Good Practice Guide for Radio Aids

QS6 A programme for developing best use and management of personal radio aids should be agreed, recorded and reviewed at least annually.

- Set targets for developing skills in the use and management of the equipment

- Record the child's understanding of the equipment and how independent they are in using it

This should be done in a collaborative way with child, parents, audiologist, teacher of the deaf and mainstream school staff all contributing to and supporting the process. Below is a list of targets for promoting independent management of equipment by a deaf child.

	please date when achieved	
	possibly	definitely
Hearing Aid and Earmould Management		
Sit still whilst aid inserted		
Push mould into ear after being brought to ear by parent.		
Put aid behind ear		
Turn on with reminder		
Turn on without being reminded		
Turn aid to correct volume		
Switch aid off when removed		
Put mould into ear needing help with helix		
Puff out condensation from ear mould		
Indicate aid is working/on if asked		
Report if aid intermittent or not working		
Take aids out and store correctly at bedtime		
Position aid behind ear and turn it on		
Put mould into ear including helix		
Clean own earmoulds at home routinely		
Assists with test-box check,		
Name parts of hearing aid		
<mark>Has language to describe fault adequately – intermittent/ buzzing/crackling/dull/distorting/reduced volume</mark>		
Re-tube own ear mould		
Phone clinic to inform of fault or ask secondary school/parent to do so		
Use 'T' setting with adult support		
Know where to get h. aid batteries locally and obtain own supply from this source		
Go to hospital clinic to have impressions made independently.		
Recognise loop symbol in public places and know if you can use this facility.		
Knowledge of Hearing		
Name the parts of the ear and describe how it works		
Know own Hearing Loss level and can describe it in basic terms		
Understands own audiogram		
Know when repair clinic times are at local hospital.		

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QS 6

Good Practice Guide for Radio Aids

	possibly	definitely
Cochlear Implant		
Inform adult when coil has come off.		
Asks adult to replace coil.		
Alert adult if processor not working.		
Replace coil by self.		
Put processor on and switch on with help.		
Put processor on and switch on independently		
Carry out visual check looking for damage.		
Inform appropriate adult of faulty equipment.		
Understand settings and when they should be used.		
Able to change to appropriate setting independently; e.g. selects program or function		
Know what to do if LSA/ToD not available (change batteries/check settings then inform other adult)		
Understand the principles of CI function		
Be aware of sources of static electricity and why this should be avoided.		
Aware of safety guidance available from the manufacturer of their device; e.g. use in active sports		
Contact Implant Centre to ask for spares or ask adult to do this.		
Radio aid systems		
Attach radio aid receiver		
Turn receiver on and off appropriately		
Attach shoes to hearing aid		
Know the appropriate sequence for turning on system		
Hand transmitter to appropriate adult in lessons		
Hand transmitter over in assembly.		
Ask class teacher to turn transmitter on/off		
Manage charging of batteries at home.		
Name parts of radio aid		
Charge batteries at home with adult support.		
Ask TOD for spares e.g. leads		
Turn off and remove equipment at break times.		
Remind CT to switch transmitter on/off.		
Know when and how to use with other equipment TV/computer/ etc and remember to do this.		
Report faults to an adult (child identify fault not adult on 3 occasions)		
Identify intermittent fault on radio system.		
Understands the function and benefits of radio aid system.		
Troubleshoot and correctly source fault (3 times).		
Assistive Devices		
Will have a 'play conversation' with real or toy phone		
Can answer simple yes/ no questions with familiar adult on phone		
Can have simple conversation on phone with adult support		
Can convey simple message to or from unfamiliar adult by phone e.g. phoning re broken equipment, arranging for friend to play		
Know how and when to use an accessory setting; e.g. Telecoil/Bluetooth setting on hearing aid or sound processor and do this routinely.		
Is able to use telephone independently, socially and to receive and convey messages.		
Know about amplifying phones, loop systems, vibrating alarm clocks and knows where to get advice and equipment from.		
Know about services offered by social worker for deaf people.		
Know about benefits of registration as deaf or hard of hearing person and how to be registered.		

