

Assistive Listening Systems 101: Tips for Disability Services Professionals

- **Start with an interactive dialogue with the student.** Remember accommodations should be made on a class-by-class and student-by-student basis.
- Discuss with the student the **different environments** in which they will need access to an ALS:
 - Classroom
 - Campus events
 - Social activities
- Ask about the **student's past experiences** with ALS and what worked for them. If no prior experience, be sure to explain the variety of systems available for use.
- Coordinate **additional accommodations** as needed, such as note takers, captioned media, speech-to-text services, or interpreting services.
- Offer **tips and strategies** to the student for using assistive listening devices in the classroom. (See "Tips for Students")
- Outline any **policies and procedures** related to ALS:
 - How to request more batteries
 - What to do if the device stops working
 - How to report if the device is lost, damaged, or stolen
 - Use of device off campus
- **Test assistive listening equipment** on a regular basis. Remove batteries when equipment is not being used to avoid corrosion.
- If your system is **outdated or dysfunctional**, consult with an independent audiologist or assistive listening system manufacturer when purchasing new devices to ensure your institution is investing in current technology.