


**AUDIOLOGY IN THE TRENCHES:**  
**Device Quick Sheets for Providers and Caregivers**

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**DISCLAIMERS**

- We are both full-time employees of The River School
- The River School is a 501(c)3 non-profit organization.
- This presentation addresses components of The River School program



**THE RIVER SCHOOL**

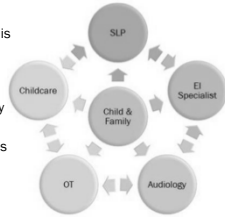
**Mission Statement:**

*The River School's inclusive program challenges each child to work collaboratively, to think critically, and to develop the confidence to take risks, embrace their curiosity, and find their voice.*

- Serves 240 children from birth - third grade
- Inclusive model (1-4 children with hearing loss in each classroom)
- Classrooms co-taught by an Educator and a Speech-Language Pathologist
- Interdisciplinary team (Audiology, OT, Psychology, Speech, AVT)

**INTERDISCIPLINARY TEAMING**

- Families work with numerous professionals during their early intervention years and beyond
- One area for potential communication breakdown is the sharing of information between professionals
- Families are often expected to explain their child's devices and hearing loss to other professionals, even though they likely have never worked with any kind of hearing technology before.
- 40-80% of medical information provided to families during an appointment is forgotten immediately afterwards.
- The more information presented, the less families are able to recall and almost half of what is remembered is incorrect.



Kessels, 2003; McGuire, 1996; Anderson et al, 1979

**DEVICE QUICK SHEETS**

**Why?**

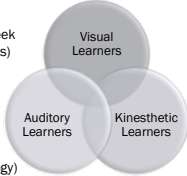
- Lack of retention of information from orientation week to "real life" in the classroom (various learning styles)
- Changing children and devices each year
- Busy dynamic classrooms

**Who?**

- Classroom teaching team
- Individual therapists (e.g. Speech/AVT, OT, Psychology)
- After school programs

**Design**


- Small but easy to read
- Most important information



**QUICK SHEET CONTENT**

<b>Front Page:</b> Child's Demographic and Audiological Information	<b>Back Page:</b> Child's Device Information and Troubleshooting
<ul style="list-style-type: none"> <li>▪ Child's date of birth</li> <li>▪ Child's audiology and other providers</li> <li>▪ Important history regarding child's hearing loss (i.e. date of implantation, etiology, other diagnoses, etc.)</li> <li>▪ Audiogram with date of completion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Name of device(s)</li> <li>▪ Brand/Model</li> <li>▪ Power Level</li> <li>▪ Battery Size</li> <li>▪ How to power device on and off</li> <li>▪ Easy Troubleshooting Steps</li> <li>▪ Indicator Lights</li> </ul>

### FRONT PAGE: CHILD'S DEMOGRAPHIC AND AUDIOLOGICAL INFORMATION



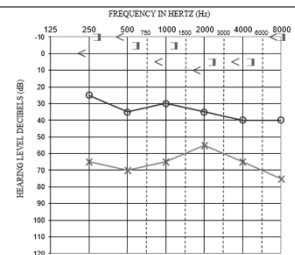
**Child's Name**  
DOB 00/00/00

**Audiologist:**  
Dr. Jones

**Hearing Loss:**  
Right: Moderate Rising to Slight Mixed  
Left: Moderate to Moderately-Severe Conductive

**History:**

- o Etiology:
  - o Right: Ossicular fusion
  - o Left: Microtia & Atresia



Frequency (Hz)	Right Ear (dB)	Left Ear (dB)
125	20	70
250	25	75
500	30	75
1000	35	75
2000	40	75
4000	45	75
8000	50	75

**LEGEND**

Device	Model	Serial	Manufacturer
Right	675	12345	Phonak
Left	675	67890	Phonak

Date of Audiogram: 4/10/17

### BACK PAGE: DEVICE INFORMATION BIMODAL

**Left: Phonak Naida Link**


**Batteries:**

- Size 675 Disposable

To Power ON: Close battery door  
To Power OFF: Open battery door

**Troubleshooting Steps:**

1. Check battery
2. Check earmold & tubing for wax/moisture
3. Listen to device with and without earmold attached



**Right: AB Naida**


**Batteries:**

- Rechargeable
- 675 **ImplantPLUS** Disposable

To Power ON: Slide battery onto processor (Initial amber light shows battery status)  
To Power OFF: Slide battery off processor

**Troubleshooting Steps:**

1. Check battery
2. Listen to device
3. Check cable



**Device Indicator Lights**

Internal device lock	● ● ● ● ● ● ● ●
No device lock	● ● ● ● ● ● ● ●
Low battery	● ● ● ● ● ● ● ●
BAD processor	● ● ● ● ● ● ● ●
Dead battery	● ● ● ● ● ● ● ●

### BACK PAGE: DEVICE INFORMATION BILATERAL COCHLEAR IMPLANT

**Bilateral: Cochlear N6**


**Batteries:**

- Rechargeable
- 675 **ImplantPLUS** Disposable

To Power ON: Twist battery onto processor  
To Power OFF: Twist battery off of processor

