



The AG Bell Academy for Listening and Spoken Language **MENTOR HANDBOOK**

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Your guide to support future LSLS® professionals

AG BELL ACADEMY FOR LISTENING AND SPOKEN LANGUAGE

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DEDICATION

The AG Bell Academy for Listening and Spoken Language dedicates this Mentor Handbook to the memory of Karen Rothwell-Vivian, M.S.Ed., M.A., CCC-A, LSLS Cert. AVT (1954–2013), for her commitment and service to the field of Auditory-Verbal Practice. This handbook will serve as a guide to Listening and Spoken Language Specialists who mentor and support the next generation of *LSLS*® professionals, a fitting tribute to Karen’s tireless work to ensure that families and children receive the best care possible.

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Preface

The purposes of this *Mentor Handbook* are to clarify the roles and procedures involved in the mentoring requirement for certification as a Listening and Spoken Language Specialist (LSLS®), and to offer suggestions for handling various matters that may be encountered during the course of the mentorship period. Please note that in this Handbook, the term “mentor” will apply to the certified LSLS professional who provides the mentoring services. The phrase “professional seeking certification” denotes the professional that is being mentored. Mentors are advised to become familiar with the AG Bell Academy of Listening and Spoken Language Handbook and Application Packets as well as this Handbook to prepare for work with professionals seeking certification.

The role of the LSLS mentor is to inform, counsel and guide professionals seeking certification to position them to be effective LSLS and to prepare them for the certification exam. Professionals seeking certification come from a variety of backgrounds, and foundational skills are likely to differ among professionals at the start of the mentoring process. The intended outcome of the LSLS certification process is mastery across all the LSLS domains of knowledge and skill regardless of the base degree or profession.

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I. The AG Bell Academy Listening and Spoken Language Specialist Certification and Mentoring

The AG Bell Academy for Listening and Spoken Language (the Academy) is an independently governed, subsidiary corporation of the Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell). The Academy's mission is to advance listening and talking through standards of excellence and international certification of professionals. The Academy manages the certification of Listening and Spoken Language Specialist (LSLS[®]) professionals that work to provide specialized intervention to children who are deaf and hard of hearing and seeking spoken language competence. LSLS are professionals who have met the eligibility requirements and have passed the examination for the LSLS certification. While holding the same certification, they are designated as Listening and Spoken Language Specialist Certified Auditory-Verbal Therapist (LSLS Cert. AVT[®]) or Listening and Spoken Language Specialist Certified Auditory-Verbal Educator (LSLS Cert. AVE[®]).

To be eligible to take the LSL certification examination, professionals must demonstrate satisfactory completion of the Certification Route for their intended designation. Completion of requirements and documentation of qualifications in the following areas are required for eligibility to take the examination:

- Academic
- Credential/licensure
- Continuing education
- A formal written description of auditory-verbal practice
- Professional experience
- Mentoring by a certified LSLS professional
- Letters of recommendation

This Handbook is offered to mentors and professionals seeking certification to support the essential aspect of structured mentoring. Mentors and professionals seeking certification are advised to become familiar with the AG Bell Academy Certification Handbook and the Application Packets as well as this Handbook to prepare for work with professionals seeking certification. This information is summarized in the following sections of this Handbook.

II. Qualifications of LSLS Mentors

The following is found in the *AG Bell Academy for Listening and Spoken Language Certification Handbook*

“The professional seeking certification must be observed and evaluated by a certified LSLS mentor while conducting a series of listening and spoken language sessions. The mentor must be a certified LSLS professional with a certification in good standing. Ideally, applicants will be mentored by a LSLS of their intended designation. However LSLS mentors of either designation (LSLS Cert. AVT or LSLS Cert. AVEd) may mentor any applicant. The mentor should observe the professional seeking certification providing listening and spoken language sessions or classes and provide the professional seeking certification with appropriate feedback via the forms included in the LSLS applications.”

The AG Bell Academy for Listening and Spoken Language Board approved the following Position Statement pertaining to supervisors who may also serve as mentors for those seeking LSLS certification.

Position Statement of The AG Bell Academy for Listening and Spoken Language on Supervisors also serving as Mentors for those seeking LSLS Certification

The role of the LSLS mentor is to inform, counsel and guide professionals seeking certification to position them to be effective LSLS and to prepare them for the certification exam. Professionals seeking certification come from a variety of backgrounds, and foundational skills are likely to differ among professionals at the start of the mentoring process. The intended outcome of the LSLS certification process is mastery across all the LSLS domains of knowledge and skill regardless of the base degree or profession. (Mentor Handbook, AG Bell Academy for Listening and Spoken Language)

Professionals seeking certification are required to seek a LSLS mentor, in good standing with the Academy, and engage in a 3-5 year mentoring relationship. The term “mentoring” lacks an agreed upon definition in literature (Ives, 2008). Rush and Shelden (2011, p.43) refer to the following definition of mentoring by Black, Suarez, and Medina:

“a nurturing, complex, long-term, developmental process in which a more skilled and experienced person serves as a role model, teacher, sponsor, and coach who encourages, counsels, befriends a less skilled person for the purpose of promoting the latter’s professional and/or personal growth. ”

Literature in the field of mentoring cautions the mentor who also acts as the professional’s supervisor. When a mentor is also the professional’s supervisor there are both possible beneficial and detrimental effects on the mentoring relationship (Inzer & Crawford, 2005). It is suggested that an effective supervisor should act as an informal mentor (Inzer & Crawford, 2005). However, in many cases in the field of listening and spoken language a supervisor is acting as a formal mentor guiding another professional toward their LSLS certification.

