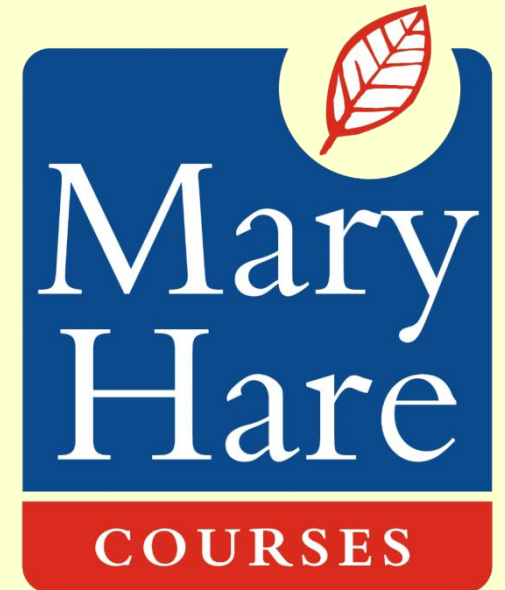


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# Innovations in Bridging the Gap

Exploring training needs and outcomes in Educational and  
Clinical Audiology and Early Years Intervention



# Intro: Bridging the Multidisciplinary Working Gap

- Easy to say, harder to do
- New opportunities via technology and guidance
- MDW more essential than ever.
- Our question: How can we facilitate MDW in regards to Ed Aud and EY training?
- In this session we will:
  - Review training survey outcomes
  - Explore best practice collaborative efforts and relationship to training



# Professional Opinions Survey (POS)

- Purpose: To survey views about Educational Audiology and Early Years service and training; with aim of informing innovations in course offerings whilst enhancing gap-bridging.
- Method
  - Programme Committee piloted questionnaire
  - Sent to 1303 Heads & Practitioners
  - Health and Education
  - 11% (n= 141) return



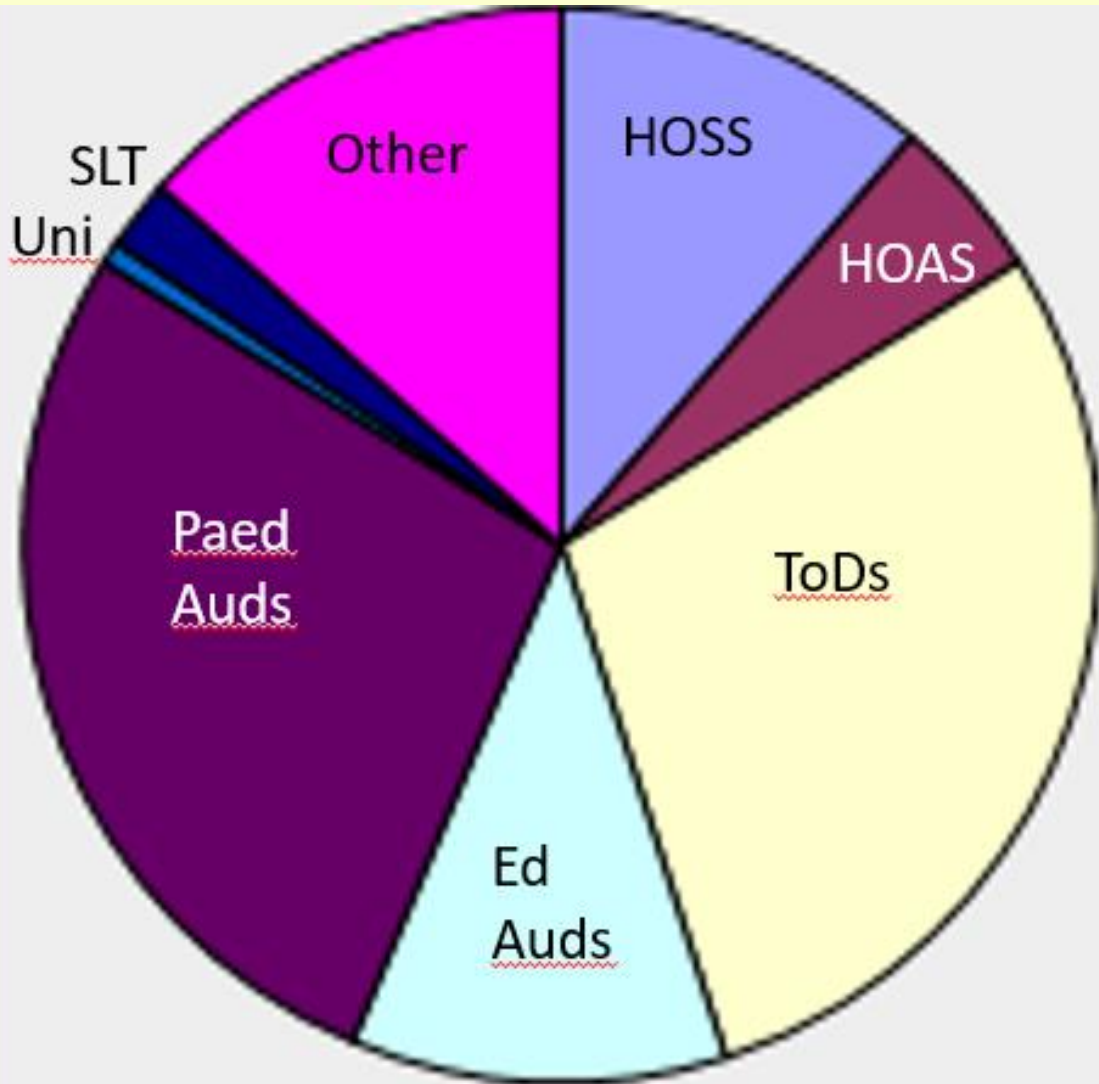
# Professional Opinions Survey (POS)

