

2015-16 Colorado Educational Audiology PLC

September 15, 2015

UNC Lowry

Today's AGENDA

- 12:30 BYO Lunch/Networking
- 1:00-1:30 Announcements/Survey/Business
- 1:30-2:15 Outcomes (Audiologist/Student Learning Outcomes)
- 2:15-2:30 Break
- 2:30-4:00 Research & Resources Update with Dawn Ruley, Phonak

Meeting Dates

- Tuesday, September 15, 2015
- Wednesday, October 15, 2015
- Thursday, November 18, 2015
- FULL DAY PD ~ January, 2016 (Auditory Processing) TBD 25th or 26th
- Tuesday, February 23, 2016
- Thursday, April 21, 2016
- Monday, May 16, 2016

WIKI PAGE FOR DOWNLOADS

○ <https://cea-plc.wikispaces.com/2015-16+Resources+and+Downloads>

Directory & Positions Updates

Other Announcements?

- Please look over the directory and send needed changes
- Please send me job postings/positions

Please Take Survey

○ <http://goo.gl/forms/WsHGN1aTAJ>

Medicaid Billing/Documentation/EasyEdMed

Transition to ICD 10 CODES

OCTOBER 1

- H902 Conductive hearing loss, unspecified
- H905 Unspecified sensorineural hearing loss
- H908 Mixed conductive and sensorineural hearing loss, unspecified
- H9190 Unspecified hearing loss, unspecified ear
- Z974 Presence of external hearing aid

EHDI Outcomes Grant

- 2 Years of Funding awarded to Christie Yoshinaga-Itano, Starting 10/1/15
- First three years promised, but hoping to obtain school age data from some districts
- Funding for hourly time to help input data (graduate students, audiologists, etc.)
- Next Steps: Determine which districts will participate (district approval process?)
- Next Steps: Determine what data to collect (fields) including academic data

Other Upcoming PD Opportunities

- 9/25/15 Cochlear Refresher Course
- 10/8-11/15 CAA in Blackhawk
- 10/13/15 Audiology Online Webinar Oticon Medical (helping parents decide to aid child)
- 11/12-14/15 ASHA in Denver
- TBD Advanced Bionics Educator Refresher Course
- <http://www.audiology.org/publications-resources/consumer-information/october>

Outcomes

SSP Standard 6 ~ 50% of Overall Audiologist Effectiveness Rating

Sample Student Outcome Measures

- <http://www.cde.state.co.us/educatoreffectiveness/audiologistsampleoutcomemeasures>

CDE Guidance is Broad Districts May be More Rigid

- <http://www.cde.state.co.us/educatoreffectiveness/mslguidancessp>

Considerations

- Type and number of objectives
- Target population: students (how many?); teachers/staff
- Individual goals vs. collective (team)
- Involvement of supervisor or other team members in writing/determining appropriate objectives

Performance Targets VS. Growth Targets

GROWTH = Measurable learning over time

- 1) What are the key outcome objectives students and/or professional colleagues are expected to obtain given effective support from the SSP or other licensed support staff? *(Where professional standards exist, utilize this language when setting outcome objectives.)*
- 2) What specific form of measurement will be used to quantify/operationalize the attainment of these outcome targets for individual students or professional colleagues?
- 3) What is the success criterion applied to the outcome of the individual student or professional colleague to determine attainment of the objective?
- 4) What percentage of students or professional colleagues that attain the success criterion will be considered an indicator of effectiveness for the SSP or other licensed support staff? *(How many success stories are enough?)*

Writing Process: Poudre School District

- An Audiologist selects a general student objective that includes all of the students she works with directly, and incorporates a measure of “Increased Student Self-awareness and/or Self- advocacy Skills for their Learning and Communication Needs”. The success-criterion for all students will be to reach a pre-determined score **OR** increase their score from individual baseline levels. The student objective will operationalize this student success criterion by identifying the specific instrument to be used and specifying the student score or growth needed to indicate success. Baseline data is recorded. The staff member’s objective is operationalized by naming the percentage of students needing to reach the success-criterion to indicate professional effectiveness.

Sample Outcome Statements

- Students demonstrate increased knowledge of hearing and hearing needs (understand hearing loss, amplification, etc.).
- Teachers indicate increased knowledge of amplification systems assigned to students identified as hearing impaired including deafness.
- Students demonstrate benefit from the audiologists' collaboration with teachers, parents, and/or other relevant professionals.
- Students manage their hearing technology at a developmentally appropriate levels.
- Students demonstrate growth in hearing technology management skills.
- Students who do not pass their hearing (re)screening who need medical evaluation/management receive a medical referral within fifteen (15) days of this (re)screening.

Other Sample Statements to add...

EAA Outcomes for School-Based Audiology Services

1. Children/youth access comprehensive educational audiology services as part of their developmental and/or education program. (Birth-21)

Assessment

2. Children/youth receive diagnostic audiological evaluations within 30 days of referral from screening or other source. (Birth-21)

3. Auditory skill assessments are relevant to the developmental/ educational setting and accurately identify the parameters associated with the auditory disorder. (Birth-21)

4. Children/youth receive the necessary medical management required to habilitate medically treatable hearing problems. (Birth-21)

5. Children/youth with auditory disorders effectively communicate with their peers, teachers, and others in their environment. (B-21)

Educational Programming & Support

6. Teachers and other relevant professionals demonstrate an understanding of the communication, learning, and social implications of a child/youth's auditory disorder. (Birth-21)

7. Children/youth with auditory disorders have full and equal access to all components of their educational environment regardless of their communication mode.

8. Children/youth with auditory disorders receive instruction that reflects high educational standards that maximize the child's learning potential. (B-21)

9. Families are encouraged and supported to fully participate in their child/youth's education. (Birth-21)

10. Teens/young adults understand and utilize appropriate services post high school for education, employment and life.

Technology

11. Children/youth with auditory disorders have the opportunity to access appropriate and consistently functioning hearing instrumentation, including personal and assistive devices, that maximize auditory access within their environment. (Birth-21)

Psycho-Social Development

12. Children/youth with auditory disorders are self-determined. (Birth-21)