendations to enhance communication access and learning.	✓			
2. Diagnosis of auditory processing disorders (APDs) with recommendations to manage APDs (not provided to school personnel for the classroom and to parents for use of other communication).	✓			
3. Management of auditory access in all educational environments.				
4. Assessment of classroom acoustics with recommendations made to improve classroom learning environments where necessary.				
5. Evaluation and fitting for personal hearing instruments, classroom, and other hearing assistive technology.	✓			
6. Management of hearing assistive devices including maintenance and troubleshooting.				
7. Provision of training for school personnel and students, when appropriate, to perform listening checks and basic troubleshooting to maintain proper functioning of personal hearing instruments and hearing assistive technology.				
8. Provision of hearing assistive technology services including educating students, teachers of the deaf/hard of hearing, and other school personnel regarding technology performance and expectations.				
9. Use of daily listening checks to monitor functioning of hearing technology used by students.				
10. Other:				

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CLINICAL AUDIOLOGISTS
Students with hearing loss represent only 1% of the population of children on IEPs. We're not on special education directors' radar at all. We need to be assertive to get them to understand the needs of our children.

RECOMMENDATIONS
"Hearing assistive technology (HAT) is recommended to access the curriculum. Consultation in the school from an educational audiologist is recommended to select and fit appropriate HAT technology."

RESOURCES
Parents have a lot of power. They can make effective change when they know what to advocate for. Don't accept the excuse, "We don't have that service here." - That's not how special education works!

Page #12788. View to advocate for educational audiologists. AudiologyOnline. Article 2008. Retrieved from https://audiologyonline.com

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Supporting Students who are Deaf and Hard of Hearing: Shared and Suggested Roles of Educational Audiologists and Clinical Audiologists

Disclaimer: This document is recommended/suggested as a framework for discussion between Educational Audiologists and Clinical Audiologists to facilitate collaboration and provide comprehensive services for the student. It is intended to provide a template of the roles an audiologist can serve to improve communication and clarity for all professionals serving students. Roles and responsibilities may vary based on areas of expertise and availability of each provider.

Assessment	Educational Audiologist	Clinical Audiologist	Other
1. Complete and monitor hearing status via annual comprehensive audiological evaluation			
2. Interpret educational implications and impact of atypical results			
3. Make referrals for medical attention and management			
4. Evaluate hearing abilities and auditory skill development in diverse hearing function in various communication and learning situations (e.g., complex functional listening situations)			
Support Services	Educational Audiologist	Clinical Audiologist	Other
5. Collaborate with private sector/community based audiologists and other professionals relative to student's educational needs			
6. Counsel the student and his/her family regarding the educational impact of residual hearing, hearing technology options and accommodations			
7. Consult with the educational team regarding impact of hearing levels, use of hearing technologies and appropriate implementation of accommodations			
8. Provide or assist with habilitative services to support learning (e.g., communication-based auditory training)			
9. Assist with transition planning and support along the educational lifespan			
10. Address other related disorders (e.g., tinnitus, misophonia)			

https://www.audiologyonline.com/advocacy/advocacy.html

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#EdAudAdvocacy

Wrightslaw Educational Audiology Association

"Optimizing Outcomes for Students who are Deaf and Hard of Hearing" Raising and Educating Deaf Children

Support the movement!

Page #12788. View to advocate for educational audiologists. AudiologyOnline. Article 2008. Retrieved from https://audiologyonline.com

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-WEEKLY PLANNER-

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
CENTERS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
THEME EXPONENT					
CONVERSATIONAL LANGUAGE CRAPTS		SCIENCE EXPERIMENTS/SHOW & TELL			
CONVERSATIONAL STACK MENU		CONGRUENCE LIST	PRAISE LIST	VOCABULARY LIST	
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
UPCOMING EVENTS		PROGRAM NEEDS			
PARENT PARTICIPATION/COACHING FOR THE WEEK:					

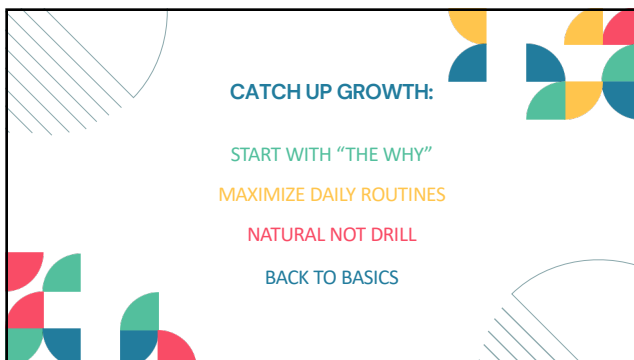
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Shared Lesson Plan Child's Name: _____ Teachers: Candace, Elizabeth, Laura Date: _____

GOAL	TARGETS	STRATEGIES	ACTIVITY	DATA and NEXT STEPS
				C E L C
				E L C E L C E L
				C E L C E L
				E L C E L

Spontaneous Language:
 Imitation (immediate or delayed):
 Parent participation/guidance/coaching for the week:
 Notes/questions for next week's team meeting:

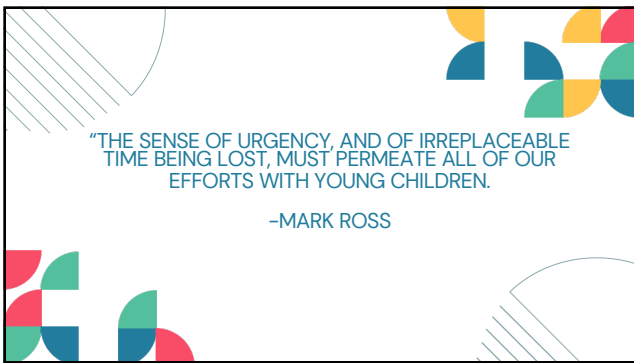
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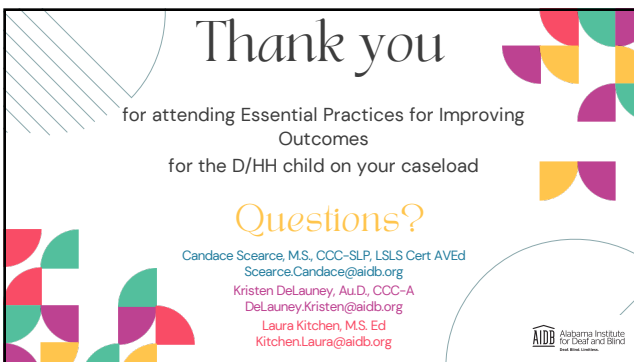
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