When a mentor is also serving as a workplace supervisor the following guidelines are recommended:

- The roles of mentor and supervisor should be clearly defined.
- The mentee will be aware of when the mentor is acting as a supervisor.
- The observations that are required for LSLS certification shall not be reflected in the mentee’s performance evaluations as an employee.
- Supervisory meeting times should be kept separate from mentoring sessions (Zachary, 2012)
- When possible, mentee should choose their own mentors and mentors should not be assigned by supervisors in the workplace.

The professional acting as a mentor, is also referred to Appendix 6 of the AGBell Mentor’s Handbook (<https://www.agbell.org/uploadedFiles/Get Certified/For Mentors/Mentor’/o20Handbook FINAL upload.pdf>) which outlines key components of successful mentoring relationships.

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Certified Auditory-Verbal Therapist Route	Certified Auditory-Verbal Educator Route
<p>Professionals seeking certification must be mentored by a certified LSLS professional. Ideally, each professional seeking certification as a LSLS Cert. AVT will be mentored by another LSLS Cert. AVT. If a professional seeking certification does not have access to a LSLS Cert. AVT, he or she may be mentored by a LSLS Cert. AVEEd. When this is necessary, it is suggested that the mentor work in collaboration with a LSLS Cert. AVT as follows:</p> <p>A collaborating (secondary) mentor in the specialty area of desired certification shall be identified during the first year of the mentoring process. That certified individual should review a live or taped therapy session and then complete the evaluation form (Attachment F). This form should be returned to the primary mentor to facilitate discussion and be included in the application packet submitted for certification. Together, the collaborating mentors will develop a plan for evaluating listening and spoken language skills observed in the professional seeking certification.</p> <p>This process may be repeated in subsequent years of mentoring if determined necessary by the collaborating mentors.</p>	<p>Professionals seeking certification must have been mentored by a LSLS certified professional. Ideally, each professional seeking certification as a LSLS Cert. AVEEd will be mentored by another LSLS Cert. AVEEd. If a professional seeking certification does not have access to a LSLS Cert. AVEEd, he or she may be mentored by a LSLS Cert. AVT. When this is necessary, it is suggested that the mentor work in collaboration with a LSLS Cert. AVEEd as follows:</p> <p>A collaborating (secondary) mentor in the specialty area of desired certification shall be identified during the first year of the mentoring process. That certified individual should review a live or taped therapy session and then complete the evaluation form (Attachment F). This form should be returned to the primary mentor to facilitate discussion and be included in the application packet submitted for certification. Together, the collaborating mentors will develop a plan for evaluating listening and spoken language skills observed in the professional seeking certification.</p> <p>This process may be repeated in subsequent years of mentoring if determined necessary by the collaborating LSLS mentors.</p>
ADMINISTRATOR/SUPERVISOR ROUTE	
<p>Professionals seeking certification through the Administrator Route (formerly Route C) must have been mentored by a LSLS certified professional who is also a supervisor/ administrator of a program utilizing listening and spoken language. The LSLS mentor may be of either designation (LSLS Cert. AVT or LSLS Cert. AVEEd). Ideally, each professional seeking certification as a LSLS Cert. AVEEd will be mentored by another LSLS Cert. AVEEd. This route will cease to be available on December 31, 2020.</p>	

III. Mentored Observations

The mentor provides structured feedback and guidance to professionals seeking certification upon observations of sessions and classes. The Application Packets specify the number and schedule of mentored observations to be conducted over the period that a professional is seeking certification, including the forms (a.k.a. attachments) that must be completed:

