

Addressing Auditory Access in Schools: Models of Effective Collaboration

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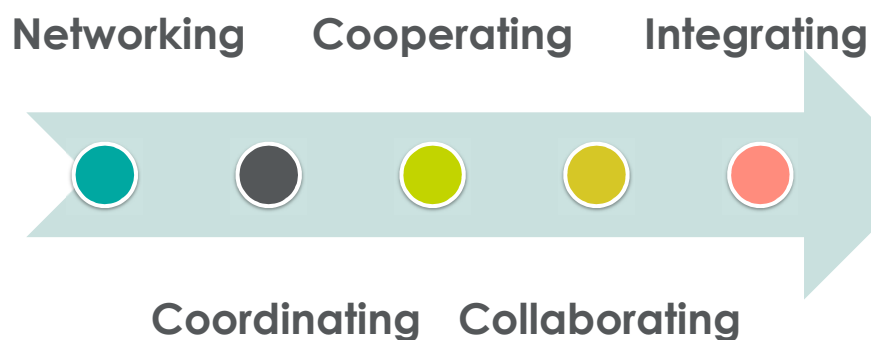


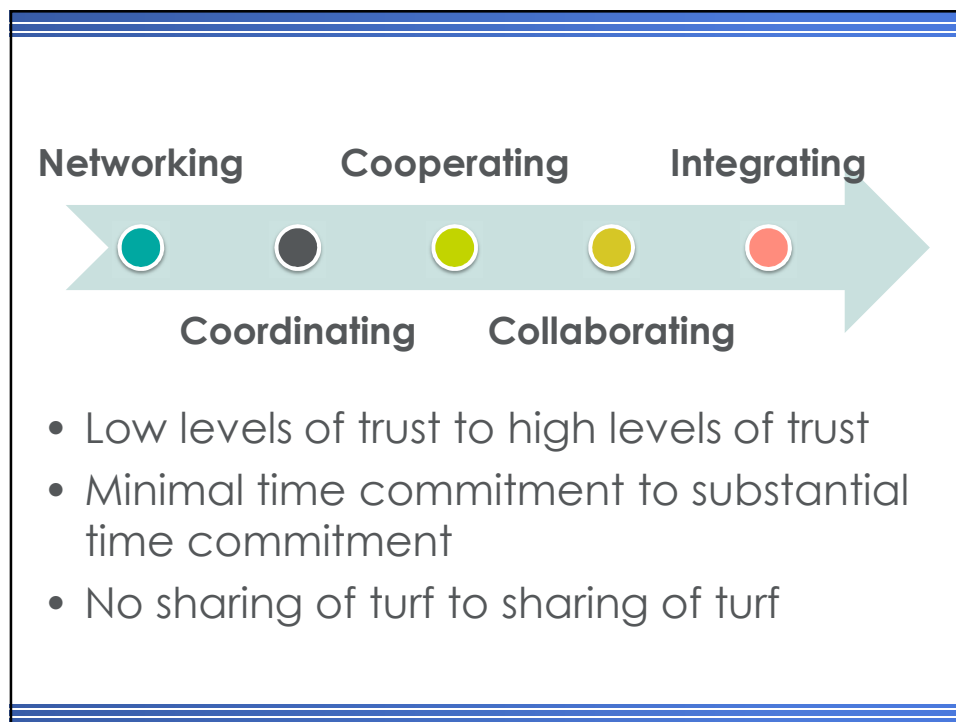
Speaker Disclosure

- Financial:
 - Royalties from Plural Publishing for *School-Based Audiology*
 - Financial compensation from ASHA for this presentation
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 - Former member of the ASHA Board of Directors (2013–2015)

