2012 Certification Handbook

Listening and Spoken Language Specialist
Certified Auditory-Verbal Therapist
(\textit{LSLS Cert. AVT™})

Or

Listening and Spoken Language Specialist
Certified Auditory-Verbal Educator
(\textit{LSLS Cert. AVEd™})

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INTRODUCTION

General Information

About the AG Bell Academy

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. The Academy was established in 2005 and manages the certification of Listening and Spoken Language Specialist (LSLS™) professionals all over the world who work to help children who are deaf or hard of hearing learn to listen and talk. The Academy envisions a future where all individuals and families will have access to certified listening and spoken language professionals available in their immediate geographic area.

The Academy’s mission is to advance listening and talking through standards of excellence and international certification of professionals.

What is a Listening and Spoken Language Specialist?

LSLS are professionals who have met the eligibility requirements and passed the examination for the LSLS certification. While holding the same certification, they can be designated as either Certified Auditory-Verbal Therapists (LSLS Cert. AVT™) or Certified Auditory-Verbal Educators (LSLS Cert. AVEd™).

The LSLS certification indicates that a professional is committed to offering superior service to families wishing to utilize listening and spoken language for their child who is deaf or hard of hearing, and has achieved the highest professional standards available in the field. The LSLS certificate signifies that an individual has achieved her or his education, practical knowledge and experience according to the highest standards and conducts listening and spoken language practice in accordance with the Academy’s professional code of conduct.

Auditory-Verbal Therapy

Auditory-verbal therapy facilitates optimal acquisition of spoken language through listening by newborns, infants, toddlers and young children who are deaf or hard of hearing. Auditory-verbal therapy promotes early diagnosis, one-on-one therapy, and state-of-the-art audiologic management and technology. Parents and caregivers actively participate in therapy. Through guidance, coaching and demonstration, parents become the primary facilitators of their child’s spoken language development. Ultimately, parents and caregivers gain confidence that their child will have access to a full range of academic, social and occupational choices. Auditory-verbal therapy must be conducted in adherence to the “Principles of LSLS Auditory-Verbal Therapy” (please refer to p. 5).
Auditory-Verbal Education

Auditory-verbal education facilitates optimal acquisition of spoken language through listening by infants, toddlers and children who are deaf or hard of hearing. Auditory-verbal education promotes early diagnosis and state-of-the-art audiolologic management and technology. Parents and caregivers are involved to the fullest extent possible in their child’s language development and education. Auditory-verbal educators promote mainstream education for students who are deaf or hard of hearing by supporting the development of audition, spoken language and vocabulary, reading, and written expression throughout the teaching of academic material. Auditory-verbal educators provide parental support, support services to mainstreamed students and intensive intervention for students in self-contained placements for children who are deaf or hard of hearing. Auditory-verbal education helps parents and students build confidence that they will have access to a full range of academic, social and occupational choices. Auditory-verbal education must be conducted in adherence to the “Principles of LSLS Auditory-Verbal Education” (please refer to p. 6).

Certification Overview

NCCA Standards

The LSLS examination has been designed to comply with the Standards for the Accreditation of Certification Programs established by the National Commission for Certifying Agencies (NCCA). NCCA standards address the structure and governance of the certifying agency, the characteristics of the certification program, the information required to be available to applicants, certificants and the public, and the recertification initiatives of the certifying agency.

Non-Discrimination Policy

The Academy does not discriminate against any person on the basis of age, gender, race, religion, national origin, sexual orientation, medical condition, physical disability or marital status.