LSLS Cert. AVT		LSLS Cert. AVEd	
DESCRIPTION	DOCUMENTATION	DESCRIPTION	DOCUMENTATION
<p>Over a three to five year period of professional experience after receiving their academic degree, the professional seeking certification must be mentored by a certified LSLS professional for a total of at least 20 sessions (with a minimum of 3 hours in the first year). Mentored hours should be evenly spaced throughout the remaining qualifying years). Note that a minimum of 3 sessions in each of the qualifying three to five years is mandatory.</p> <ul style="list-style-type: none"> Supervision may be conducted live or by using video technology. 	<p>Attachment E: Checklist of Mentored Sessions verifying at least 20 mentored sessions</p> <p>Attachment F-1: Mentor’s Observation and Evaluation</p> <p>Attachment F-2: Applicant’s Self-Evaluation for each of the 20 required sessions</p>	<p>Over a three to five year period of professional experience after receiving their professional degree, the professional seeking certification must be mentored by a certified LSLS professional for a total of at least 20 sessions (3 hours in Year 1) Mentored hours should be evenly spaced throughout the remaining qualifying years). A minimum of 3 sessions in each of the qualifying three to five years is mandatory.</p> <p>The AVEd applicant must include parent participation in at least 5 of the 20 mentored sessions. The balance of the mentored sessions for AVEd applicants are required to contain documentation of communicating with parents/ caregivers on the carryover goals and strategies into the home.</p> <ul style="list-style-type: none"> Supervision may be conducted live or by using video technology. 	<p>Attachment E: Checklist of Mentored Sessions verifying at least 20 mentored sessions</p> <p>Attachment F-1: Mentor’s Observation and Evaluation</p> <p>Attachment F-2: Applicant’s Self-Evaluation for each of the 20 required sessions</p>
<p>Sessions should be approximately an hour in length, and the professional seeking certification should provide the LSLS mentor with the following documentation in preparation for the supervisory observation:</p> <ul style="list-style-type: none"> Case history Audiologic information including speech perception scores Lesson plan Diagnostic evaluations of spoken language skills 	<p>Sessions should be approximately an hour in length, and the professional seeking certification should provide the LSLS mentor the following documentation about the child or children being taught. This documentation does not need to be submitted to the Academy.</p> <ul style="list-style-type: none"> Present level of skills for lesson being observed Audiologic evaluations or speech perception scores Diagnostic evaluations of spoken language skills Lesson plan including listening and spoken language targets and activities 		

Attachments E, F-1, and F-2 can be found in Appendices 1 through 3 on pages 17-30.

IV. Ethical Principles to Guide LSLS Mentors

The following Ethical Principles are offered as a guide for LSLS mentors:

THE LSLS MENTOR SHALL:

1. Maintain LSLS certification at all times while providing mentor services.
2. Maintain confidentiality concerning the work of the professional seeking certification and his/her clients, and ensure safe and secure maintenance of all related records and data.
3. Maintain knowledge of current law and work within the law.
4. Discuss and come to agreement with the professional certification on such issues as:
 - The length of the relationship
 - Frequency and types of meetings
 - Compensation for services and other activities
 - How to give each other feedback
 - Roles of the mentor, the professional seeking certification, and, if applicable, professional seeking certification's supervisor
 - Confidentiality
5. Be mindful that the participation of the professional seeking certification is voluntary.
6. Properly cite the work and views of others.
7. Provide the professional seeking certification with constructive and appropriate feedback in accordance .. with the Academy's application materials.
8. Maintain honesty with the professional seeking certification about how the relationship is working.
9. Respect diversity and promote equal opportunities.
10. Demonstrate respect for other individuals in the profession.
11. Be aware of the potential for conflicts of interest of either a commercial or an emotional nature and avoid exploitation in any professional or personal way (including romantic relationships between mentor and the professional seeking certification).

AG Bell Academy Principles of Professional Behavior

Principle I:

Individuals should honor their responsibility to make fully available to all children who are deaf or hard of hearing those aspects of auditory-verbal, educational and audiologic (re)habilitative practices that encourage habitual and maximal use of hearing technology, and are known to have positive effects upon the human auditory system and the subsequent development of verbal communication.

Examples:

- Individuals should support programs for the early detection and identification of hearing loss and the auditory management of infants, toddlers and children so identified.
- Individuals should seek to provide the earliest possible use of the most appropriate technology in order that their clients obtain the maximum auditory benefits possible.
- Individuals should seek to instruct primary caregivers in ways to provide optimal acoustic stimulation within meaningful contexts and support the development of the most favorable auditory learning environments for the acquisition of spoken language.
- Individuals should seek to integrate listening into the child's total personality.
- Individuals should view communication as a social act and seek to improve verbal (spoken) interaction within the typical social dyad of infant/child and primary care-giver(s), with the provision that one-to-one teaching is critical to communication development.
- Individuals should work to ensure that the child's emerging speech will be self-monitored through audition to the greatest possible extent.
- Individuals should strive to use natural sequential patterns of auditory, perceptual, linguistic and cognitive stimulation to encourage the emergence of listening, speech and language abilities.
- Individuals should make ongoing evaluation and prognosis of the development of listening skills an integral part of the (re)habilitative process.
- Assuming appropriate consent from a child's parent(s)/guardian(s), individuals should endeavor to mainstream/integrate children who are deaf or hard of hearing into regular education classes with appropriate support services to the fullest extent possible.
- Individuals are expected to adhere to principles established for their certifications.

Principle II:

Individuals should honor their responsibility to hold paramount the welfare of persons served in a professional capacity.

Examples:

- Individuals should maintain high standards of professional competence in rendering services.
- Individuals should provide professional services with honesty and compassion and should respect the dignity, worth and rights of those served.
- Individuals should use every resource, including referral when appropriate, to ensure that the highest quality service is provided.