Special Acknowledgement

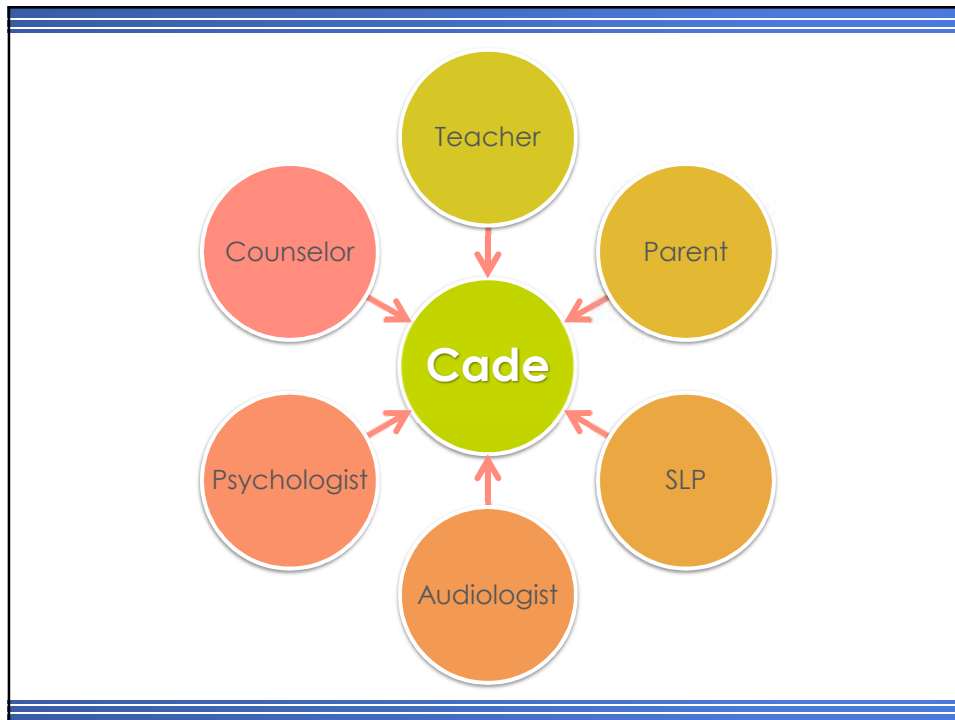
Many thanks to the University of Arkansas Medical Science AuD Class of 2018 for their help and suggestions regarding classroom acoustics and how to engage classroom teachers in this activity





Cade

- 7th grade
- Profound sensorineural hearing loss; has bilateral cochlear implants
- Struggling in school (language, spelling, reading, following directions)



Using the lens of
interprofessional practice



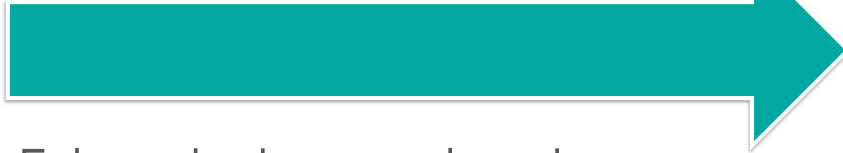
Maggie

- Referral for special education
- Cannot participate in a traditional pure tone hearing screening typically administered by the school nurse
- Special education teacher, SLP, and school nurse need help



Child can't
be tested
(for hearing)

Interprofessional practice



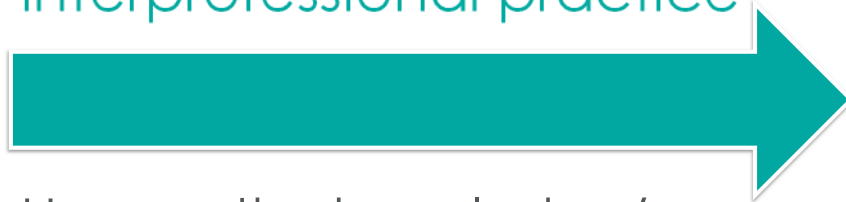
Educate team about screening options, including using a “play” task for pure tone screening