Ownership of Exam

All test questions are the property of the Academy. It is forbidden to copy, reproduce, record, distribute or display these test questions by any means, in whole or in part, without the Academy’s written permission. Violators may be subject to severe civil and criminal penalties.
## Certification and Service Fees

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<th>Service</th>
<th>AG Bell Members</th>
<th>AG Bell Nonmembers</th>
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<tr>
<td>Application and Certification Fee (includes one exam session)</td>
<td>$295</td>
<td>$395</td>
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<td>Retesting (second and third attempt)</td>
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<td>Duplicate Score Report</td>
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<td>Duplicate Certificate</td>
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<td>Hand Score Request</td>
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<td>Preliminary Review of Academic Background</td>
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<td><strong>Request for approval of individual continuing education credits</strong></td>
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<td>Bounced checks and declined credit cards</td>
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<td><strong>Certification Renewal (every two years)</strong></td>
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<td><strong>The LSLS Practice Exam</strong></td>
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The Principles of LSLS Auditory-Verbal Therapy

Following are the Principles of Auditory-Verbal Therapy. Please read through these and be sure you are committed to all of these principles. Commitment to these principles is required for certification as a LSLS Cert. AVT.

1. Promote early diagnosis of hearing loss in newborns, infants, toddlers and young children, followed by immediate audioligic management and auditory-verbal therapy.

2. Recommend immediate assessment and use of appropriate, state-of-the-art hearing technology to obtain maximum benefits of auditory stimulation.

3. Guide and coach parents¹ to help their child use hearing as the primary sensory modality in developing listening and spoken language.

4. Guide and coach parents to become the primary facilitators of their child’s listening and spoken language development through active consistent participation in individualized auditory-verbal therapy.

5. Guide and coach parents to create environments that support listening for the acquisition of spoken language throughout the child’s daily activities.

6. Guide and coach parents to help their child integrate listening and spoken language into all aspects of the child’s life.

7. Guide and coach parents to use natural developmental patterns of audition, speech, language, cognition and communication.

8. Guide and coach parents to help their child self-monitor spoken language through listening.

9. Administer ongoing formal and informal diagnostic assessments to develop individualized auditory-verbal treatment plans, to monitor progress and to evaluate the effectiveness of the plans for the child and family.

10. Promote education in regular schools with peers who have typical hearing and with appropriate services from early childhood onwards.

¹The term “parents” also includes grandparents, relatives, guardians and any caregivers who interact with the child.

(Adapted from the Principles originally developed by Doreen Pollack in 1970.)
Adopted by the AG Bell Academy for Listening and Spoken Language on Nov. 6, 2009.)
PRINCIPLES OF LSLS AUDITORY-VERBAL EDUCATION

A listening and spoken language educator (LSLS Cert. AVEd) teaches children with hearing loss to listen and talk exclusively through listening and spoken language instruction.

1. Promote early diagnosis of hearing loss in infants, toddlers and young children, followed by immediate audiologic assessment and use of appropriate state of the art hearing technology to ensure maximum benefits of auditory stimulation.
2. Promote immediate audiologic management and development of listening and spoken language for children as their primary mode of communication.
3. Create and maintain acoustically controlled environments that support listening and talking for the acquisition of spoken language throughout the child's daily activities.
4. Guide and coach parents¹ to become effective facilitators of their child’s listening and spoken language development in all aspects of the child's life.
5. Provide effective teaching with families and children in settings such as homes, classrooms, therapy rooms, hospitals or clinics.
6. Provide focused and individualized instruction to the child through lesson plans and classroom activities while maximizing listening and spoken language.
7. Collaborate with parents and professionals to develop goals, objectives and strategies for achieving the natural developmental patterns of audition, speech, language, cognition and communication.
8. Promote each child's ability to self-monitor spoken language through listening.
9. Use diagnostic assessments to develop individualized objectives, to monitor progress and to evaluate the effectiveness of the teaching activities.
10. Promote education in regular classrooms with peers who have typical hearing, as early as possible, when the child has the skills to do so successfully.

¹The term “parents” also includes grandparents, relatives, guardians and any caregivers who interact with the child.
APPLYING FOR THE EXAM

Eligibility Requirements for Certification

In order to become a certified LSLS, professionals seeking certification must demonstrate their eligibility and then pass a written examination. To be eligible to take the LSLS examination, professionals seeking certification 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 written 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

All professionals seeking certification must comply with the eligibility requirements outlined in the LSLS applications effective during the year they begin documenting their eligibility requirements. For example, if an applicant begins documenting or “counting” professional hours, mentored sessions or continuing education credits in 2012, then he/she is held to the requirements published in 2012 and should submit the LSLS application provided in 2012 at the time they apply for the LSLS examination.

