

QS8 Electroacoustic checks must be performed regularly and whenever a part of the system is changed.

What is meant by 'regular' testing?

- These procedures should be repeated at least half-termly; when support visits are less frequent, testing must take place every time.
- More frequent electroacoustic testing is desirable for younger children or those with complex needs who are less able to report faults.
- Testing is also required if a cause for concern is reported or the child reports any problems.

When possible, the same test conditions should be used each time the system is checked; if a different test box is used, this should be noted or new baseline curves should be recorded.

Example from practice: Electroacoustic testing regime in a small metropolitan borough (school population approx 27,000) with 4 teachers of the deaf.

The service did not have a written protocol but the timings were supported by an audiology section in their local quality standards document.

This service aimed to put the hearing aids of all pupils receiving weekly support from the ToDs or TAs through a test box **monthly**. The recognised reality was that testing took place at least half-termly, with monthly checks for younger pupils or less sophisticated listeners.

Comparative checking

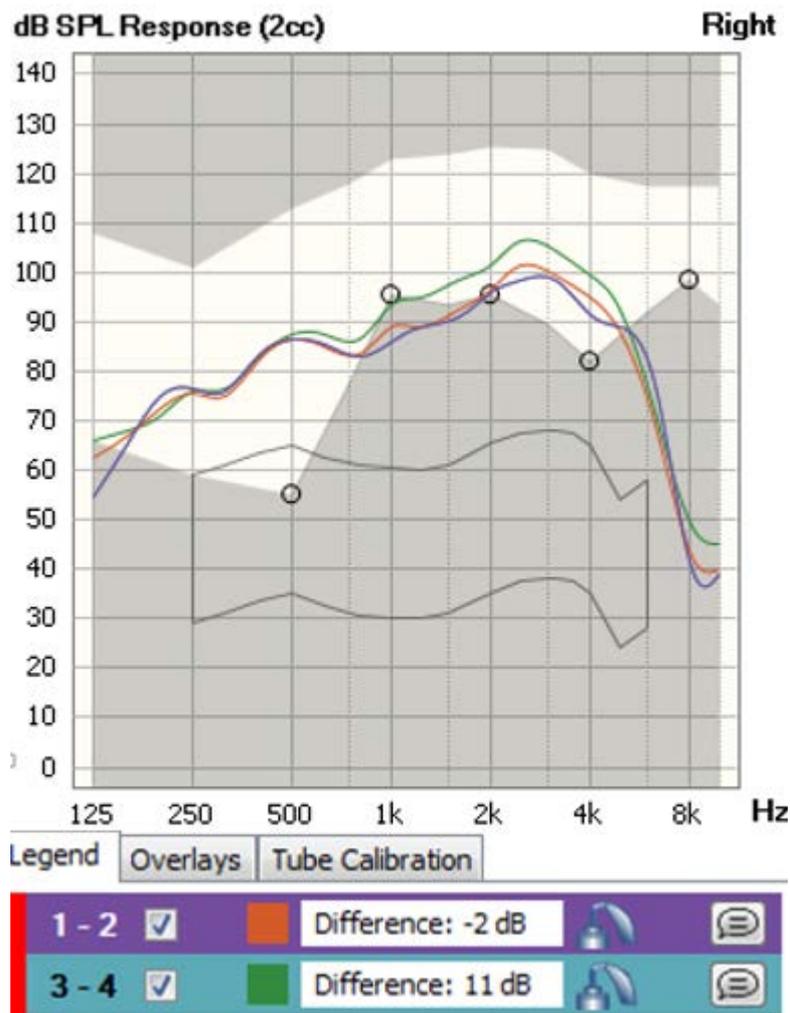
It is important to ensure all systems are working optimally as at initial set up.

Good Practice Guide for Radio Aids

See also section QS3 for electroacoustic set up of radio aid systems.

So for all hearing instruments repeat the relevant electroacoustic procedures outlined in QS 3 and compare current data with that obtained and circulated at the time of set up of the personal radio aid system.

One example of checking comparative curves for balancing a Phonak hearing aid and Roger Inspiro radio aid in the Aurical HIT



curve 1 65dB _____
curve 2 65dB _____
curve 3 80dB _____