Matthew

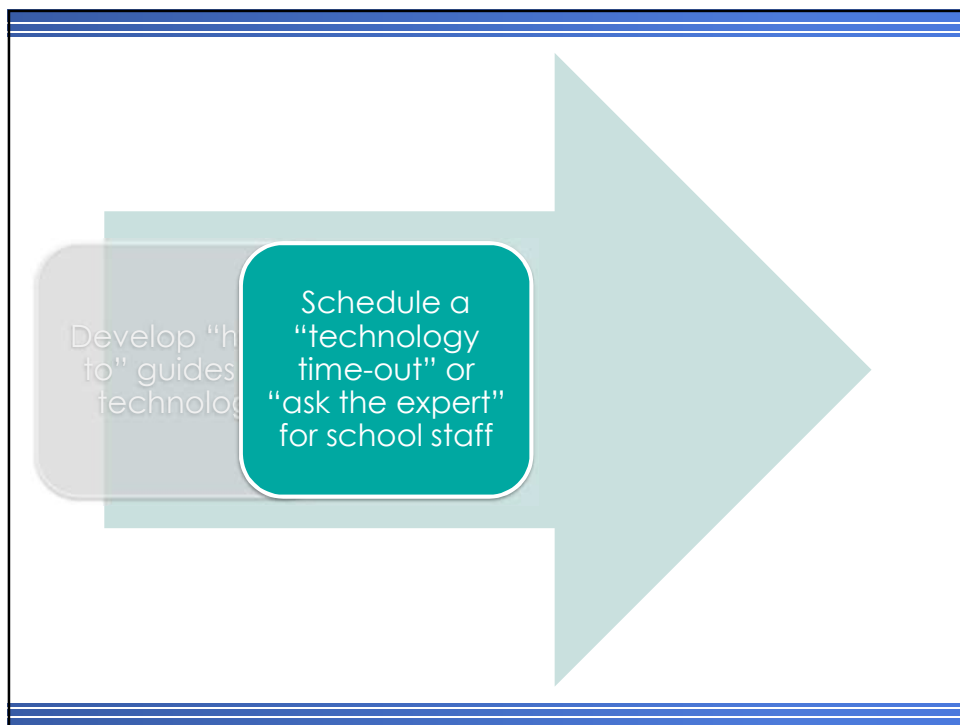
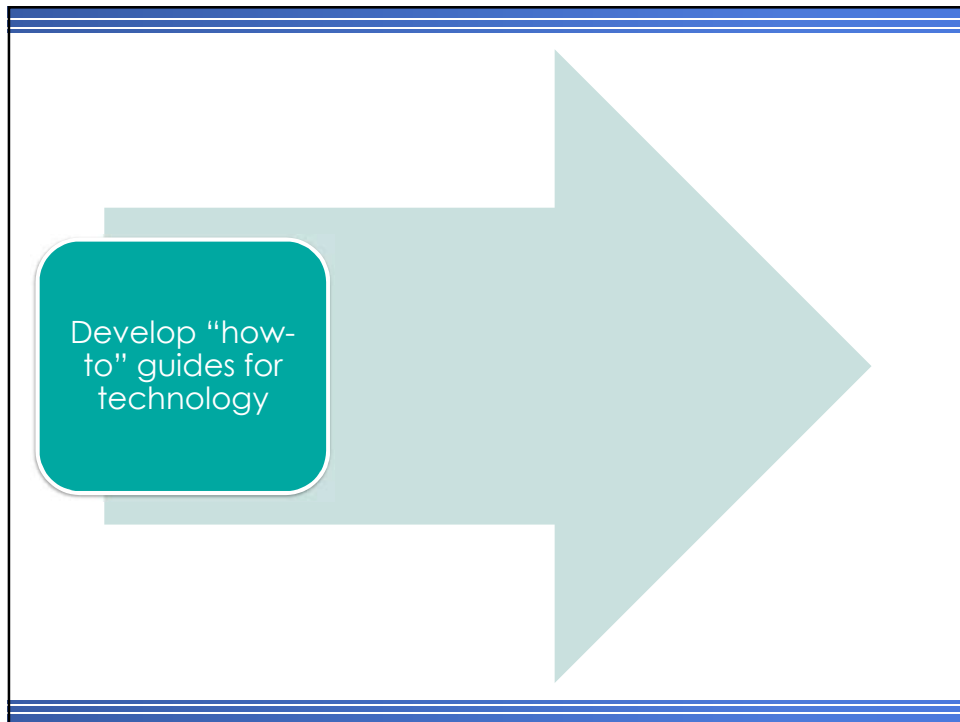
- 3rd grade
- Severe, sensorineural hearing loss; bilateral hearing aids
- New to the school district
- Staff unsure how to plan appropriately for remediation of speech, language, and learning deficits