Authorization to sit for the LSLS written examination is contingent upon the professional seeking certification appropriately fulfilling ALL of the eligibility requirements in his or her chosen Certification Route (as outlined in the LSLS application packet).

Academic Requirements

Professionals seeking certification must have one of the following academic degrees: bachelor’s degree, master’s degree or international equivalent in audiology, speech-language pathology or education of children who are deaf or hard of hearing.

Applicants may begin documenting the remainder of the LSLS requirements following completion of their degree.
Request for Preliminary Review of Academic Background

If you do not have an academic degree (either bachelor's or master's level) in audiology, speech-language pathology or education of children who are deaf or hard of hearing, you may request a review of your academic background. To request a preliminary review of your academic background, submit the AG Bell Academy Service Request Form on p. 53 of this handbook and send it with a copy of your degree, transcripts and course descriptions from your coursework.

Upon receipt of your transcripts and course descriptions, the Academy’s Certification Committee will determine whether your academic background meets the eligibility requirements for LSLS certification, or whether further evaluation from a third party agency is warranted to make a determination. The charge for a preliminary review of your academic background is $40.

Credential

A professional seeking certification must hold a current license or credential to practice audiology, speech-language pathology or education of children who are deaf or hard of hearing in their geographic locale. To meet this requirement, the professional seeking certification must show documentation of a current license, certificate or other credential required by the state, province or country in which they practice. The most common credentials used to meet this requirement are a Certificate of Clinical Competence in audiology or speech-language pathology from the American Speech-Language-Hearing Association (ASHA), a state/provincial license in audiology or speech-language pathology, or a state/provincial diploma in education of children who are deaf or hard of hearing. Other credentials may be acceptable if they are a municipal requirement for the professional seeking certification’s professional practice.

Continuing Education

Professionals seeking certification must complete at least 80 hours of continuing education within the nine domains of LSLS knowledge (see p. 26 for a full description) after receiving their professional degree, and within a minimum of three years and a maximum of five years from the year the applicant applies for LSLS certification. Continuing education hours (or CEUs) must fall within the limits listed below and be approved by the Academy prior to submitting the application to sit for the LSLS examination.
Continuing Education Activity Option | Minimum Required | Maximum Allowed
--- | --- | ---
Attending Academy-approved educational programs | 50 CEUs | 70 CEUs
Development and/or presentation of an Academy-approved program | | 10 CEUs
Publishing a peer-reviewed article | | 10 CEUs
Structured observation of certified LSLS professionals – must be accompanied by a copy of the appropriate application attachment for each of the 10 hours of observation | 10 CEUs |
Mentoring

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 professional seeking certification must provide the mentor with documentation of case history, audiologic information (including speech perception scores), diagnostic evaluations of spoken language skills and a prepared lesson plan. Professionals seeking certification who are working with remote mentors may fulfill this requirement through the use of video or internet technology. See the LSLS applications for specifics on the mentoring requirement for each application route.

Mentoring for Route C (LSLS Cert. AVEd Only)

Supervisors seeking certification through route C of the LSLS Cert. AVEd designation must be mentored by a certified LSLS mentor who is also a supervisor/administrator of a program that utilizes listening and spoken language.

The mentoring requirement for this route includes two aspects:

1. Structured evaluations/observations by the applicant of another professional in the applicant’s program.
2. Structured evaluations by the LSLS mentor of the applicant for all required sessions.

Parent Letters of Recommendation

Letters from parents should describe a typical listening and spoken language session with the professional seeking certification. Letters must be in the parent’s own words and should provide an assessment of the professional seeking certification’s performance. If the parents do not speak English, professionals seeking certification should send the original signed letter of reference with an attached translation.
Role of the LSLS Mentor

The role of the LSLS mentor is to counsel and guide professionals seeking certification to prepare them for the LSLS exam and to position them to be effective listening and spoken language specialists. Mentors should review the current eligibility requirements and ensure adherence to the Principles of LSLS for the applicant’s intended designation. The mentor will provide structured feedback and guidance to professionals seeking certification upon observations of sessions and classes via the Mentor’s Evaluation Form (included in the LSLS application packet). All mentors must be currently certified as a LSLS professional.

