

HEARSAY is a quarterly newsletter generated by the EARS Program at Arkansas Children's Hospital. We'd love to hear from you and address topics you suggest. Please email your questions/suggestions to ears@archildrens.org.

In this issue:

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- Assessing Auditory Skills—Using the TAPS
- Things to consider when you think your student might have APD
- Where to find tools to check amplification devices
- Little Rock Chapter Meeting of AR Hands & Voices

ASK THE EXPERT

The EARS team is excited to announce our first ever “Ask the Expert” sessions. These sessions will feature a topic related to the (re)habilitation of hearing loss (from technology to therapy) and other disorders of the auditory system. An EARS team member will be available by phone to answer your topic specific questions. Each call will be allotted 15-20 minutes of time. Please see below for session topic dates as well as contact information for each session.

From One SLP to Another:

Are you looking for ways to evaluate the auditory skills of your student who has hearing impairment? Consider using the Test of Auditory Processing Skills-3 (TAPS-3) (available from Pro-Ed) to determine auditory skills in the areas of discrimination, identification, and comprehension for closed set (all answer choices are given from which to choose), modified open set (some contextual or linguistic clues given for possible answers), and open set information (no context or linguistic clues provided). Administration of this test in an “auditory only” mode (with no visual input) may help you pinpoint a student's auditory weaknesses that could also be affecting his/her classroom performance and/or ability to make progress on articulation as well as language goals. For example, the TAPS-3 subtest, Auditory Discrimination, assesses a student's ability to discern phonological differences and similarities within word pairs (saddle vs. settle; comb vs. cone). Based on a student's errors in auditory discrimination, you may find that you need to adjust your intervention approach with articulation issues. The Auditory Sentence Memory subtest allows you to assess a student's ability to listen to sentences that increase in length. Performance on this subtest may provide good tips to give a teacher in terms of how many critical elements a child can hold in their auditory memory. Want more information on using this assessment for auditory skills assessment in students with hearing impairment? Email us at ears@archildrens.org

Ask the Expert Session Details:

- **February 10, 2016**— 9AM-3PM, Cochlear Implants, Audiologist (AuD): Steve Upson, 501-364-6679
- **March 10, 2016**—9AM-3PM, Auditory Processing Disorder, SLP: Lana Eggleston and AuD: Darby Jackson, 501-539-2906
- **April 11, 2016**—9AM-3PM, Speech Language Eval and Therapy Planning, SLP: Erika Studer, 501-364-6678
- **May 13, 2016**—9AM-3PM Hearing aids/FM system AuDs: Charia Hall, 501-607-0231 Jessica Newman, 501-529-3248

AR H&V LR Chapter Meeting:

- **Saturday, February 20, 2016**
- 9:00am-2:00pm (Registration @ 8:30)
- Children's Hall East Campus at ACH
- Register by February 15th
Email: info@arhandsandvoices.org
Call/Text: 501-932-7700

I think a student has APD...now what?

Auditory processing is a term used to describe what happens when your brain recognizes and interprets the sounds around you. The "disorder" part of Auditory Processing Disorder (APD) means that the auditory system is not sending auditory information to the brain correctly. If you suspect a student might have an APD, it is important to ensure that student qualifies for an APD screen and/or evaluation prior to referral. Please use the checklist from Arkansas Children's Hospital below as guide in the process. If the student meets all of the requirements, ask an EARS team member about completing an APD screen at school.

- **Hearing evaluation** – Normal hearing sensitivity required
- **Psycho-educational assessment** – IQ must be 85 or higher in order to be tested for an APD. Additionally, the student cannot have any other primary diagnosis that is judged to be the primary cause of processing difficulties (e.g., autism, severe language disorder, significant cognitive deficits, etc.).
- **Speech/Articulation and Language Assessment** – Language must be no more than mildly disordered. Normal or near/normal articulation skills.
- **Age Requirement** – Criteria for diagnosis at ACH indicates that the patient must be at least 8 years old.

Maintenance and Troubleshooting Tools!

Looking for a way to listen to a hearing aid? Try a listening stethoscope!

Going thru batteries too quickly? How about a battery tester!

Earmold blocked with wax...(EW!)...you may need a wax loop/pick or earmold blower!

Check out the links below for more information on where to find these valuable and vital tools.

At this link, you can purchase an inclusive kit (except for batteries) for \$37.80:

<http://edaud.org/product/hearing-aid-checker-kit/>

At this link, you can purchase the items individually that you need for your kit:

<http://www.hear4youtoday.com/comersus/store/>