IDEAL Technical Assistance

Ensuring Auditory Accessibility

Professional

• Ensure any hearing technology typically used by the child is worn by the child and in good working order prior to the initiation of the testing.
• Only use modifications as documented in the testing manual, recording any modifications as part of report.
• Pause after presenting a picture to allow the child to look at the picture then look up to gain lip reading cues.
• If child says, “What?” cue the child with, “What did you hear?”
• Note if the child heard the stimulus wrong, such as picking instead of kicking.
• Consider using some of the stimulus items to test limits.

Environment

• Reduce or minimize distractions
• Be aware of auditory factors in the area that will affect testing (echo, noise in hallway, HVAC, computer noise, etc.).
• To ensure optimal visual access:
  • Good overhead lighting
  • No extraneous lighting in the child’s eyes
  • Present information at eye level of the child
• Sit close enough for the child to hear.

Collaboration is the Key

• Help with device troubleshooting
• Help determine functional listening skills
• Provide insight about the impact of auditory skills on language scores
• Understands language development and language disorders
• Proficient with norm-referenced standardized language test
• Able to apply findings to intervention plan for goal development

Other Important Team Members

Early Intervention Providers

Parents

Teachers

Physical Therapist

Occupational Therapist

American Sign Language Specialist

Speech-Language Pathologist

Audiologist