Finding a Mentor

Professionals seeking certification must identify a certified LSLS professional willing to be a mentor during their training process. Any professional who holds a current LSLS certification 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. Mentors may provide much or all of the required supervision remotely, using live or recorded video technology.
Overview of LSLS Cert. AVEd Certification Route Options

CERTIFICATION ROUTE A: For Professionals Working Full-Time

Certification Route A is intended for professionals seeking certification who work full-time or are working close to a full-time schedule. In order to be eligible for Certification Route A, professionals seeking certification must be able to demonstrate that they have at least 15 hours each week of contact time with their students. Professionals seeking certification pursuing Certification Route A must have been employed for at least three school years out of the last five.

CERTIFICATION ROUTE B: For Professionals Working Part-Time

Certification Route B is available to professionals seeking certification who have less than 15 hours of contact time each week with their students. Professionals seeking certification pursuing Certification Route B must be able to document at least 900 hours of professional experience and have been employed for at least three school years out of the last five.

CERTIFICATION ROUTE C: For Supervisors or Administrators

Certification Route C is available to professionals seeking certification who are working as supervisors or administrators in a program that utilizes listening and spoken language. Professionals seeking certification who are pursuing Certification Route C must have been employed for at least three years out of the last five as a supervisor or administrator in a program utilizing listening and spoken language.

CHOOSING A CERTIFICATION ROUTE

The requirements for each Certification Route are outlined in detail in the LSLS application packet for LSLS Cert. AVEd. Professionals seeking certification should carefully review each of the certification routes to determine which route is the best match with their background and experience.
Scheduling the Examination

When submitting your completed application, please indicate your preferred test location and date in the space provided on the application form. The Academy will make every effort to accommodate your choice. The test dates and locations can be found on the Academy's website and are subject to change with advanced notification.

Fee for Taking the Examination

The fee for taking the examination is US$295 for members of the Alexander Graham Bell Association for the Deaf and Hard of Hearing and US$395 for nonmembers. Payment is accepted in U.S. dollars only and can be made by check, money order, VISA, MasterCard or American Express. Checks should be made payable to the AG Bell Academy for Listening and Spoken Language. Applicants will be assessed a $50 fee for bounced checks or declined credit cards.

Late or Incomplete Application Policies

Professionals seeking certification must complete and submit all required documentation by the application deadline posted on the Academy’s website. Inaccurate or incomplete applications will NOT be considered.

Applications received after an application deadline will not be considered until the following LSLS examination administration. The information that you provide on the application form and accompanying documents will be reviewed by the Academy’s Certification Committee to determine eligibility to take the LSLS examination.

- The Academy does not confirm receipt of applications. If you would like to know whether or not your application was received, you may choose to send your application using a service that can confirm delivery; please do not require a signature upon delivery. The Academy does not accept any responsibility nor make exceptions for any delays that may occur due to delivery confirmation or a signature requirement.
- Late and incomplete applications will not be considered under any circumstances.
- Faxed applications will not be accepted under any circumstances.
- Applicants are encouraged to keep a photocopy of their application.
- Applications will not be returned for any reason.
- Please do not contact the Academy seeking an exception.
Application Submission

Professionals seeking certification must submit their documentation online via the Academy’s secure FTP site, or by mail in a three-ring binder with tabbed section dividers on single-sided, three-hole punched paper.

All application materials must be submitted in English.

APPLICATION DEADLINES

Applications must be received by the Academy by the deadline posted on the Academy's website. Applications received after this date will NOT be considered, without exception.

The information provided on the application form and accompanying documents will be used by the Academy’s Certification Committee to determine the applicant’s eligibility to take the written exam.