Key Areas of 10 questions

- Professional role and response rate
- Roles and remits
- Training forecasts
- Reasons for low/no engagement
- Themes from responses to open-ended questions



# POS Responses

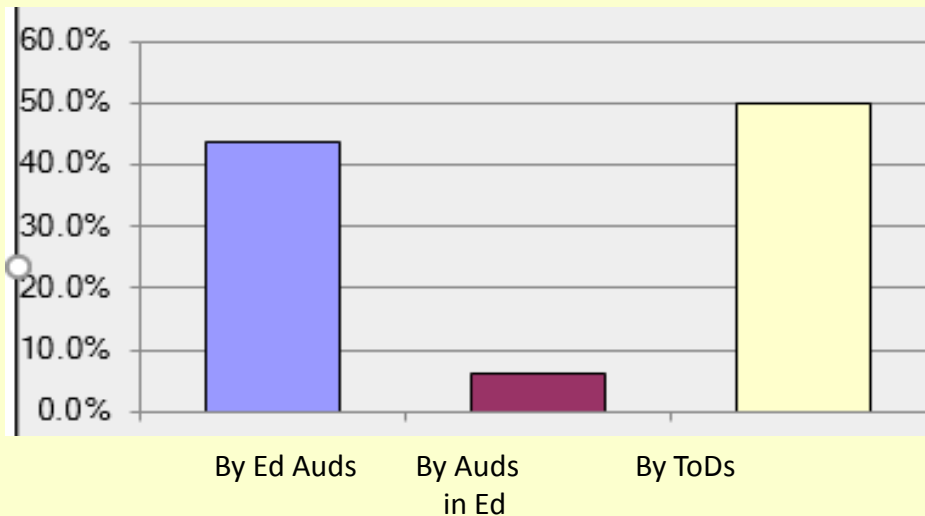


| Role                      | n = | %     |
|---------------------------|-----|-------|
| Head of Sensory Service   | 16  | 11.3% |
| Head of Audiology Service | 7   | 4.9%  |
| Teacher of the Deaf (ToD) | 41  | 28.9% |
| Educational Audiologist   | 16  | 11.3% |
| Paediatric Audiologist    | 39  | 27.5% |
| University Student, ToD   | 1   | 0.7%  |
| Speech Language Therapist | 3   | 2.1%  |
| Other                     | 19  | 13.4% |

