

Assistive Listening Systems 101: Tips for Students

- **Talk with your audiologist.** If using a personal amplification device, such as a hearing aid or cochlear implant, find out if you have a telecoil and if it is programmed. It is best to become familiar with what assistive listening systems are compatible with your device.
- **Request assistive listening devices (ALDs) through the Disability Services Office**
 - Be prepared to answer questions such as when you will need access to ALDs (classroom and nonclassroom activities) and what additional accommodations you will need in the classroom (e.g., note taker, captioned media, speech-to-text services, interpreting services).
 - Ask what you should do if the device needs new batteries, stops working, or becomes lost or stolen.
- **Prior to the start of any class, communicate with the faculty member about the use of ALDs**
 - How to handle questions during lecture
 - Most effective way to watch videos in the classroom
 - How to handle small group discussions
- At the beginning of class, **check the device** to ensure there is enough battery for the entire class and perform a sound check with the faculty member.
- For group discussions, if the faculty member hasn't established group turn-taking rules, **ask for only one person to speak at a time.** If working in small groups during class, try to find an area with limited background noise and have students pass the microphone.
- **Ask for clarification** from the faculty member or classmates whenever necessary.