- Individuals should not discriminate in the delivery of professional services on the basis of disability, race, sex, religion, national origin or sexual orientation.
- Individuals should provide accurate information about the nature and management of hearing impairment and about the services and products offered.
- Individuals should evaluate the effectiveness of services rendered and of products dispensed. Individuals should provide services or dispense products only when the individual, in his/her professional judgment, believes that benefits can reasonably be expected.
- Individuals should maintain adequate records of professional services rendered and products dispensed.
- Individuals may make a statement of prognosis, but should not guarantee results, or otherwise mislead or misinform the client and/or families served.
- Individuals should recognize the right of the parent(s)/guardian(s) to select the type of (re)habilitative, communicative or educational system or program they wish for their child.
- Individuals shall charge only for services rendered. They shall not misrepresent, in any fashion, services rendered or products dispensed.

Principle III:

Individuals should honor their responsibility to achieve and maintain the highest level of professional competence.

Examples:

- Individuals engaging in any aspect of the profession should perform within the scope of their competence, education, training and experience.
- Individuals should maintain professional competence, including participation in continuing education.
- Individuals should provide appropriate supervision and assume full responsibility for services delegated to their staff.
- Individuals should ensure that all equipment used in the provision of services is in proper working order and is properly calibrated.

Principle IV:

Individuals should honor their responsibilities to the public by providing current and accurate information and education, and by developing appropriate services and referrals for unmet needs.

Examples:

- Individuals should not misrepresent their credentials, competence, education, training or experience.
- Individuals should not participate in professional activities that constitute a conflict of interest.
- Individuals should not misrepresent diagnostic information, services rendered, or products dispensed or engage in any scheme or artifice to defraud in connection with obtaining payment or reimbursement for such services or products.
- Individual statements to the public should strive to provide accurate and current information about the nature and management of hearing disorders and professional services.

Principle V:

Individuals should honor their responsibilities to their own profession and maintain good relationships with Academy certified colleagues, members of allied professions, parents and students. Individuals should uphold the dignity and autonomy of the profession and maintain harmonious inter-professional and intra-professional relationships.

Examples:

- Individuals should inform colleagues and the public in a manner consistent with the highest professional standards about products and services they have developed.
- Individuals should assign credit to those who have contributed to a publication, presentation or product.
- Individuals should not use professional or commercial affiliations in any way that would mislead or limit services to persons served professionally.
- Individuals should provide professional services by exercising independent professional judgment, regardless of referral source or prescription.
- Individuals should not discriminate in their professional roles on the basis of disability, race, sex, religion, national origin or sexual orientation.

AG Bell Academy Rules of Conduct

1. Individuals shall hold and maintain all licenses or certifications required by their jurisdiction. This includes participation in continuing education requirements, if mandated by the jurisdiction.
2. Individuals shall not reveal any professional or personal information about the person(s) served professionally unless required by law to do so.
3. Individuals shall not be convicted of a felony or a crime of moral turpitude that is related to the individuals' professional practice.
4. Individuals shall not engage in any form of intentional misrepresentation in connection with their professional activities.
5. Individuals shall cooperate with the Academy's disciplinary action and other proceedings.
6. Individuals shall not engage in materially false or misleading practices in connection with their professional activities.
7. Individuals shall not commit any act or omission in the course of their professional dealings that demonstrates gross negligence or willful misconduct.

V. The LSLS Mentoring Process

It is recommended that a professional mentoring relationship:

1. Include a letter of agreement between the mentor and the mentee professional seeking certification that may include, but is not limited to:
 - Frequency of observations, meetings, reviews, etc.
 - Protocol of how soon to meet and discuss observations
 - Type of observations that will be done (in person, video, etc.)
 - Fees and schedule of payment (if applicable)
 - Contact information for both parties(Huskins et al., 2011; Morrison, Perigoe, & Bernstein, 2010)
2. Be learner-driven, based on the individual needs of the professional seeking certification and their professional development (Morrison, Bernstein, & Estes, 2012).
3. Use best practices related to adult learning theory (English, 1999).
4. Facilitate an ongoing learning relationship centered on the goals and objectives of the mentoring partnership (Johnson & Ridley, 2008).
5. Have opportunities for goal setting, feedback, and revisions as necessary (Morrison et al., 2010; Morrison et al., 2012).
6. Have opportunities for the professional seeking certification to provide feedback to the mentor about the mentoring partnership (Morrison et al., 2012).
7. Have mechanisms to evaluate the effectiveness of the mentoring program (Ramani, Gruppen, & Kachur, 2006).

The information that follows discusses some of these aspects and provides suggestions for successfully mentoring professionals who are seeking certification.

A. Getting started

The list of successful mentoring indicators above indicates that quality mentoring begins by clarifying the roles and responsibilities of the participants and identifying interactive styles. A structured mentoring agreement enables participants to talk about how the mentoring relationship will be carried out and can identify possible areas of difficulty so that strategies for preventing problems can be put into operation. Appendix 4, Sample Mentorship Agreement, is a sample agreement that can be adjusted for the mentor's setting. Asking specific questions during opening conversations is important for helping participants get to know one another. Appendix 5, What Is Important About Me, provides ideas for opening conversations.