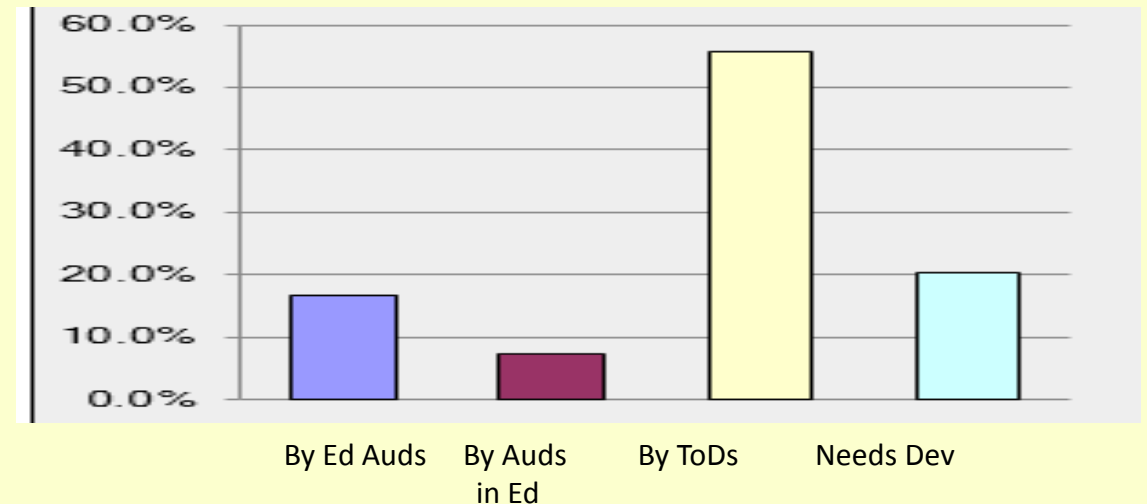
# POS Roles and Remits

- Gap-bridging roles (Health and Ed) undertaken by ToDs and/or Ed Auds in proportions likely reflecting local structures.
- Ed Auds concerned about future linking due to funding, lack of mandatory status

