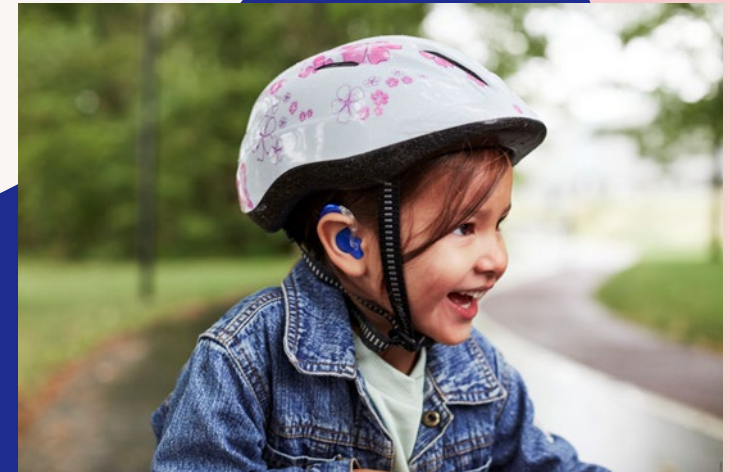


# INTRODUCTION TO AUDITORY OUTREACH

September 18, 2025



# LAND ACKNOWLEDGEMENT

*I would like to acknowledge that I am presenting from the qathet region, on the lands of the Coast Salish peoples, specifically the traditional territory of the Tla'amin Nation on which qathet School District resides. I value the opportunity to live, learn, and share educational experiences here.*





# MEET THE TEAM!

## **Lora Baker**

Principal and Speech Language Pathologist

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Speech Language Pathologist

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# AGENDA

Introduction

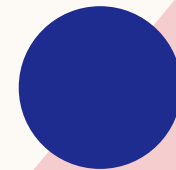
Auditory Outreach Services

Forms and Requests

Website

Equipment Updates

Questions



# INTRODUCTION

Through funding and collaboration with the Ministry of Education and Child Care, qathet School District has hosted the Auditory Outreach program proudly and successfully since 2003. The Auditory Outreach Program provides outreach services and assistive listening device loans to almost 1000 students who are d/Deaf or hard of hearing across the province.

# ABOUT AUDITORY OUTREACH

- Our program offers two main service streams: Assistive Listening Equipment loans and outreach services for students who have cochlear implants.
- We maintain a loan bank of assistive listening equipment which currently provides loans to students in 56 school districts and 132 independent schools across the province of B.C.
- We provide equipment loans, EasySheets, instructional videos, presentations, technical support, and equipment repairs/ replacements.
- Equipment loans are available from Auditory Outreach to students attending public schools as well as group 1 and 2 independent schools.

# ABOUT AUDITORY OUTREACH

Auditory Outreach consultative support for students with cochlear implants includes but is not limited to:

- Audiology, SLP and TDHH consultative support
- Cochlear Connections Club Student Groups
- Assessments
- Assistive listening equipment validation, implementation and technical support
- Long-term and short-term goal identification including IEP support, and strategies for school teams
- Resource sharing, training and education for students, school teams, community teams and families
- Promotion of inclusion and advocacy for students who have cochlear implants in school environments
- Professional Development

# REFERRAL STEPS

A completed request includes:

1. Audiologist authorization
2. School district authorization
3. Student's 9-digit PEN (personal education number)
4. Equipment being requested including number of receivers
5. Audiology report or audiogram (within approx. one year of date of request)
6. Permission to share form including school/district and clinic
7. Assistant Manager Rena Jit calls the school to verify PEN, legal name, DOB and registration status.





# AUDITORY OUTREACH STATS

## 2024-2025

Students Supported by Auditory Outreach	Pieces of Equipment on Loan	Equipment Loans Processed 2024-2025	Equipment Repairs 2024-2025	Cochlear Implant consultations	Public Schools Supported	Independent Schools Supported
~1000	~5000	1610	1235	184	715	138

# 2025 EQUIPMENT LIBRARY

## Equipment Loan List

### Transmitters

Roger Touchscreen	Roger ON*
Oticon EduMic	Cochlear Mini Mic 2+
Roger Inspiro**	

### Receivers

Roger X	Roger Focus **
Roger Focus II	Roger 20
Roger 21	Roger Neckloop
Roger MyLink**	MLxi BAHA**
Oticon Medical Streamer**	

### Accessories

Remote Controls	Monitor Earphones
Lanyards	Touchscreen Screen Protectors
Boom Mic/ Belt Clip (for Touchscreen)	Audioshoes/ DAI Adaptors

- *Personal* assistive listening devices that attach to the personal devices (hearing aids, CI/BC processors) of school-aged children (K-12) with educationally significant hearing loss.