B. Setting goals

LSLS mentoring is a goal-oriented, developmental process. Mentors and professionals seeking certification work together to set goals for attaining skills in listening and spoken language techniques and document the acquisition of those skills. Appendix 6, Key Components of Successful Mentoring Relationships, describes skills

to be acquired by professionals working toward LSLS certification, organized by skill category and year within a 3-year certification program. In general, during the first year of LSLS preparation, professionals seeking certification are expected to establish basic skills by the end of Year 1. It is also recommended that professionals seeking certification complete their 10 observations of certified LSLS professionals during the first year. In Year 2, professionals seeking certification are expected to attain more complex skills and be able to generalize acquired skills to new contexts and situations. By the end of Year 3, professionals who are seeking certification should be able to guide and coach parents in listening and spoken language strategies.

C. Providing feedback and other conversations

Attachment F-1 in Appendix 2 structures the feedback that mentors provide following observation of teaching or therapy. Mentor feedback should not only point out success or areas in need of improvement, it should also encourage self-evaluation by the professional seeking certification.

Attachment F-2 in Appendix 3 is a self-evaluation tool to be completed by the professional seeking certification after each session.

Sometimes giving feedback is difficult, particularly when there are needs for improvement. The mentoring relationship may encounter difficulty at other times over issues such as scheduling or providing material in a timely manner. If proper planning and time is spent on the initial steps of creating a partnership and outlining roles and responsibilities, the chances of encountering difficulties can be minimized. Nevertheless, if it becomes necessary to hold difficult conversations, strategies exist to make successful outcomes possible (Patterson, Grenny, & McMillan, 2011). Appendix 6, Key Components of Successful Mentoring Relationships, will help keep mentors working at their best and minimize miscommunications and problems in the mentoring relationship.

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Appendices

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Appendix 1

ATTACHMENT E: Checklist of Mentored Sessions

20 sessions required (3 sessions in Year 1; The remaining 17 sessions should be evenly spaced over the remaining qualifying years. At least 3 mentored sessions in each year are mandatory.)

Name of professional seeking certification: _____

Name, designation, and LSLS ID# of LSLS mentor: _____

First Year of Mentorship (Activity Type: live or using video technology)	Dates (XX/XX/XXXX)	Number of Hours	Mentor's Initials
Total hours for the first year must total at least 3 sessions =			

Second Year of Mentorship (Activity Type: live or using video technology)	Dates (XX/XX/XXXX)	Number of Hours	Mentor's Initials
Total hours for the second year must total at least 3 sessions =			

Third Year of Mentorship (Activity Type: live or using video technology)	Dates (XX/XX/XXXX)	Number of Hours	Mentor's Initials
Total hours for the third year must total at least 3 sessions =			

Fourth Year of Mentorship (Activity Type: live or using video technology)	Dates (XX/XX/XXXX)	Number of Hours	Mentor's Initials
Total hours for the fourth year must total at least 3 sessions =			

Fifth Year of Mentorship (Activity Type: live or using video technology)	Dates (XX/XX/XXXX)	Number of Hours	Mentor's Initials
Total hours for the fifth year must total at least 3 sessions =			

Total number of sessions for all qualifying years: _____ (Total sessions must be at least 20)

I attest that the information disclosed on this form is correct, accurate and complete, and made in good faith. I understand that the Academy reserves the right to verify any or all information on this application and that any incorrect or misleading information may constitute grounds for rejection of the professional seeking certification's application or revocation of my certification.

Required Signatures:

Professional seeking certification

Date

LSLS mentor

Date and LSLS ID#

Appendix 2

ATTACHMENT F-1: Mentor's Observation Form

Date Mentoring Began: _____

Name of Applicant: _____

Name & Designation of LSLS Mentor: _____

Date of Observation: _____ Length of observed session: _____

Session Number: _____ Type of Session: _____

Child/Client's Initials: _____ Age: _____ Device: _____

Parent/Caregiver Present: _____ Yes _____ No (communication documentation must be received by mentor)

Other Relevant Information: _____

KEY

N/A	Not Applicable during this particular session
N/O	This skill was not observed in the session although opportunity was present
E	This skill is emerging and was observed at least once during this session
M	This skill has been observed multiple times in multiple situations without prompting (mastered)

PLANNING:

1. _____ Develops long-term instructional goals
2. _____ Writes short term goals that are specific and measurable
3. _____ Develops a lesson plan that is individualized for child/client goals
4. _____ Plans lessons with appropriate activities
5. _____ Chooses appropriate strategies to use during the lesson
6. _____ Plans for parent guidance/engagement
7. _____ Plans ideas for carryover of goals into daily experience

Comments:

SETTING:

1. _____ Chooses and organizes materials/activities appropriately
2. _____ Positions self and others to maximize auditory input
3. _____ Creates a favorable acoustic environment
4. _____ Creates a favorable learning environment that is conducive to learning
5. _____ Completes a listening check to assure the proper function and use of hearing technology

Comments:

AUDITION:

1. Maximizes auditory learning:
 - a. _____ Provides input primarily through audition
 - b. _____ Uses auditory strategies where appropriate
 - c. _____ Looks for child/client's auditory attention
 - d. _____ Moves in closer to microphone of child/client's equipment
2. _____ Uses appropriate acoustic highlighting
3. _____ Applies knowledge of speech acoustics:
 - a. Considers the child's/client's audiological and speech perception information
 - b. Collaborates with the child/client's audiologist to maximize access to the entire speech spectrum
4. _____ Demonstrates thorough knowledge of auditory hierarchies both in planning and implementation
5. _____ Promotes integration of listening and spoken language into activities
6. _____ Develops auditory feedback loop
7. _____ Uses Wait Time for the child/client's processing of input