**HOSS/HOAS' views**



**Practitioners' views**



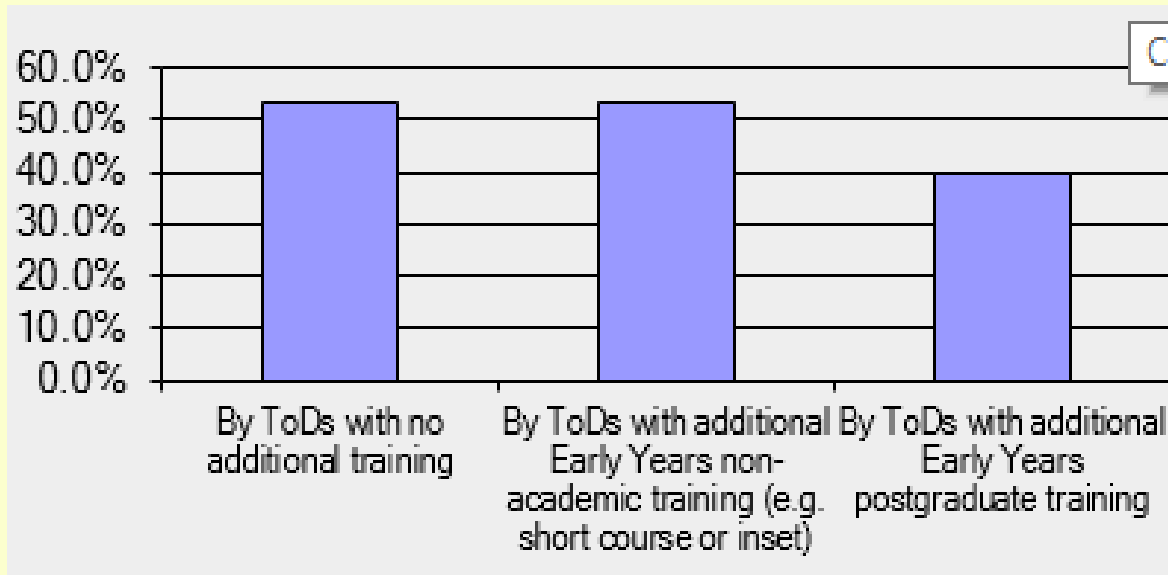


# *Innovations in Bridging the Gap*

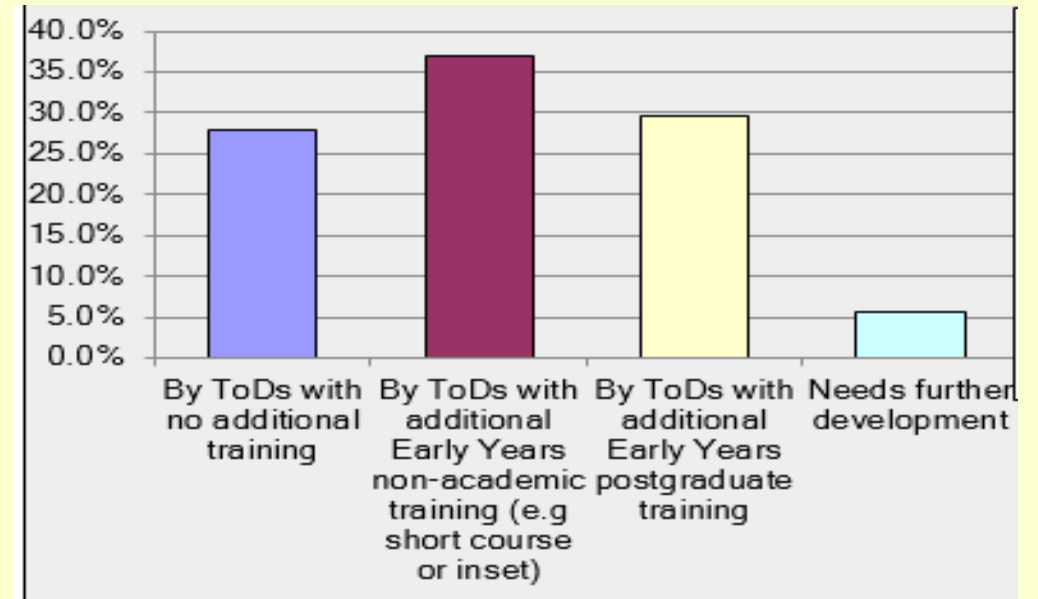
## POS Roles and Remits

- Early Years roles offered by ToDs primarily with no additional specialist qualifications\*
- EY highlighted as area that needs further development
- \*CRIDE 2016 – (11% of ToDs have some EY qual)
- NDCS QS for EY 2016 – ‘appropriate qual and CPD’

HOSS/HOAS' Views



Practitioners' Views



# POS – Training forecasts

For Ed Aud and EY training,

- **HOSS**

- 2 -3x greater likelihood for stand-alone postgrad module or short course
- compared to full qualification

- **Practitioners**

- 1<sup>st</sup> preference - short courses
- 2<sup>nd</sup> preference -stand-alone modules
- compared to full qualification
- more interest in EY