# **\*PERSONAL RM SYSTEMS**

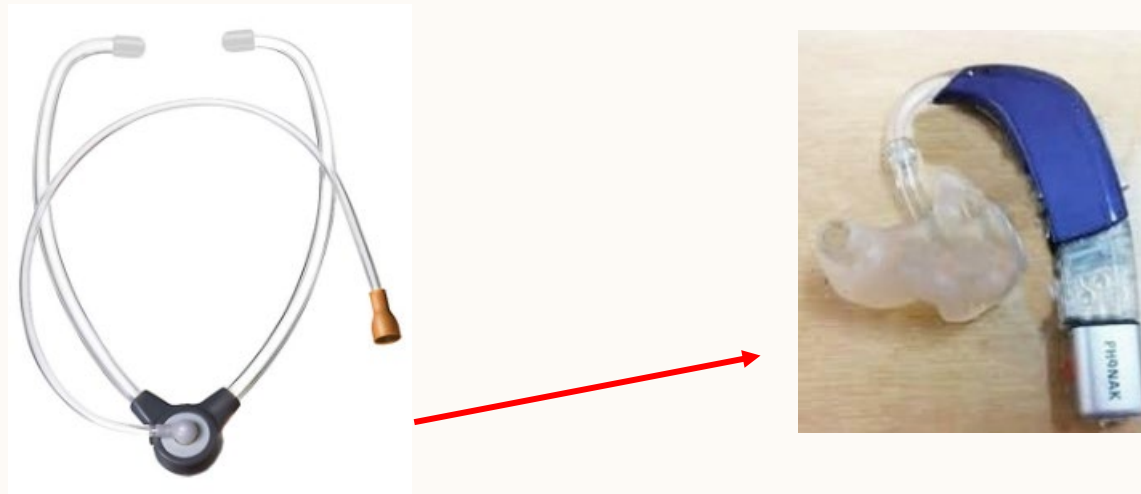


<b>HEARING AID + INSTALLED RECEIVER</b>	<b>HEARING AID + AUDIOSHOE + RECEIVER</b>	<b>COCHLER IMPLANT PROCESSOR</b>	<b>BONE CONDUCTION PROCESSOR</b>
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\*Slide initially presented by Carrie Siu in October 2023 at POP Conference

# \*CARE & MAINTENANCE OF PERSONAL RM

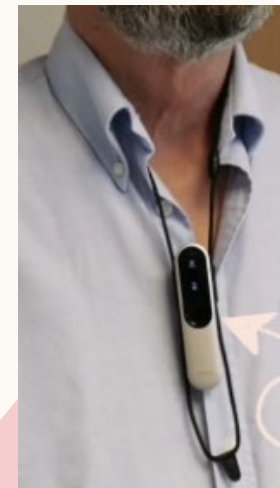
- Importance of the *Listening Check*
  - >50% hearing technology is not working on any given school day (Madell 2013)
  - Most common problem is dead or weak batteries
  - Problem reduced by half if someone in the school checks technology daily



\*Slide initially presented by Carrie Siu in October 2023 at POP Conference

# \*TIPS FOR EFFECTIVE USE OF RMT

- Use the MUTE button !
- Correct position of microphone
- Use lanyard
- Behavioral checks before instruction starts  
each morning and after break times
- Listening checks once a week



20 cm

\*Slide initially presented by Carrie Siu in October 2023 at POP Conference

# **WWW.AUDITORYOUTREACH.CA**



## **FORMS/ REFERRALS**

Access to forms,  
information on  
referrals and  
eligibility



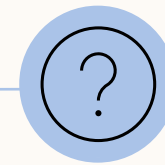
## **NEWS/ UPDATES**

Past newsletters,  
upcoming events and  
announcements



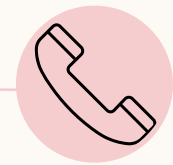
## **RESOURCES**

EasySheets, website  
links, presentations,  
videos and more!



## **FAQS**

Some frequently  
asked questions  
about procedures,  
equipment, forms,  
etc.



## **CONTACT INFO**

Contact Info for the  
entire team



# FORMS

## NEW EQUIPMENT REQUEST

For students who are new to AO-PRP or do not currently have the requested piece of equipment on loan

## EQUIPMENT EXCHANGE

For students who have a loaned piece of equipment, and they would like to exchange for a different piece of equipment.

## ACCESSORY REQUEST

Use this form to request any accessory, even if it's to replace a lost or broken accessory e.g., lanyard, audioshoes, charging cord, etc.

## EQUIPMENT RETURN

When a student is no longer using the equipment or moving to another school district or graduating. This form terminates the loan agreement for the returned equipment.

## EQUIPMENT LOSS

When a piece or pieces of equipment (other than accessories) are lost.



# FORMS

## PERMISSION TO SHARE

This serves as our consent form for communication and sharing with audiology clinic and school district. Loans cannot be provided without this form. We need a new Permission to Share form if a student moves to a new school district or new independent school.

