

AUDIOLOGY CENTRE

Service Delivery

The Audiology Centre provides full hearing assessments on any student referred through the School-Based Team. The district provides a Hearing-Screening Program, which screens all students in grade, two and students new to the school district, as well as any students suspected of having hearing difficulties. The Audiology Centre also receives referrals from Kindergarten Hearing Screening Program administered by the Health Unit.

The Audiology Centre provides regular re-evaluation of the students with known hearing impairments and ongoing monitoring of hearing aids and assistive listening devices used in the classroom. Support for the Resource Teachers of the Hearing Impaired in maintaining this equipment is also a function of the Audiology Centre. In compliance with Workers' Compensation Board standards, assessments are done for staff exposed to high noise levels.

Referral Process

Referrals must come from the screening programs or through the School-Based Team. To receive audiological services, a pre-screening by the Audiology Assistant, Hearing Resource Teacher, Public Health Nurse or Speech Language Pathologies is required.

CENTRAL AUDITORY PROCESSING (C)APD Best Practice Guidelines

The Student Services Department believes that it is important to clarify best practice guidelines in the area of central auditory processing. As a result, referrals, assessment and intervention strategies will be consistent with current guidelines. All referrals must go through the School Based Team. Criteria for candidacy for (C)APD

Evaluations:

- Age: Child must be 7 years or older (preferably 8 or older)
- Cognitive status: Child must have a normal overall IQ
- Language: Child must be proficient in English
- Hearing: Child should have normal hearing levels, bilaterally
- Speech intelligibility: Child should not have a severe articulation disorder
- Emotional Status: Child should not be diagnosed with a severe emotional disorder.

PRE-ASSESSMENT PROCESS:

In order to ensure students presenting with listening difficulties are assessed thoroughly, the following guidelines are offered:

- * Hearing must be screened at the school level
- * Vision must have been assessed.
- * Speech - Language screening must be completed
- * Psycho-educational assessment is preferred, though a complete K-TEA II (incl. all supplementary subtests) may be accepted.
- * Completed (C)APD Screening Profile Form (following page).

NOTE:
The results of the above screenings will be summarized by the Case Manager and presented to the School-Based Team to determine the next appropriate step (e.g. referral directly to the District Audiologist for (C)AP testing, referral for a comprehensive language assessment, referral for a psychoeducational assessment). **A diagnosis of attentional difficulties requires a medical consultation. **???

Follow-Up Procedures

If the Auditory Processing assessment indicates the presence of central auditory processing difficulties, the Audiologist will provide recommendations for consideration and implementation by the School-Based Team.

Contact: Audiologist, Central Elementary School - 604-464-0609 Fax: 604-937-8009

Coquitlam (C)APD Screening Profile (Case Manager)

Student Name: _____ D.O.B.: _____ Age: _____

School: _____ Grade: _____

Case Manager: _____ First Language: _____

Ministry Category: _____ Date: _____

Required Information:

	Date	Comments:
Psycho-ed./ K-TEA II results		
SLP screening		
Hearing screening		
Vision testing		
ADHD		Medicated? _____
Autism Spectrum Dis.		

Please √ where any of the following conditions or services have occurred for student:

____ History of Speech-Language delay or therapy

____ Learning English as an additional Language

____ Chronic middle ear infections or ear surgery.

Classroom Environment

Style: Closed Classroom Open Concept Portable

Acoustic Treatment: Carpeting Acoustic tile (ceiling) Wall surfaces (hard, covered)

Noise Sources: Traffic Corridor Fans Lights Other:

Classroom sound-field System: _____

Seating Arrangement: (proximity to teacher, other students, etc.)

Strategies currently being used by child:

- Watch speaker's face? _____
- Follow lead of others? _____
- Move closer to speaker? _____
- Request repetition/ clarification? _____
- Use buddy for support? _____
- Rehearse information to retain it? _____
- Participate actively in lessons? _____