# POS – Reasons for low/no engagement

- From **HOSS**
  - lack of ID as a service priority
  - lack of funding
- From **HOAS**
  - For EY: lack of funding for EY
  - For Ed Aud: lack of ID as service priority

| Training Category    | Respondent | Reason: Lack of funding | Reason: Lack of interest | Reason: Not Identified as current service priority |
|----------------------|------------|-------------------------|--------------------------|--|
| Ed Aud Training      | HOSS       | 5                       | 3                        | 14   |
|                      | HOAS       | 1                       | 2                        | 3  |
| Early Years Training | HOSS       | 6                       | 1                        | 6  |
|                      | HOAS       | 4                       | 11                       |  |

# POS – Reasons for low/no engagement

- From **Practitioners**
  - lack of ID as a service priority
  - lack of funding
  - But maintained motivation (see next slide)

| Training Category    | Respondent | Reason: Lack of funding | Reason: Lack of interest | Reason: Not ID'd as current service priority |
|----------------------|------------|-------------------------|--------------------------|--|
| Ed Aud Training      | ToD        | 24                      | 25                       | 10   |
|                      | Paed Aud   | 14                      | 10                       | 16   |
|                      | Ed Aud     | 6                       | 12                       | 11   |
| Early Years Training | ToD        | 19                      | 19                       | 9  |
|                      | Paed Aud   | 13                      | 8                        | 12   |
|                      | Ed Aud     | 8                       | 0                        | 6  |

## POS - Themes

### Heads of Service

- expressed concerns about service priorities (emphasising current staffing)
- cited lack of funding and preference for shorter-commitment update-related training.

### Sample quotes:

- *I work in Health. I do not perceive Educational Audiology as part of our remit.*
- *We have just trained 2 Ed Auds and funded a TOD on Early Years Diploma hence need not a service priority at present*

## POS - Themes

### Practitioners

- emphasised benefit of options in health and education training
- cited motivation for training but concerns over lack of funding

### Sample quotes:

- *A number of these options, once more specifically laid out, would be considered, particularly short courses with academic credit*
- *There is such a lack of funding that it becomes unappealing to try to work in this area as those who do have many frustrations in their jobs. However, I do have a significant interest in enhancing my knowledge of how to support this group better. I realise that funding is always likely to be an issue though.*

## POS - Themes

### Educational Audiologists

- expressed concern re future of services linking health and education
- in light of funding cuts, lack of mandatory status for Ed Auds and lack of likelihood for take-up by HoAS.

### Sample quotes:

- *Unfortunately I do not think there will be the cohesive links that should be with health and education in order to best support deaf pupils. There are too many personal [sic] and financial cuts being made that makes the important liaison very difficult.*
- *Based on experience..., where professional relationships have been very positive and very close, difficulty in maintaining the level of interagency working, due to pressures of time created by individuals in educational and health having increasing workloads and commitments. This is extremely sad and worrying as it can only have a detrimental effect on the quality of service for the children/young people and their parents/carers.*

# POS Corroborations

NB: Some findings corroborated those of Helen Nelson in:

- *An Exploratory Study of the Engagement of Post-Qualification Teachers of the Deaf in Continuing Professional Development* (Unpublished Dissertation, 2016).
- *The Engagement of Post-Qualification Teachers of the Deaf in Continuing Professional Development*. Conference Poster. BATOD National Conference 2017 Positive Futures for Deaf Children, Manchester.





