Partnering Speech-Language Pathology and Audiology clinical professors, their graduate students, and young children with hearing loss in an intensive program leads to rich clinical learning experiences and improved outcomes for pediatric clients.

**AURAL HABILITATION**

Provide an opportunity for students to make suggestions for carryover in the home setting.

**OBJECTIVES:**
- Provide forum for discussion of issues relative to access, equipment, and general communication status.
- Review goals for child.
- Integrated model of oral instruction.
- Verification of audiology equipment function and auditory access occurs daily.
- Audiologic and speech language pathologist graduate student clinicians worked together with school and private professionals in providing age- and skill level-appropriate services to participants.
- Coordinating and ordering the individualized equipment needed for this level of group amplification pushed graduate student clinicians to search out and verify technological details.
- Working with this type of equipment allowed graduate student clinicians the opportunity to practice organizing and implementing assistive listening devices to enhance audibility when working with hearing impaired children.
- Subjective behavioral observations indicated improved perception and attention when the children used the FM system.
- Transmission of issues relative to access, equipment, and general communication status were shared among team members.
  - Objective behavioral observations indicated improved perception and attention when the children used the FM system.

**GROUP AMPLIFICATION**

- Early listening trends were entered in the aided condition for most children as well as speech testing for some.
- Paired focus groups and small groups were based on each child's individual auditory and communication capabilities.
- Integral model of oral instruction was employed throughout the program.
- Students diagnosed, monitored, and implemented assistive listening devices to enhance audibility when working with hearing impaired children.
- Subjective behavioral observations indicated improved perception and attention when the children used the FM system.
- Transmission of issues relative to access, equipment, and general communication status were shared among team members.
  - Objective behavioral observations indicated improved perception and attention when the children used the FM system.

**LARGE GROUP THERAPY**

- The preschool's weekly theme was sometimes integrated into the play audiometry tasks.
- Appropriate testing material was chosen based on each child's individual hearing and attention capabilities.
- Pure-tone thresholds were verified in the aided condition for most children as well as speech testing for some.
- Weekly audiological testing took place in the Wendell Johnson Speech and Hearing Clinic. Audiology graduate students and AuD students worked together with the help of speech language pathology graduate students who gained valuable experience evaluating hearing status.
- Paired focus groups and small groups were based on each child's individual auditory and communication capabilities.
- Integral model of oral instruction was employed throughout the program.
- Students diagnosed, monitored, and implemented assistive listening devices to enhance audibility when working with hearing impaired children.
- Subjective behavioral observations indicated improved perception and attention when the children used the FM system.
- Transmission of issues relative to access, equipment, and general communication status were shared among team members.
  - Objective behavioral observations indicated improved perception and attention when the children used the FM system.

**SMALL GROUP THERAPY**

- Twice daily one-on-one therapy sessions allowed participants the opportunity to receive individualized attention and learn important skills relevant to his or her level of development.
- GPA and AuD graduate student clinicians were exposed to a variety of cochlear implant and hearing aid technology in the course of the preschool.
- Daily listening checks were performed at the start of each morning's opening session.
- Weekly audiological testing took place in the Wendell Johnson Speech and Hearing Clinic. Audiology graduate students and AuD students worked together with the help of speech language pathology graduate students who gained valuable experience evaluating hearing status.
- Paired focus groups and small groups were based on each child's individual auditory and communication capabilities.
- Integral model of oral instruction was employed throughout the program.
- Students diagnosed, monitored, and implemented assistive listening devices to enhance audibility when working with hearing impaired children.
- Subjective behavioral observations indicated improved perception and attention when the children used the FM system.
- Transmission of issues relative to access, equipment, and general communication status were shared among team members.
  - Objective behavioral observations indicated improved perception and attention when the children used the FM system.

**Audiological Testing**

- Daily opening trends were entered in the aided condition for most children as well as speech testing for some.
- Paired focus groups and small groups were based on each child's individual auditory and communication capabilities.
- Integral model of oral instruction was employed throughout the program.
- Students diagnosed, monitored, and implemented assistive listening devices to enhance audibility when working with hearing impaired children.
- Subjective behavioral observations indicated improved perception and attention when the children used the FM system.
- Transmission of issues relative to access, equipment, and general communication status were shared among team members.
  - Objective behavioral observations indicated improved perception and attention when the children used the FM system.