1. Please type or clearly print the information on your application.
2. Enclose all supporting written documentation/attachments (see Written Documents Checklist).
3. Enclose the appropriate application fee.
4. Upload (or mail) one complete application, along with payment information.

ONLINE APPLICATION (preferred):

To access the FTP server to upload the LSLS application packet (as a single PDF/.zip file), applicants can use Web-based JAVA FTP Client from any Windows computer:

http://Files8.cyberlynk.net/client

Username: Acad_Apply
Password: Acad_Apply

All electronic submissions must be named after the applicant (last name, first name). Applicants will not be able to see that their file has been uploaded due to security measures in place to protect the privacy of all applicants; however, they will receive a confirmation email from Academy staff to verify our receipt of the submission. Files must be uploaded by the published application deadline. Incomplete applications will not be reviewed until the next application review deadline, and when a completed application is submitted. Please see the Instructions for Uploading Applications on the Academy website for more information.
For online application submissions, the applicant must mail their passport photos to the Academy and include a letter stating their name, application submission date, and requested examination date and location.

**HARD COPY APPLICATION BINDER:**

Mail to:
AG Bell Academy for Listening and Spoken Language
3417 Volta Pl, NW
Washington, DC 20007

Professionals seeking certification should keep a complete copy of the application for their own records as application materials will not be returned to them.

Completed applications must be *received* by the published deadline for the preferred test date. Any applications submitted with missing components will not be reviewed until the next application review deadline, and when a completed application is submitted.

**FAQs about Application Requirements/Procedures**

**How do I get started working toward my LSLS certification?**
You must have a minimum of a bachelor’s or master’s degree in speech-language pathology, audiology or education of the deaf as well as the legal ability to independently deliver services to children with hearing loss and their families in your area of residence prior to beginning the LSLS application process. To download the application, [click here](#).

**When can I start “counting” hours toward my application requirements?**
Regardless of which level of academic degree an applicant submits (either a bachelor’s or master’s degree) all requirements must be documented *after* the degree was awarded to the applicant. This means that after receiving your degree, a minimum of three years of professional experience, mentorship and continuing education must be documented before you will be eligible to apply for the examination.

**Can I submit copy of my bachelor’s or master’s degree diploma in lieu of a copy of the official transcripts?**
No. An official transcript from the university/institution where the degree was earned is required.
I have a master’s degree in one of the three outlined disciplines (audiology, education of the deaf, speech-language pathology), but my bachelor’s degree is not in one of these areas. Do I meet the academic requirement?
Yes, the minimum requirement is a bachelor’s degree; therefore, as long as your bachelor’s or master’s degree is in one of these areas and can be confirmed by official transcripts in English, you meet the academic requirements.

Can any of the work for my undergraduate/bachelor’s degree be counted toward my professional experience requirement?
Yes. Practice obtained from a bachelor’s or master’s level program can be applied toward the professional experience requirement for the LSLS certification, as long as supervision is provided by a LSLS certified professional. Please see the application documents for your chosen designation for information on applying the practicum experience toward your requirements. Professionals seeking certification who were taught/supervised by a LSLS certified professional as part of their degree may apply up to 75 hours from their supervised auditory-verbal practicum if it was within the past five years.

Can I complete my mentoring requirement with more than one LSLS mentor?
Yes, more than one LSLS can mentor an applicant. However, each of these mentors must be LSLS certified and in good standing, and the applicant must provide the appropriate documentation for each mentored session.

I’m applying for certification and have already completed forms received last year. Will these old forms be accepted in this year’s application process?
All LSLS applicants are held to the requirements of the year they begin documenting their application requirements, and should submit that year’s published LSLS application at the time of submission.

Should I fill out Attachment C-2: 10 Hours of Structured Observation for all 10 hours of observation?
Yes, you do need to complete the form for all 10 hours of observation.

I obtained many of my structured observation hours with a LSLS who no longer lives in my state. Do I need to have them sign off on these forms?
Yes, you need the observed LSLS to sign the form. Faxed copies will be accepted.