Joy  
Rosenberg

## *Innovations in Bridging the Gap*

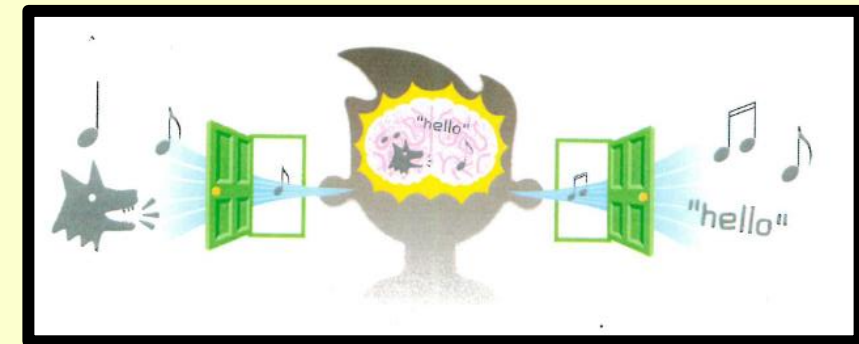
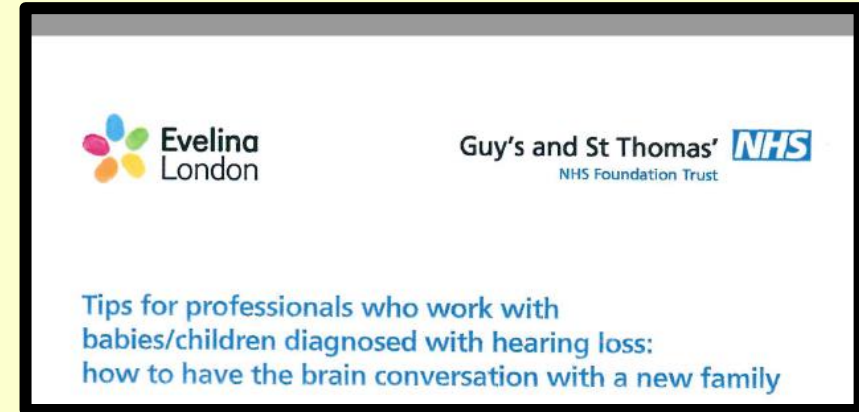
# Case Studies - Ed Auds / EY interventionists

- Benefits of postgrad training cascaded into development of multidisciplinary practice
- Strong foundation in professional education, impacts not only for course duration, but clinical and interventionist practice thereafter.
- Powerful contributions to changing the future

## Case Study 1 – The Brain Conversation

Evelina: Jolanta McCall (EdAud/Service Manager) and Keri LeRoux (Paed Aud)

- Team acquired grant
- Invited 10 ToDs from 6 boroughs to join
- One key finding “collaboration with interventionists and teachers is essential for consistency”
- Next steps: sharing resources/experiences with other services
- Positive outcomes for parents *‘Helpful analogy.’*



## Case Study 2 – Early FM

Joy Rosenberg Royal Berks: Cate Statham (Ed Aud) and Hannah Cooper (Paed Aud)\*

- Joint clinic aims (Communication, assessment, NHSP QS)
- Three phases (5,12,12+ children)
- Aligned with FM QS and new research
- Manufacturer grant
- Improved QoL
- Positive parental/nursery feedback *‘Amazing!’*

\*also presenting at conference



# Take Away Questions & Conversation Starters

- In your local area, can Education invite Health to training opportunities such as Case Studies but in reverse?
- What options can be explored for training on postgrad course, stand-alone module or short course?
- What can we do to ensure the future workforce and services for deaf children have the same opportunities going forward?

## Resources

- Consortium for Research in Deaf Education (2016) *CRIDE report for England* <http://tinyurl.com/zp8rb6o> [accessed 2 Feb 2017].
- Cooper H, Statham C (2016) *FM in the Early Years*. PAIG Paediatric Audiology Interest Group Conference Presentation, 5 Sept 2016, Leicester.
- LeRoux K (2016) *The Brain Conversation*. British Academy of Audiology Conference Presentation, 11 Nov 2016. Glasgow.
- NDCS (2016) *Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England)* <http://tinyurl.com/hlmxvhb> [accessed 2 Feb 2017]
- Rosenberg J (2017) *Professional Opinions Survey* referenced in Lamb B (in press 2017) *Future Role of the SI Sector* (working title of report). NATSip and DofE.





THANK YOU

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