Comments:

LANGUAGE:

1. Uses appropriate strategies and techniques to model language:
 - a. _____ Provides abundant meaningful input (bathing the child/client in language)
 - b. _____ Provides input in complete, correctly structured phrases
 - c. _____ Models language slightly above child/client's level of use
 - d. _____ Uses indirect language stimulation techniques
 - i. _____ Expansion
 - ii. _____ Self-Talk
 - iii. _____ Parallel Talk
 - iv. _____ Follows child/client's lead
2. Uses the appropriate strategies and techniques to elicit and prompt for language:
 - a. _____ Uses wait time to encourage the child/client to talk (and process)
 - b. _____ Provides choices and asks open ended questions rather than yes/no questions
 - c. _____ Responds to what the child/client says rather than what he/she meant
 - d. _____ Uses an expectant look to encourage the child/client to respond
 - e. _____ Uses sabotage techniques
3. _____ Demonstrates knowledge of language hierarchies of development both in planning and implementation
4. _____ Provides multiple opportunities for language learning/ use in conversational situations
5. _____ Encourages conversation slightly above the child/client's level

Comments:

SPEECH:

1. _____ Accepts/corrects child/client’s production appropriately in spontaneous conversation for verbal children and in vocalizations for pre-verbal children
2. _____ Demonstrates thorough knowledge of speech development both in planning and implementation
3. _____ Maximizes speech production in appropriate daily practice (phonetic, phonologic)
4. Uses audition to elicit speech sounds:
 - a. _____ Highlights phonemes as necessary and appropriate
 - b. _____ Models normal patterns of articulation
 - c. _____ Provides abundant auditory input for developmentally appropriate phonemes
 - d. _____ Provides opportunities to practice articulation targets many times
 - e. _____ Develops the child’s auditory feedback loop

Comments:

LITERACY:

1. _____ Promotes early literacy by incorporating literacy materials on a regular basis
2. _____ Chooses appropriate books for the child’s age and state of development
3. _____ Develops a child’s phonemic awareness by including word play and sound play in lessons
4. _____ Utilizes a variety of read aloud strategies
5. _____ Demonstrates knowledge of typical development of letter awareness in young children
6. _____ Develops child’s curiosity in print forms and writing.
7. _____ Promotes modeling reading for enjoyment in the home on a daily basis

Comments:

GENERAL:

1. _____ Uses appropriate voice and speech patterns (volume, pitch, rate)
2. _____ Maintains appropriate pacing
3. _____ Manages behavior effectively and transfers behavior management skills to the parents
4. _____ Adjusts teaching activities/ strategies in accordance with child/client's responses (Diagnostic Teaching)
5. _____ Uses a variety of LSL Strategies throughout session

Comments:**PARENT GUIDANCE/COACHING AND PARTICIPATION:**

1. _____ Engages parent(s) according to the parent's learning style
2. _____ Uses a respectful and encouraging manner
3. Plans, provides time and is responsive to parent(s)
 - a. _____ Listens to parents' input/concerns and answers their questions
 - b. _____ Partners with parents to set goals and develop lessons
4. _____ Accommodates for different family structures and diversities
5. _____ Provides parents with information and coaches parents using specific/strategies techniques
6. _____ Provides timely, authentic feedback
7. _____ Demonstrates use of open-ended questions and empathy
8. Organizes session to support participation and engagement:
 - a. _____ States goal clearly to parent before activity begins
 - b. _____ Names and models strategies clearly
 - c. _____ Models activity and then turns it over to parent
 - d. _____ Provides specific feedback to encourage parents
 - e. _____ Guides/communicates ideas for home carry-over of goals with parents

PARENT GUIDANCE/COACHING AND PARTICIPATION: (continued):

9. If parent/caregiver is not present in the session:

- _____ Provides documentation of communication to parents
- _____ Develops method for relaying short term learning objectives to parents
- _____ Provides parents with a method for communicating their questions
- _____ Provides carry-over ideas for the home environment
- _____ Provides strategies for developing listening and spoken language in the home
- _____ Offers hands on parent training/coaching related to the session

PROFESSIONAL QUALITIES & LONG TERM GOALS (As needed/ not required every session to document):

1. _____ Maintains accurate progress notes by collecting individual data on progress in all learning domains
2. _____ Prepares quality progress reports based on standardized assessments, appropriate checklists, personal and parent observations across all core skill areas
3. _____ Provides parents and professionals with clear, comprehensible information regarding assessments and interpretations of informal and standardized evaluations
4. _____ Self-evaluates and adapts as required
5. _____ Responds appropriately to observation and feedback
6. _____ Coordinates and collaborates with colleagues, parents and other professionals
7. _____ Promotes practice of appropriate audiological management following AG Bell’s Recommended Protocol for Audiological Assessment, Hearing Aid, Cochlear Implant Evaluation, and Follow-Up
8. _____ Provides Intervention Consistent with the Principles of Listening and Spoken Language Specialists

Comments:

Overall Strengths for this session:

Goals/Recommendations for next session:

Signature of Applicant

Date

Signature of LSLS mentor completing this form

Date

I have reviewed the Principles of AVT and AVEd practice with this mentee

LSLS Mentor Initials

Duplicate this form as necessary (see Appendix 9). A total of 20 evaluation forms are mandatory (one for each mentored session).