I have worked with several LSLS and have been supervised at different times with a variety of clients/students. For my required mentored
sessions, can one person sign off on all of my paperwork or do I need to have a mentor sign the document?
One mentor can sign to verify the 20 hours on Attachment E of the application. However, the LSLS who completes the long-form evaluations (Attachment F) should be the person who mentored the session described.

My direct supervisor is currently unable to write a letter confirming my professional experience. Can I submit a letter from another supervisor with whom I have frequent contact?
Yes, a letter from a secondary supervisor would be accepted if your direct supervisor is unable to complete this requirement.

I work in a Total Communication program. Can I apply for LSLS Cert. AVEd?
Typically, professionals in Total Communication programs provide a learning environment that incorporates visual systems to support communication. It is often difficult for these applicants to achieve the necessary hours of listening and spoken language intervention (at least 15 per week) required for LSLS certification.

LSLS Cert. AVEd professionals must develop their specialty skills in listening and spoken language in active support of children learning language through audition while developing their specialty skills in listening and spoken language. Applicants from Total Communication schools may find it difficult to earn the required professional hours for certification and are strongly encouraged to assess their caseload with the LSLS eligibility requirements in mind to determine if they are able to meet this requirement over a three to five year period.

However, if the applicant’s employment situation allows him/her to provide required amount of auditory-verbal education to children using listening and spoken language as their mode of communication, these hours can be “counted” toward the professional experience requirement for LSLS certification, pending these hours are verified by the applicant’s supervisor.

How can I obtain continuing education units? Are there classes online?
Continuing education units (CEUs) can be earned at conventions, seminars, workshops, in-service trainings, etc., in the field. There are many options available for individuals to acquire their CEUs, which are explained in detail on the Academy's website. All educational events must be approved by the Academy in order to fulfill CEU requirements for the LSLS application or recertification purposes.

What is the best way to include the passport photos?
Passport photos should be paper clipped to the first page of the application (Attachment A) and should have the professional seeking certification’s name printed on the back of each photo.
For online application submissions, the applicant must mail their passport photos to the Academy and include a letter stating their name, application submission date, and requested examination date and location.

**Do all mentor observations have to be completed before taking the written 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.

**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.

Applicants do not need to declare their intent to apply for the exam, but are encouraged to download the current LSLS application from the Academy’s website, which enters their information into the Academy’s database ensuring that the applicant will receive important LSLS news and/or information relating to the LSLS application process.

**Is there a study guide for the test?**
The Core Competencies/Test Domains document shows the content of the exam and the Recommended Reading List provides guidance on how to prepare. Additionally, the Academy offers an online practice examination for those who wish to take it.

**Is it still okay to handwriting the application?**
Yes, although online submission is the preferred format. Handwritten applications will be accepted and should be organized according to the outline in the LSLS applications.

**Once I have earned my certification, how often do I have to renew it and what is the renewal process?**
Certificates are valid for two years for the certification start date. LSLS are required to submit documentation of 15 hours of approved CEUs and pay a US$120 fee every two years.

**What is the application deadline for the exam?**
There is a different application deadline for each exam administration. Applications must be uploaded or received by the Academy on or before the deadline specified for each test date. Applications received after this date will not be considered, without exception.
- The Academy does not confirm receipt of applications. If you would like to know whether or not your application was received, you may choose to send your application using a service that can confirm delivery; please do not require a signature upon delivery. The Academy does not accept any responsibility nor make exceptions for any delays that may occur due to delivery confirmation or a signature requirement.
- Late and incomplete applications will not be considered under any circumstances.
- Faxed applications will not be accepted under any circumstances.
- Applicants are encouraged to keep a photocopy of their application.
- Applications will not be returned for any reason.
- Please do not contact AG Bell seeking an exception.

**How do I find the application form?**
The Application Packets are available on the Academy’s website and are obtained by completing the registration form. After you complete the registration, an email link will be sent for you to download the Application Packet for either LSLS Cert. AVT and/or LSLS Cert. AVEd.

