

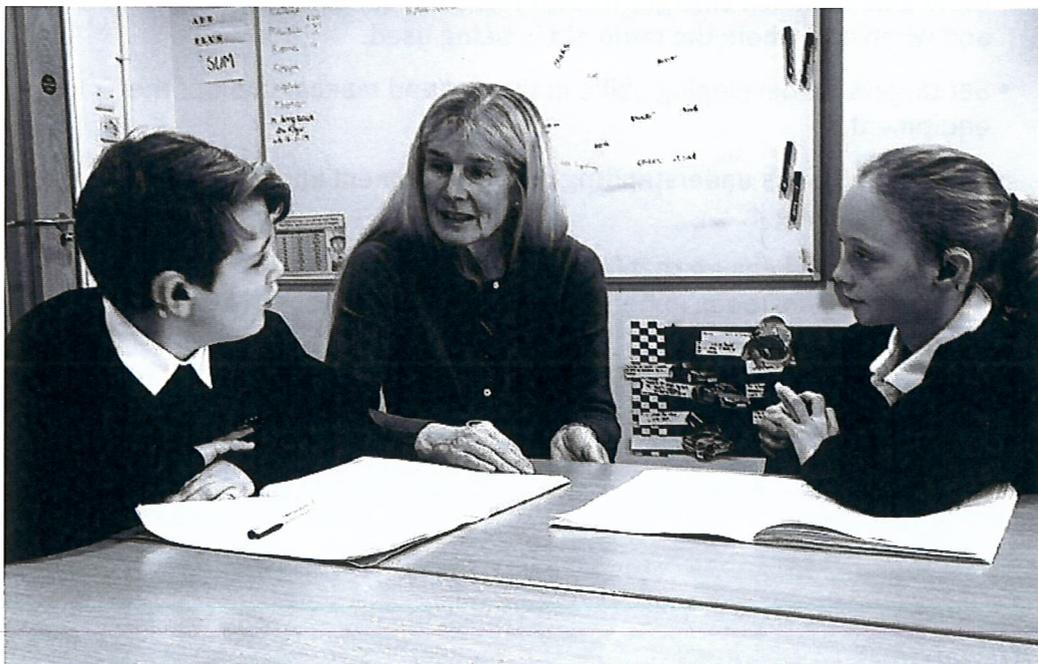
5. Management and use of personal radio aids

This section addresses important practical aspects of the daily management and use of personal radio systems, to allow users of all ages to get the most benefit in a range of different situations.

Those who provide children with personal radio aids have a duty of care to ensure that, as far as possible, this equipment is used appropriately and works effectively at all times.

Ongoing training for all those involved is an important part of good management and use, as is routine testing and monitoring of the equipment. The successful management and use of the system depends on shared ownership and partnership between the child, parents, professionals and across agencies. There should be a designated person with day-to-day responsibility for this.

The benefit of personal radio systems for deaf children is highly dependent on an understanding of how to use the system correctly. Its success is also dependent on sensitivity and positive attitudes of all those involved.¹²



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12. McCracken, W., Roberts, A., Wilding, T. *Oticon Foundation Study of FM in Real World Settings* [report]. 2012. University of Manchester. www.batodfoundation.org.uk/docs/OticonFoundationreport.pdf (accessed 24 January 2017).

QS6

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



A pupil putting his personal transmitter on charge.

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- Offer ongoing training programmes for all those involved in the use of radio aids to match changes in the child's needs, equipment, personnel and when and where the radio aid is being used.
- 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.
- Services should ensure that families are able to use radio systems outside the classroom, in homes and at out-of-school activities.



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QS7**Subjective checks of personal radio aids must take place regularly.**

- Perform listening checks of the radio aid system **daily**, with and without the hearing instrument, using appropriate devices such as a stetoclip for hearing aids, monitor earphones for cochlear implants, listeners for bone conduction hearing implants, or a dedicated headphone set for the radio system.

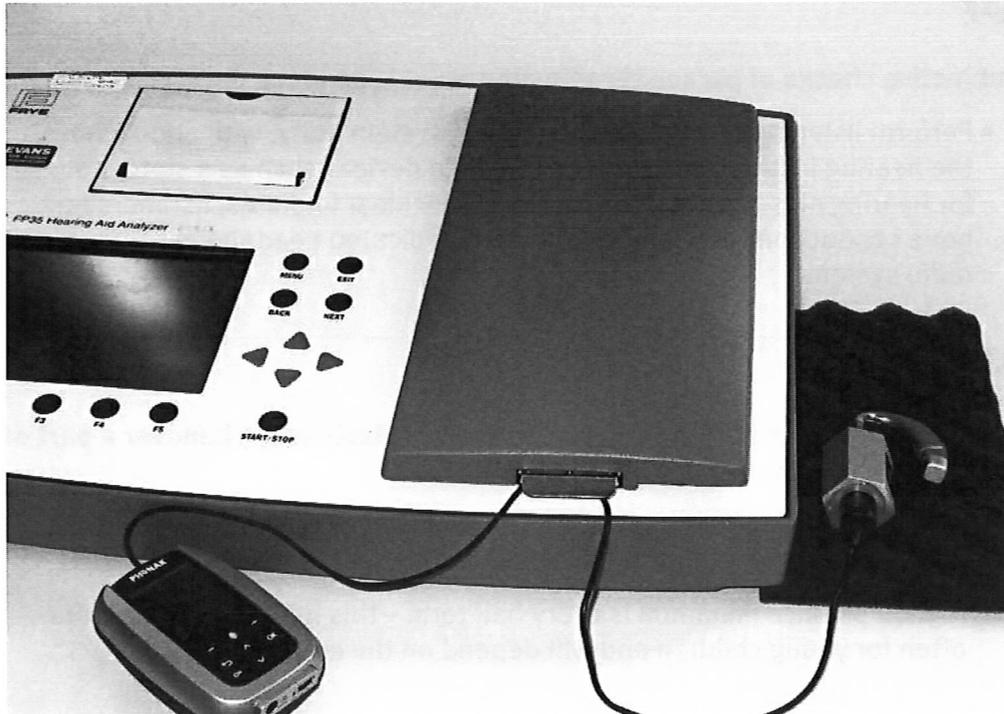
QS8**Electroacoustic checks must be performed regularly and whenever a part of the system is changed.**

- Complete regular (test box) checks in order to compare the frequency response curves with baseline settings provided at the time of set-up.
- A good practice minimum is every half term – this may need to be more often for young children and will depend on the user.



Test box in use for radio aid verification.

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Test box in use for radio aid verification.

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QS9

Clear identification of roles and responsibilities regarding the management and use of equipment should be in place.

- An accessible written policy should be in place detailing roles, responsibilities and procedures. Currently the responsible lead will be a Teacher of the Deaf.
- Provision should be made within service policy to cover replacement, loan and upgrades of systems.
- Detailed records of equipment, settings and frequency response curves should be kept for each child.
- Put clear routines and procedures for the maintenance of equipment in place.

Take steps to ensure that children have access to this equipment in all aspects of their lives – at school, at home and during out-of-school and social activities. Potential loss, damage or insurance issues should not be a barrier to children using the equipment in these ways.