I attest that the information disclosed on this form is correct, accurate and complete, and made in good faith. I understand that the Academy reserves the right to verify any or all information on this application and that any incorrect or misleading information may constitute grounds for rejection of the professional seeking certification's application, revocation of my certification or other disciplinary action.

Signature of LSLS mentor completing this form

Date

Appendix 3

ATTACHMENT F-2: Applicant's self-evaluation

The session evaluated on this page should be the same session reviewed by a LSLS as documented on Attachment F-1.

Session Number: _____

Name of professional seeking certification: _____

Comments:

Goals:

Signature of professional seeking certification

Date

Appendix 4

SAMPLE MENTORING AGREEMENT

The session evaluated on this page should be the same session reviewed by a LSLS as documented on Attachment F-1.

Date: _____

Name of professional seeking certification: _____

Contact information: _____

Mentor name: _____

Contact information: _____

Goals of Professional Seeking Certification	Mentoring needed and discussion of how the relationship benefits the mentor, the professional seeking certification and the organization
---	--

Expectations of mentor	
Expectations of professional seeking certification	
Roles and responsibilities of mentor:	
Roles and responsibilities of professional seeking certification:	

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How will we deal with conflicts if they occur?	
Ending the relationship	
How will we meet and manage the relationship?	
When and how will we wrap-up our relationship?	
Student outcomes (this reflects the impact the professional seeking certification has/had)	

Confidentiality and release: In signing below, we agree not to divulge any confidential information we may share with each other during the course of our mentoring relationship or any time thereafter.

Release: We acknowledge that [MENTOR] role is simply to facilitate and support the mentoring relationship and we release [MENTOR] from any liability that might be claimed from the use of these materials or from the mentoring relationship.

Professional seeking certification signature	
Mentor signature	

Appendix 5

WHAT IS IMPORTANT ABOUT ME?

Personal Background of Professional Seeking Certification/Mentor

Name:

Phone #:

Cell #:

E-mail:

Best time to call:

What are some of the highlights of my personal and professional life that would be useful to share, as it sets the context of who I am:

What are some of the highlights from my career life that would be useful to share as they set the foundation for how I approach decision-making:

How have mentors made a difference to me in my career in the past?

What are some of the questions I would like to ask?

What are some of my hopes for this mentoring relationship?

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Appendix 6

KEY COMPONENTS OF SUCCESSFUL MENTORING RELATIONSHIPS*

(*Adapted from Johnson & Ridley, 2008)

This checklist is important to review on a regular basis to ensure you are acting in a positive and professional manner when mentoring, especially if difficulties arise. If you find yourself in a difficult situation with a professional seeking certification, you can use this sheet to reflect on your own practice. You may also choose to give a copy to the professional seeking certification to provide feedback about your mentoring.

Do No Harm – Key Components:

- Avoid harming your protégé either overtly or subtly.
- Take responsibility for ensuring that the mentorship benefits the protégé.
- Place your protégé's development needs before your own.
- Treat your protégés with dignity, respect and compassion – even when they are disappointing.
- Protect your protégé while honoring obligations to the organization and profession.

Slow Down the Process – Key Components:

- Take time to cool off and reflect before responding to problems or conflict with protégé.
- Avoid provoking your protégé through angry outbursts or acts of revenge.
- Refuse to use passive strategies (paralysis, distancing, appeasement) in the face of conflict.
- Examine the sources of dysfunction including your contribution(s).
- Seek solutions that serve your protégé's best interests.

Tell the Truth – Key Components:

- Do not withhold honest and constructive feedback.
- Raise relationship or performance concerns immediately so they can be addressed.
- Be direct and forthright when confronting problems, recognizing that passivity and innuendo are destructive.
- Plan feedback sessions carefully and always begin with the positive aspects of the protégé's personhood and performance.

Seek Consultation – Key Components:

- Seek consultation from a trusted colleague when a mentorship has become complicated, concerning, or conflicted.
- Select a seasoned colleague with good judgment, ethical commitment and track record of discretion.
- Protect your protégé's privacy and identify by masking identifying information.
- Use consultation to formulate a protégé-oriented response.
- Explore your own contributions to difficulties with protégé.

Document Carefully – Key Components

- Document your mentorships carefully as a way of ensuring good practice and protecting yourself and your protégés from subsequent misrepresentation of the relationship.
- Practice terse record-keeping of protégé goals, expectations, achievements and concerns.
- Record instances of conflict or negative interactions as well as clear rationale and description of your response.
- Document consultation and efforts to provide corrective feedback and restore the relationship.