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QS 6

QS 6

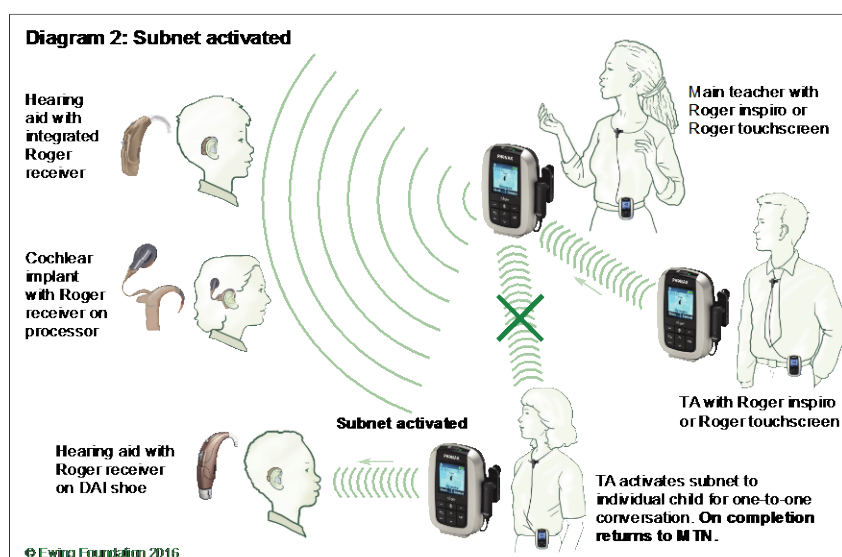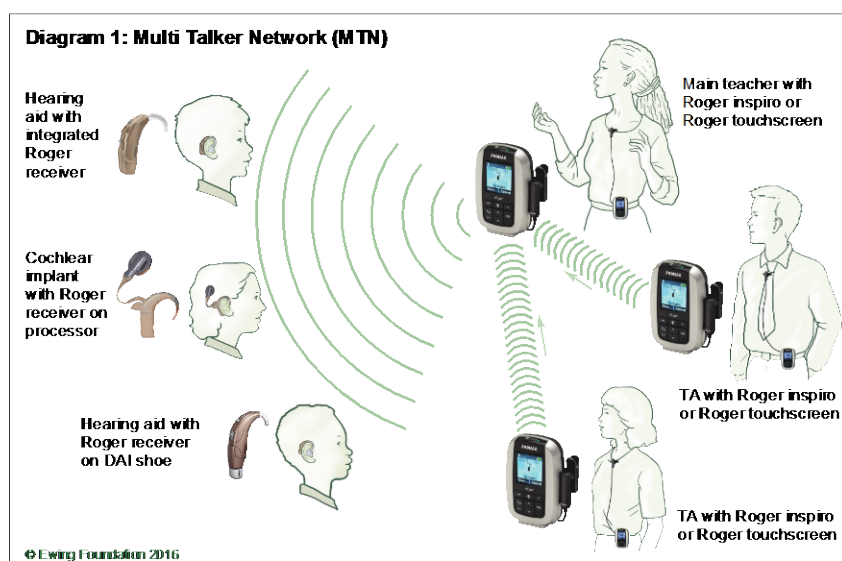Here a young child in a resource provision is putting his transmitter on charge at the end of the day.

As technology develops so does use but as options increase, it is important to ensure everyone understands the complexities and choices, and to evaluate carefully to ensure benefit is optimum.

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QS 6

Setting up a Roger subnet

BATOD Association Magazine January 2017 Page 37

James Mander, Ewing Foundation takes you through setting up a subnet in a classroom to allow switching between the main teacher's Multi Talker Network for talking to the whole class and a subnet for a teaching assistant to activate for a one-to-one conversation with the child with a Roger receiver.

