



Continuous Learning HAT Considerations

Hearing Assistive Technology (HAT) such as frequency modulation (FM) systems, digital modulation (DM) systems, Bluetooth, Classroom Audio Distribution Systems (CADS), and other assistive listening devices (ALDs) are necessary to provide children who are deaf or hard of hearing with Effective Communication in accordance with the Americans with Disabilities Act of 1990. This document provides guiding questions to consider while creating 504 Plans and individualized education plans (IEPs) for students who are deaf or hard of hearing requiring HAT.


A requirement of [IDEA 34 CFR § 300.113](#) includes routine checking of hearing devices and maintaining a record of their function.

NEED

- ★ What HAT has the student's managing or educational audiologist recommended to access spoken messages in the physical classroom?
 - ★ Type and number of transmitter(s)
 - ★ Type and number of receiver(s)
 - ★ Type and number of audio cable connector(s)
 - ★ Are mono or bone conduction headphones needed to access electronic devices?
- ★ What HAT has the student's managing or educational audiologist recommended to access remote learning?
 - ★ Does the student require a transmitter(s)?
 - ★ Does the student require an audio cable connector(s)?
 - ★ Are mono or bone conduction headphones needed to access electronic devices?
- ★ Are multiple HAT systems necessary?

CONTINUOUS ACCESS PLAN

To be considered for each scenario: School is physically in session, operating in a hybrid (both in-person and remote) fashion, and/or being conducted completely remote:

- ★ Where is HAT located/charged (at school/remote setting)?
 - ★ Who is responsible for ensuring HAT is charged and working properly (at school/remote setting)?
 - ★ Who is responsible for tracking and packing up all HAT components (e.g., transmitter, receiver, batteries, chargers, cables, battery doors, etc.) and ensuring it is charged and transported as necessary (at school/remote setting)?
 - ★ How will HAT be picked up/dropped off for remote learning, if applicable?
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IN-SERVICE

To be familiar with using and troubleshooting HAT, identify in-service needs for school staff, substitutes, and families (if applicable).

- ★ What is the frequency of in-service?
- ★ Who will conduct the in-service?
- ★ Has a plan been developed for substitute staff? How is it shared?

TROUBLESHOOTING and MAINTENANCE

- ★ Who will conduct regular listening checks and document results?
- ★ How will HAT malfunctions be communicated?
- ★ What is the process for HAT to receive regular service maintenance by the manufacturer?
- ★ What is the sanitization procedure (between staff, to and from school, etc.)?
- ★ What is the backup plan when/if HAT is sent in for repair during the school year?

ADDITIONAL CONSIDERATIONS

- ★ What are the procedures when HAT needs to go with the child to the managing audiologist?
- ★ What are the HAT procedures for the student to access field trips?
- ★ What are the HAT procedures for the student to access school-sponsored extracurricular activities?
- ★ How frequently will the school's HAT inventory be reviewed and updated?

RESOURCES

- ★ [US DOE Office of Civil Rights: Deaf Students Education Services](#)
- ★ [Documenting Daily Amplification Use is Legally Required](#)
- ★ [Provision of Appropriate Assistive Technology/Accommodations](#)
- ★ [Connecting Hearing Devices to Computers or iPads](#)
- ★ [Functional Listening Evaluation](#)
- ★ [Ling 6 Listening Check Tutorial](#)
- ★ [Hearing Device Monitoring Form](#)



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