**What are the fees for the LSLS certification?**
The application and examination fee is US$295 for members of the Alexander Graham Bell Association and US$395 for nonmembers. Payment is accepted in US dollars only and can be made by check, money order, VISA, MasterCard or American Express. Checks should be made payable to the AG Bell Academy for Listening and Spoken Language. Applicants will be assessed a $50 fee for bounced checks or declined credit cards. Payment must be submitted with the application.

**When will I know if I've met the eligibility requirements to sit for the exam?**
Academy staff will contact each professional seeking certification and inform them of their eligibility status at least 30 days prior to the requested exam date.

**What is Academy’s refund policy?**
Should an application be incomplete or fail to meet eligibility requirements, the application fee will be refunded to the applicant, less an administrative fee of US$75. Application materials will not be returned. No other exceptions or refunds will be made.

**What is Academy’s policy regarding exam deferrals?**
If an applicant has been accepted to take the LSLS exam, but cannot take the written examination, they may request to sit for the next examination the following year. Deferrals require at $50 processing fee. Exam professionals seeking certification may defer taking the examination for only one year. Requests must be received in writing at least 14 days prior to the examination date, and can be submitted using the Service Request Form on p. 53 of this handbook. Should professionals seeking certification defer, the Academy will
hold the application fee until the following year. If an exam professional seeking certification does not take the exam within the 12-month deferment period, they will forfeit their application fee. Professionals seeking certification who do not sit for the exam after the 12 months deferment period and wish to take the exam at a later date must submit a new application, including all fees and documentation required, at the time of resubmission.

**What is Academy’s policy regarding exam cancellations?**
Professionals seeking certification who are unable to sit for a scheduled exam may request to cancel their exam and receive a 50% refund of their application fee. Refund requests must be submitted to the Academy at least 14 days prior to the exam using the LSLS Service Request Form. There is no fee for cancelling your exam, but note that you will only receive a 50% refund of your application fee. Professionals seeking certification who do not request a refund and do not sit for the exam forfeit all fees. Application fees may not be transferred.

**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.
FAQs for LSLS Mentors

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.

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.

For information on posting a listing and associated fees, contact AG Bell’s Manager of Advertising and Exhibit Sales Gary Yates.
AFTER APPLYING FOR THE EXAM

Check Application Status

The Academy’s Certification Committee will review all applications and professionals seeking certification will be notified of their eligibility within 30 days of the requested examination date.

Academy staff cannot discuss eligibility with any individual other than the applicant.

Notification of Eligibility

Academy staff will contact applicants within 30 days of the requested examination date via email and mailed letters to the addresses indicated in the application.

Eligible applicants will be provided with details on the exam site and location, as well as important information regarding exam administration policies.

Ineligible applicants will be notified of what elements of their application did not meet the certification requirements.

Retesting Policy

If you do not pass the test on your first attempt, you are allowed two additional attempts based on your approved application. You are required to re-register in order to retest. Retest Request forms are available on the Academy’s website. The retesting fee is US$200 for AG Bell members and US$300 for nonmembers.

If an applicant has attempted the LSLS examination three times, the applicant must submit a new application before they may attempt the LSLS examination again. This new application period begins after the date of the third exam attempt, and the applicant may submit their completed application (with all requirements outlined in the application materials) no sooner than three years from their third exam attempt.

Deferment Policy

If your application to take the LSLS exam has been approved, but you cannot take the next scheduled written examination, you may request to sit for an examination administration scheduled up to one year into the future. Your request must be received in writing at least 14 days prior to your scheduled examination date. Should you defer, the Academy will hold your application fee
until the following year. If you do not take the exam within the 12-month deferment period, you will forfeit your application fee. Professionals seeking certification who do not sit for the exam after the 12-month deferment period and wish to take the exam at a later date must submit a new application, including all fees and documentation required, at the time of resubmission. To request a deferral of the written test, complete the Academy Service Request form on p. 53 of this handbook. Fill out the form completely and mail it with the US$50 administration fee to the address listed on the request form.

