



INTER-PROFESSIONAL COLLABORATIVE PRACTICE

CSHBC REGISTRANTS & TEACHERS OF THE DEAF AND HARD OF HEARING (TDHH)

Inter-professional Collaborative Practice (ICP) is vital to quality client healthcare and is an expectation of CSHBC registrants. ICP aligns with the CSHBC *Registrant Code of Ethics* which states that registrants must ensure:

- That client health and well-being is their primary concern
- To respect the client's right to be cared for by their choice of care provider, where possible, including care provided by communication health assistants and students
- To respect previous and concurrent services provided by other registrants or other health care providers

In the care of students who are deaf/Deaf or hard of hearing, there are several team members whose unique professional contributions are essential for ensuring the best possible student outcomes. This document is intended to highlight the high level, unique, and shared contributions of the primary, core team members, which includes educational professionals and health care professionals. The care provided by these professionals and support staff is complimentary and not interchangeable.

Education and health care professionals may use this resource to guide their decisions regarding collaborative assessment, diagnosis, and intervention. This will help to ensure that the right professional is seeing the student for the right reasons, at the right time within their scope of practice and expertise.

Clinical population being reviewed: Students in an educational setting who are deaf/Deaf or hard of hearing

This is a heterogeneous group of individuals who may also have other related delays and disorders. The composition of the team would need to be adjusted accordingly and may change who leads what aspects of care.

Q1: Who are the core team members?

- **Teacher of the deaf/Deaf/hard of hearing**
- **Registered Speech-Language Pathologist**
- Registered Audiologist
- Learning Support Teacher/Learning Resource Teacher
- Classroom Teacher
- Support personnel

Q2: What is your key role in serving this population?

Teacher of the Deaf and Hard of Hearing (TDHH)

Certified education professional with expertise in:

- developmental, educational, and access needs of students with hearing difference
- implications of varying degrees of hearing loss on speech and language development
- effects of hearing differences or deafness on communication
- knowledge and skills require to instruct students who use different modes of communication (spoken/manual), with or without assistive listening technologies
- school/classroom environments and adaptations
- communication skills related specifically to the hearing loss
- knowledge of the BC Curriculum

Registered Speech-Language Pathologist (RSLP)

Regulated health professional with expertise in:

- communication skills across the spectrum of delays and disorders
- diagnoses of communication and related disorders
- a range of services for speech and language delays and/or disorders, including comprehension and expression in oral, written, graphic, manual, and alternative or augmentative communication

Registered Audiologist (RAUD)

Regulated health professional with expertise in:

- effects of hearing differences or deafness on communication and development
- prescribing, fitting, verifying, and managing hearing instruments, if also licensed as a Registered Hearing Instrument Practitioner (RHIP) in BC
- assessment of hearing levels
- diagnosis of audiological disorders
- early identification of hearing loss

Q3: What unique contributions do you bring to the care? This is not an exhaustive list of everything professionals do, but rather high-level descriptions of key elements

TDHH:

- Evaluates the characteristics of deaf/Deaf and hard of hearing individual learners
- Makes referrals as appropriate for specialized supports (e.g., Provincial Outreach Program: Deaf, hard of hearing, Provincial Deaf and hard of hearing Services, Deaf Well-Being Program, etc.)
- Provides instruction and/or support for effective use of communication supports such as interpreting, transliteration, note-taking, real-time captioning, telecommunications, and computing.
- Provides consultation and direct services in areas related to communication access, speech and language development, social & emotional development, and academic learning, depending on student profile
- Supports the school team to implement IEP, ongoing assessment and intervention, and required adaptations and assistive listening technologies to address communication access
- Establishes a learning environment designed to meet the physical, cognitive, cultural, linguistic, communicative and access needs of the student.
- Evaluates and monitors the child's communication competence in academic and nonacademic contexts
- Implements strategies, materials, resources, and technology that support students in developing communicative competence
- Supports and promotes social emotional skills and social-emotional inclusion with other students with hearing difference and others
- Plans and executes instructional content in a variety of settings
- Assesses communication skills, specifically as they relate to the hearing loss

RSLP:

- Provides comprehensive assessment, SLP diagnosis of any communication and related disorders and develops functional goals
- Provides intervention for other related speech, language, and cognitive-communication disorders
- Selects, fits and establishes effective use of adaptive devices for communication
- Provides speech and language intervention including auditory training and speechreading
- Develops and selects systems and devices as required
- Establishes augmentative and alternative communication techniques and strategies
- Establishes the SLP -related treatment plan

RAUD:

- Oversees early identification programs
- Collaborates with the school-based team and family
- Monitors hearing status and performs updates to personal hearing instruments
- Recommends hearing-assistance technology and habilitation support
- Assesses and diagnoses auditory disorders

Q4: What aspects of care may be shared between the TDHH, RSLP, and RAUD team members

- Completing visual inspections and listening checks of amplification devices
- Observing skill learning and generalization within and outside the classroom
- Collecting relevant background information
- Comprehensive description of child's needs, history of communication modalities, family preferences, Communication concerns
- Monitoring child's progress
- Designing and implementing instructional programs and related services to assist the child in achieving their goals
- Specific aspects of assessment may be shared and must be in the context of the professional's expertise and experience as noted above. In some instances, it may be prudent to assign the primary professional depending on the nature and scope of the assessment required.

REFERENCES

[Canadian Association of Educators of the Deaf and Hard of Hearing Pamphlet](#)

[Special Education Services: A Manual of Policies, Procedures, and Guidelines](#)

[CSHBC Registrant Resources](#)

CSHBC Resource:
[Inter-professional Collaborative Practice \(SOP-PROF-01\)](#)

CSHBC Resource:
[Unique & Shared Scope of Practice \(SOP-PROF-03\)](#)