Diagram 1: Multi Talker Network (MTN)

- Hearing aid with integrated Roger receiver
- Cochlear implant with Roger receiver on processor
- Hearing aid with Roger receiver on DAI shoe
- Main teacher with Roger inspiro or Roger touchscreen
- TA with Roger inspiro or Roger touchscreen
- TA with Roger inspiro or Roger touchscreen

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Diagram 2: Subnet activated

- Hearing aid with integrated Roger receiver
- Cochlear implant with Roger receiver on processor
- Hearing aid with Roger receiver on DAI shoe
- Subnet activated
- Main teacher with Roger inspiro or Roger touchscreen
- TA with Roger inspiro or Roger touchscreen
- TA activates subnet to individual child for one-to-one conversation. **On completion returns to MTN.**

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Roger 'Subnet' What, Where, When & How

The Roger transmitter and receiver wireless system from Phonak is being used in schools in the UK.   Within the Roger Inspiro & Roger TouchScreen transmitters there is the facility to create a 'Subnet' with a student(s). A Subnet can be best described a sub communication network that temporary breaks away from the main Multi Talker Network (MTN).
In diagram 1, the MTN is working as the main teacher's voice is broadcast wirelessly to the students wearing their Roger receivers with the teaching assistants (TA) contributing to the lesson.

In diagram 2 the Subnet is activated and a separate communication corridor to an individual student(s) is established.   This can be useful during a parts of a lesson when the TA needs to specifically speak to a child.   This Subnet ensures that individual instructions, commands or comments are heard only by that child rather than rest of the class students under the MTN.   If required for small group work another child wearing receivers can also be added.
At the end of the Subnet session the child and the TA re-joins the MTN under the main teacher.

Points of note
- Subnets can work with a mixture Roger transmitters *i.e.* Roger Inspiro working with a Roger TouchScreen
- The soundfield is not be affected by subnet.
- Multiple subnets can be created in one classroom.
- Any issues use the Roger Upgrader software to check that the transmitters have the latest firmware.

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QS 6

Good Practice Guide for Radio Aids

Set Up
Setting up a Subnet with **Roger Inspiro**

A) **For the TA's Inspiro** assign a SubNet key function on the menu screen to simplify follow OK/ Settings / Config / Left SoftKey/ Select the SubNet /EndSub function and press. Press the return key to go back to main menu.

B) To create a MTN, use the **Main teacher's Inspiro** to connect to all the Roger receivers and transmitters in the classroom. Remember to press Connect within 10 cm of the Roger unit you wish join in the MTN.

C) To create your Subnet between the TA and the individual student(s), move close the child's receiver(s) holding the Roger Inspiro within 10 cm of the receiver and press the SubNet softkey followed by Connect button. The screen will confirm connection and check with the child that the subnet is working.

Press 'Connect' again with the second receiver on the bilateral user or with another child's receiver(s) that needs to join the small group.

D) To end the SubNet session move within 10 cm of a receiver and press the EndSub left softkey followed by Connect. Then press Connect to all the other receivers under that subnet. (By pressing 'Connect' button the child is re-joining the MTN.) Check with the child that he/she is listening to the teacher.

E) Remove any MTN setting and start new – press OK / Network / Create new network / confirm with Yes.

An optional feature is to change priority talking between the main teacher and TA. Press OK/ Settings / Modes / MTN mode / Equal or Primary Talker.

Setting up a Subnet with **Roger TouchScreen**

1) To create a MTN by using the Main teacher's TouchScreen press 👥 Network followed by Connect to all the Roger receivers and transmitters in the classroom.

2) To create a Subnet between the TA and the individual student(s) move within 10 cm the child's receiver(s) holding the Roger TouchScreen and tap the SubNet followed by Connect. The screen will confirm connection and check with the child that the subnet is working.

   Repeat for both receivers if a bilateral child. If required repeat again for another child who you want to join the Subnet.

3) To end the SubNet session move within 10 cm of student's receiver(s) tap 👥 Network and then tap Connect. Press Connect with all the other receivers under that Subnet. (By pressing 'Connect' button the child is re-joining the MTN.) Check with the child that he/she is listening to the teacher.

4) To remove any MTN setting and start new - locate NewNet icon, tap NewNet and confirm with Yes.

An optional feature is to change priority talking between the main teacher and TA. Press Settings / Network Mode / Primary or Equal Talker.

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QS 6