Dispute Your Irrational Thinking – Key Components:

- Recognize your irrational demands of protégés and evaluations of events.
- Be alert to signs that you are harshly evaluating, exaggerating or failing to tolerate frustration.
- Actively dispute dysfunctional beliefs about protégés, yourself as mentor and the ideal mentorship.
- Disclose irrational thinking to protégés, laugh at yourself, and show protégés how you correct your own self-defeating thinking.

*Johnson, W. B., & Ridley, C. R. (2008). *The Elements of Mentoring (Revised and Updated Edition)*. New York: Palgrave-MacMillan.

Appendix 7

FAQS FOR LSLS PROFESSIONALS SEEKING CERTIFICATION (2017 CERTIFICATION HANDBOOK)

Do applicants or LSLS mentors need to register with the Academy prior to beginning the application process?

No. Applicants should not submit any portion of the LSLS application to the Academy until it is complete and ready to be reviewed for eligibility for the LSLS exam.

Do all mentor observations have to be completed before taking the test?

Yes. You need to meet all eligibility requirements for your chosen application route before you apply to take the test, so observations should be completed and documented before submitting the application.

How do I find a mentor?

Individuals who are interested in becoming a LSLS will need to find a certified LSLS professional willing to be a mentor during their application process. Any LSLS in good standing is eligible to serve as a mentor. To find a LSLS in your area, please refer to the Locate a Listening and spoken Language specialist page of the Academy's website.

What if there isn't a LSLS in my area?

If there is not a suitable mentor in your area, you may work remotely with a mentor by using live and recorded video technology. For example, your mentor can supervise sessions via online live meeting technology, or by reviewing recorded sessions and sending feedback and guidance via email on the appropriate LSLS application attachments.

Do I have to pay my mentor?

The decision of whether to charge for mentoring is left up to the individual mentor.

Can Academy staff help me find a mentor?

The Academy does not endorse one LSLS mentor over another. Moreover, Academy staff may not know which active mentors are currently accepting mentees based on work load, location, etc. It is recommended that professionals work with LSLS professionals at their place of employment, or use the online registry to identify a mentor.

What if I work in private practice? Can my mentor sign off on my professional hours?

Mentors or an office administrator can sign-off on hours of self-employed individuals if logs/timesheets are made available for verification. An office administrator would be required to sign a notarized document indicating that their signature is an attestation to their ability to determine that these hours of service were provided by the mentee on these dates and for the length of time indicated.

What if I work in my country, state or province that does not require licensing of professionals in my field of practice (e.g. audiologist, educator, speech-language pathologist)?

Applicants practicing in a country, state or province where licensing is not available or necessary to practice, the mentee is required to submit a letter in English from the university from which they graduated that the degree (without a license or other credential) meets the requirement to practice in the candidate's country, state, or province.

Appendix 8

FAQS FOR LSLS MENTORS (LSLS CERTIFICATION HANDBOOK)

What is my role as a mentor?

The role of the mentor is to counsel and guide professionals seeking certification in preparation for the LSLS exam. Mentors need to review the Application Packet and ensure adherence to the Principles of LSLS. Mentors should review the AG Bell Principles of Professional Behavior and Professional Code of Conduct. Mentors should also be familiar with the Mentor Handbook, most importantly Section IV, Ethical Principles to Guide LSLS Mentors.

May I advocate on behalf of my mentee's eligibility to the Academy or Committee members?

No. The role of the mentor is to provide feedback on the applicant's current skill level within the nine domains of LSLS knowledge, not to advocate on their behalf.

Can I determine my mentee's eligibility to sit for the exam?

No. The Academy's Certification Committee determines whether a professional seeking certification is eligible to sit for the exam.

May I charge for my mentoring services?

The decision of whether to charge for mentoring is left up to the individual mentor.

How can I advertise my services as a LSLS mentor to interested applicants?

Aside from listing yourself as an active LSLS mentor on the Academy's registry of LSLS professionals, the Alexander Graham Bell Association for the Deaf and Hard of Hearing hosts an online "directory of services" for professionals, programs and clinicians to advertise services to families, professionals and other interested parties.

If you are interested in placing your own program, practice, or business in AG Bell's Directory of Services, then contact the Academy at 202-204-4700 or Academy@agbell.org

Appendix 9

ADDITIONAL RESOURCES FOR LSL MENTORS

Mentor’s observation and evaluation Form:

LSLS Application attachment F-1 for mentors.

LSLS Applications:

The official LSLS Application Packet.

LSLS Certification handbook:

Detailed information on the LSLS certification, application requirements, examination and recertification.

Registry of LSLS Certified Professionals

A searchable public listing of LSLS certified professionals. LSLS may update their contact and mentor status at any time.

Your LSLS Registry Information:

Access to your AG Bell profile where you can update your contact information and mentor status.

The LSLS “Application overview” Webinar:

A free online tutorial with helpful information for anyone beginning the LSLS application process. This course has been pre-approved for .5 LSLS CEUs.

Information on Recertification for LSLS Professionals:

LSLS® certified professionals are responsible for documenting their continuing education activities and for renewing their certification status every two years.

Contact the AG Bell Academy