**Troubleshooting Steps:**

1. Check battery
2. Listen to device
3. Check cable



**Device Indicator Lights**

Wireless streaming	● ● ● ● ● ● ● ●
Internal device lock	● ● ● ● ● ● ● ●
No device lock	● ● ● ● ● ● ● ●
Low battery	● ● ● ● ● ● ● ●
BAD processor	● ● ● ● ● ● ● ●
Dead battery	● ● ● ● ● ● ● ●

**Backups: Cochlear Kanso**


**Batteries:**

- 675 **ImplantPLUS** Disposable

To Power ON: Press power button  
To Power OFF: Hold power button until steady orange light

**Troubleshooting Steps:**

1. Check battery



**Device Indicator Lights**

Wireless streaming	● ● ● ● ● ● ● ●
Internal device lock	● ● ● ● ● ● ● ●
No device lock	● ● ● ● ● ● ● ●
Low battery	● ● ● ● ● ● ● ●
BAD processor	● ● ● ● ● ● ● ●
Dead battery	● ● ● ● ● ● ● ●

### BACK PAGE: DEVICE INFORMATION BILATERAL HEARING AID

**Bilateral: Oticon Sensei Pro SP**


**Batteries:**

- Size 13 Disposable

To Power ON: Close battery door  
To Power OFF: Open battery door until click

**Troubleshooting Steps:**

1. Check battery
2. Check earmold & tubing for wax/moisture
3. Listen to device with and without earmold attached



**Device Indicator Lights**

Hearing Aid ON	● ● ● ● ● ● ● ●
Low battery	● ● ● ● ● ● ● ●
Dead battery	● ● ● ● ● ● ● ●

### BACK PAGE: DEVICE INFORMATION BAHA

**BAHA 5 Power**


**Batteries:**

- Size 675 disposables

To Power ON (Start Up): Completely close battery compartment  
To Power OFF: Gently open battery compartment until first click.

**Troubleshooting Steps:**

1. Check battery
2. Listen to device



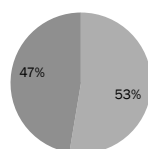
**Device Indicator Lights**

Start up	Steady light for 10 seconds
Low battery	Rapid flashes for 2.5 seconds
Wireless streaming activated	1 long flash followed by 1 short flash

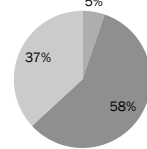
### FACULTY FEEDBACK - SURVEY RESULTS

- 19 Participants
  - 7 Educators
  - 12 Speech Language Pathologists
- How helpful do you feel the Device Quick Sheets have been?
  - Everyone rated them at "Somewhat Helpful" or above
- How often have you used the Device Quick Sheets?
 

First 3 Months



Last 3 Months



### FACULTY FEEDBACK – OVERALL FIRST IMPRESSIONS OF DEVICE QUICK SHEETS

"I thought they were incredible! It seemed an easy way to explain to support staff, parents, nannies, etc. the needs of the child and their device."

"They were clean and easy to read; well designed and useful."

"Loved the idea! Helpful info in an easy to use format."

"Thank goodness! I have information that I can use to at least get started in understanding how to support the students with hearing loss."

### FACULTY FEEDBACK – SUGGESTIONS FOR DEVICE QUICK SHEETS

"Maybe an overlay of the speech banana on the audiogram"

"Maybe just a second page with answers for troubleshooting for that specific device?"

"How to access batteries if there's a lock or something."

### FUTURE/POTENTIAL APPLICATIONS

- Daycare providers
- Babysitters/nannies
- Grandparents
- Early intervention specialists
- Public school teachers
- Itinerant teachers
- Individual therapists
- Tutors
- Dedicated aides/nurses
- Coaches/camps
- Sleepover parties

"I think it would be AMAZING for teachers, babysitters, etc. who aren't as experienced. Maybe a more simplified version for parents/babysitters/nannies (without the audiogram and more basic equipment info?)"

"Classroom teachers in public schools could really benefit from this kind of quick reference info."

### OTHER TOOLS/RESOURCES

**Home Visit Checklist**

- "Getting to know your child"
- Overview of child's listening devices

**Listening Check Log**

- Daily Ling 6 sound check
- Listen to device microphones

**Listening Kit**

- CI listening checks
- Hearing aid cleaning/troubleshooting tools
- Batteries & tester

### SHARING EXPERIENCES

### REFERENCES

Kessels, RP, Patients' memory for medical information. *Journal of the Royal Society of Medicine* 2003; 96(5): 219-222.

McGuire LC, Remembering what the doctor said: organization and older adults' memory for medical information. *Exp Aging Res* 1996;22: 403-28

Anderson JL, Dodman S, Kopelman M, Fleming A. Patient information recall in a rheumatology clinic. *Rheumatol Rehabil* 1979;18: 245-55

**THANK YOU!**

**For more information, please feel free to contact us!**

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