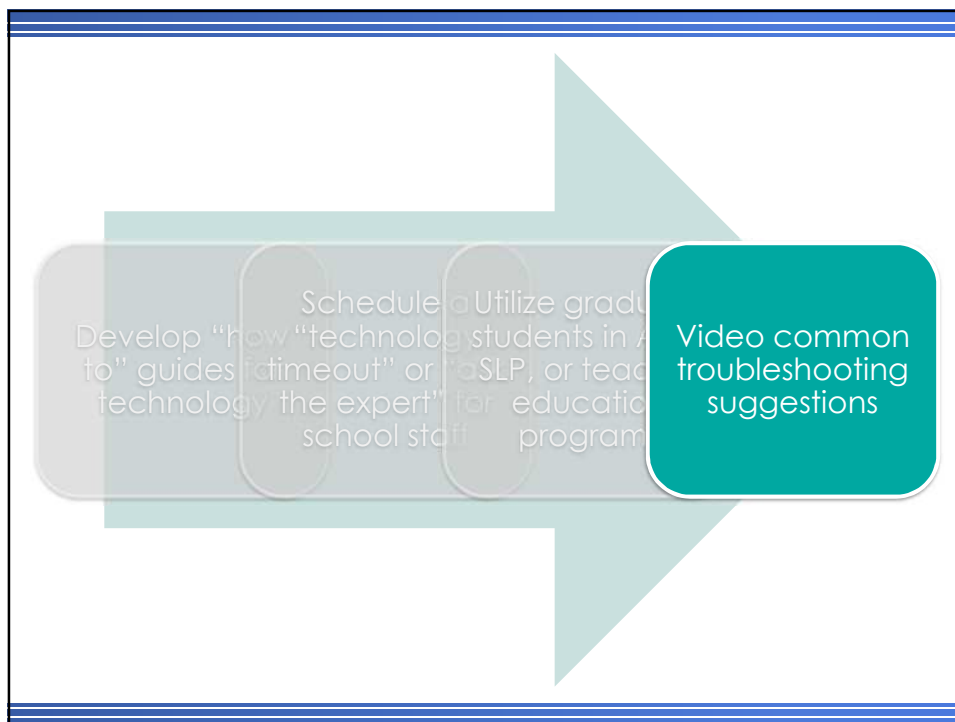
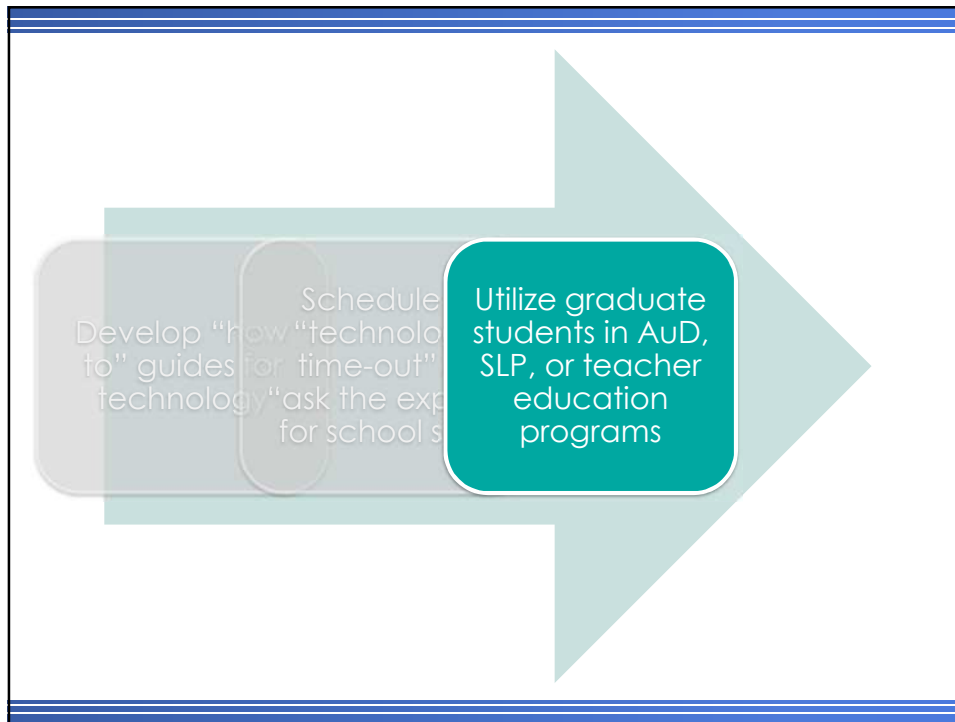


Interprofessional practice



Harness the knowledge/
skills of many professionals to
improve the outcome for
this student





How to Troubleshoot a Hearing Aid



FM/DM TIPS AND TRICKS



All Students



Listening Environment

Improving classroom acoustics



Involving **all** staff in an effort to
improve listening conditions for
all students

Preparing to Work on a School Team

- ☐ Ability to work well with others – trust, value input of others, shared sense of responsibility
- ☐ Continual learner
- ☐ Knowledge of the educational process
- ☐ Content knowledge (assistive technology, special education regulation, classroom acoustics, etc.)

Should we work in silos?



Or would it be more
effective if we worked
together?



ASHA STRATEGIC OBJECTIVES



OBJECTIVE #2: Advance Interprofessional Education and Interprofessional Collaborative Practice (IPE/IPP)

OUTCOME: Academic programs employ IPE approaches to personnel preparation and both students and ASHA members engage in interprofessional collaborative practice.

More information at www.asha.org/About/Strategic-Pathway/