**Audiogram Session – Tutors’ notes.**

The reason that this session is given to members is to help them to be more confident when seeing an Audiologist so that they are familiar with the terminology and procedure, enabling them to have more confidence to ask questions.

The pack, which is given to members, has the following hand-outs: -

* Questions to ask your Hearing Health Care Professional (from BHA Brisbane)
* Information about Independent Audiologists (from Independent Audiologists website)
* What does an Audiologist do? (a guide from Blamey Saunders)
* Audiologists and Audiometrists – What’s the difference? (from HQ magazine)

The above handouts are for the members’ information – take home reading material.

* How to Read an Audiogram and Determine Degrees of Hearing Loss. This is the handout that you will be working with during the session.

I encourage you to have it printed in colour for your members as it is much easier to read and is more attractive than in black and white.

If possible, have the members bring to the session their own audiogram from their last hearing test with the Audiologist. It is not necessary but they might like to have it there for reference.

**Some of your members will be unaware that they can get a copy from the Audiologist after their test and I encourage members to get a copy so that they can use it as a reference point the next time that they go to the Audiologist**. **Especially beneficial if they are seeing a new Audiologist.**

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Let your members know that today we are going to talk about reading an Audiogram but first remind them of **“The Hearing Pathway”**. Most will know about this but you might have some who do not know and as it is discussed in the session it is worth going into again.

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Set up the session by having the members talk about a typical hearing test at the Audiologist. What happens when the Audiologist sits you into the booth, hands you the little button to push, puts the headphones on your head and closes the door.

When you hear a sound and push the button, what do you think the Audiologist is doing? The Audiologist will mark the corresponding point on the audiogram to indicate that your have heard that pitch and that loudness.

You can let your members know that the Audiologist will repeat a tone not heard twice or three times again to be sure that it is not heard.

From this you can lead into discussing the five points in **What is an Audiogram?**

Then go on to how sound is measured (end of page 1) and that those measurements are placed on the Audiogram grid and this is where the Audiologist will mark the grid to indicate that you have heard..

Read (or have a member read) through the two paragraphs in **What information is on an audiogram and what does it mean for the person’s hearing ability?**

Throughout this talk, I did not speak about the numbers of dBs and Hz on the grid but have left them in the handout for those who like numbers and the mathematicians in the group.

Explain that the table measures the loudness of sound or decibels (dB) from soft, down to loud on the vertical axis, and the pitch of sound or Hertz (Hz) is measured on the horizontal axis.

The paragraph below the audiogram can be read by another member.

Let the members know thatin the second audiogram we can see the different degrees of hearing loss and where you might expect to see the audiologists’ markings to form that diagnosis.

And in the third audiogram, over the page shows how an audiogram is marked by the Audiologist.

Again, you or a group member can read the information below.

The Speech Banana in the fourth audiogram picture, shows what sounds are lost at the varying stages of hearing loss.

The audiogram over the page shows more detail about the sounds of speech that are lost within the Speech Banana.”

The next pieces of information in **What you can learn from your audiogram** are self-explanatory and you may like to read through them as time permits.

Recruitment is common these days, according to my Audiologist who kindly checked these pages. He advised that it was worthwhile including it in the session.

Take a look at Betty and Bob’s story in **Examples of common audiograms** (over page). I include them as presbycusis and industrial deafness are also common problems.

The sheet on Hearing Loss and Speech Intelligibility was given to me by one of the Sydney Teachers, Kerrin Perry and contains some very interesting information. Thank you, Kerrin – much appreciated.

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There is no reason why this session cannot be done over a few weeks. There is so much information to be digested it may be the better way to go for some groups. You can also use much of it as a Speech Conservation exercise.

I presented it to the group in a plastic display folder so that all the sheets and information stayed in the same place.