

Title: Understanding and Supporting Reluctant FM Users

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Abstract: The best technologies are irrelevant when the intended users are reluctant to employ them. Often, FM and other technologies are written into IEPs or 504 Plans without involving the student in the discussion and decision for the recommended technology and/or without providing the necessary supporting services to address underlying issues to engage the student's acceptance and participation. Issues in FM use including social and management challenges will be discussed as well as strategies to promote student FM use.

Biosketch: Cheryl DeConde Johnson provides consulting services for educational audiology and deaf education specializing in program evaluation and development and state deaf education service delivery and accountability systems through her practice, The ADEvantage. She has been an audiology and deaf education consultant with the Colorado Department of Education, a school-based educational audiologist, an early intervention provider, and a coordinator of a public school program serving deaf and hard of hearing students. She currently holds adjunct faculty appointments at the Universities of Colorado, Northern Colorado, and Arizona where she teaches educational audiology related courses. Cheryl also has a grown daughter who describes herself as sometimes deaf and sometimes hard of hearing.

Learning Objectives/Learners will be able to:

1. Identify three reasons why students often reject FM use that can be controlled by the audiologist.
2. Identify four candidacy considerations that may contraindicate fitting FM.
3. Describe one activity to conduct with students to problem solve their concerns associated with FM use.