## CI REQUEST FOR EQUIPMENT

For students with CIs when requesting new equipment or who are new to Auditory Outreach. Must be authorized by CI audiologist from BCCH clinic.

## CI REQUEST FOR OUTREACH SUPPORT

Use this form to request consultative support for students with cochlear implants from Auditory Outreach Audiologist, SLP or TDHH.

## TECHNICAL SERVICE

Use this form if you have already reached out to AO-PRP for troubleshooting and the equipment is still not working. Please ship the broken equipment to AO with this form.

## CI EQUIPMENT EXCHANGE

When students with CIs want to exchange a current loan for a different piece of equipment.



# NEW SPEECH TO TEXT LOANS

- Speech to text converts auditory voice to written text
- We supply a Neckloop which connects to the student's existing remote microphone system
- Simultaneous signals directly to the student's hearing aid or processor and the speech to text device
- Laptop and Microsoft word works well
- Separate request form

# DEAF

## Education Terminology



Terminology changes over the years and sometimes outdated terminology can become offensive. An important quote by Maya Angelou states “when you know better, do better”. So, here is a list of terminology to make sure we are doing the best we can. To continue to stay up to date and know better so that you can do better, we encourage you to continue to speak with members of the d/Deaf, d/Deafblind and Hard of Hearing communities, do research online and other places to stay up to date with the most current and appropriate terminology to ensure we are creating safe, inclusive and welcoming spaces.

### Deaf (Capital D)

A term used to encompass deaf individuals regardless of their hearing threshold who participate in Deaf culture, society and mode of communication. Sign languages are often the preferred language.

### Hard of Hearing

This term is used by individuals who most commonly use listening and spoken language as their primary languages to communicate with. It is used by individuals with various hearing thresholds.

### deaf

This term can refer to individuals who have little or no functional hearing, however it can also be used by anyone who has reduced hearing. This is often a medical term but may also be used by individuals who do not identify with the Deaf community.

### deafened/late-deafened

Individuals who acquired a hearing difference after birth. These individuals may not identify with either the Deaf or Hard of Hearing Communities.

### d/Deafblind

d/Deafblind individuals experience a combination of reduced vision and functional hearing. These individuals will have varying degrees of hearing and vision which affects communication, learning, social interactions, mobility and access to information. This disability is considered an information-gathering disability. These students need support beyond what is provided solely to d/Deaf or Hard of Hearing or having individuals or those with a visual impairment. Students may work with Intervenor who are EAs with specialized training to support the unique needs of d/Deafblind individuals.

### d/Deaf-plus (unacceptable)

Previously used when referring to d/Deaf people with additional disabilities. However, preferred terms now include Deafblind, Deaf with CP.. etc.

### Hearing Impaired (unacceptable)

This is no longer considered an appropriate term to use when referring to d/Deaf or Hard of Hearing individuals. This is a term that is used occasionally in the medical world but does not account for the unique differences between d/Deaf and Hard of Hearing individuals and is a deficit focused term. When adequate supports are given, those with diverse hearing thresholds do not feel that their abilities are diminished.

# REMINDERS & TIPS

## REQUESTS AND FORMS

- Students who are moving to a new school district, or new independent school need to return all equipment and start a new request/ agreement with new school/ SD including a new Permission to Share form
- Please include paperwork with returns
- New requests, tech service, equipment exchange, upgrades all require a recent (within the last year) audiogram/ report
- Incomplete forms result in delays

## EQUIPMENT

- Equipment is labeled with student names. The school is responsible to keep the equipment safe. Remove equipment at the end of each day.
- Equipment should stay at the school over the summer in a safe place.
- When the school authorizer signs the equipment loan request this means that the school assumes financial responsibility, not the student or the family.

# REMINDERS & TIPS

## EQUIPMENT USE

- Please use alcohol-based solution or wipes to gently clean equipment.
- All equipment including transmitters, cases and cords are cleaned and re-loaned to another student. Please refrain from writing on or using stickers on loaned equipment.
- If unsure, email to make sure that the equipment you are sending back is owned by Auditory Outreach before shipping.

## SHIPPING

- New equipment and exchanges are always shipped to the audiology clinic for validation.
- Equipment for students with cochlear implants are usually sent to Carrie Siu, who arranges validation with the school.
- When returning equipment or sending to us for tech service repairs, Canada Post is the best option and Loomis is the other option.

# REMINDERS & TIPS

## GENERAL

- For email inquiries, please provide the student's first name and last initial or initials and DOB.
- We provide each independent school and school district with a loan report in May.
- AO-PRP invoices school districts for lost equipment in the fall for the previous school year.
- Contact Info: Share any changes or updates in contact info, new team members, etc. so we can ensure we have the correct contact, shipping address, etc.
- Schools are financially responsible and arrange pick up from audiologist
- Only invoice for equipment that can be removed at the end of the day



# QUESTIONS?





THANK YOU