**Cancellation Policy**

Requests to cancel an exam appointment must be received at least five business days before your scheduled appointment. If you are more than 30 minutes late for an exam, fail to appear for your appointment or do not provide notice of intent to reschedule/defer the exam at least 14 business days prior to your scheduled appointment, your examination fee will be forfeited and you will follow the procedures for scheduling a retest appointment and submit the appropriate fees.

**Refund Policy**

Should your application be incomplete or fail to meet eligibility requirements, the application fee will be refunded, less an administrative fee of $75. Application materials will not be returned.
PREPARING FOR THE EXAM

General Information

To help ensure adequate preparation for taking the certification examination, the following suggestions are offered:

1. Review the Academy’s nine domains of LSLS knowledge (p. 26), which shows the content areas of the examination and the body of knowledge that a professional must have in order to qualify for and pass the LSLS written exam for the LSLS certification.

2. The Academy’s list of references and recommended reading for professionals seeking certification may prove helpful in the review of the subject areas included on the examination. (Note: The listing of these references is intended for use as a study aid only. The Academy does not intend the list to be exhaustive or to imply endorsement of these specific references, nor are the test questions necessarily taken from these sources.)

3. The AG Bell Academy offers an online practice exam designed to mirror the LSLS certification exam in style and question format as well as LSLS domain content. For more information, please see the Academy’s website (Note: Taking the LSLS practice exam will not provide the user with an indication of their overall preparedness for the real LSLS examination, nor does it guarantee better performance on the LSLS examination for those who take it.)

Test Domains and the Nine Domains of Listening and Spoken Language

The Academy conducted a job analysis consisting of several activities: survey development, survey dissemination and analysis of survey results. The survey was forwarded to professionals in the field of listening and spoken language and a detailed statistical analysis of the survey responses was conducted.

The results of the survey determined the task and knowledge domains that are relevant for today’s listening and spoken language professionals. The Academy then developed, based on the job analysis results, a set of core competencies and the body of knowledge that a professional must have in order to qualify for and pass the written test for the LSLS Certification. The core competencies also serve as the basis for the content areas/test domains on the written test. The relative weights of each content area are shown in the Core Competencies and represent the approximate percentage of questions on the written examination that cover each content area. Professionals seeking certification should be
prepared to demonstrate a mastery of these core competencies. The list of core competencies and test domains can be found on p. 26 of this handbook.

**Explanation of Reference List**

The Academy provides professionals seeking certification with a list of references and readings that are recommended for use in preparing to take the LSLS written test. Not all useful references for study are included on this list, nor will reading these references guarantee that an applicant will pass the LSLS examination. These books, articles and websites are meant to provide some guidance regarding the body of knowledge found on the LSLS examination. The Recommended Reading List can be found on p. 31 of this handbook.

**How to Find Materials on the Reference List**

Many of the recommended reading materials are commercially available and can be found online. Some of the items were originally published by the Alexander Graham Bell Association for the Deaf and Hard of Hearing and can be found in the AG Bell Bookstore online. The bookstore can also be contacted by emailing publications@agbell.org or by calling 202-337-5220. Plural Publishing (www.pluralpublishing.com) is also an excellent resource for finding items from the Academy’s Recommended Reading list. They may be reached at 1-888-PLURAL-5 (1-888-758-7255) and information@pluralpublishing.com. Many of the recommended reading materials are also available from local libraries and university media centers.

**Materials Available for Purchase from AG Bell**

In addition to the books available at AG Bell's bookstore, the association also offers electronic copies of all *The Volta Review* articles and back issues of *Volta Voices*. Copies of *The Volta Review* articles can be purchased from the association for $10 per article. Back issues of *Volta Voices* are available for free to all members of AG Bell and can be found in the members-only section of the AG Bell website. An electronic package containing all of *The Volta Review* and *Volta Voices* articles on the Recommended Reading list may be purchased from AG Bell for $40. These may be purchased by contacting the AG Bell bookstore, or by completing and submitting the AG Bell Order Form on p. 52 of this handbook.
Core Competencies/ Domains of Knowledge for the LSLS Written Examination

Content Areas/Domains covered in the LSLS examination with the relative weights of each:

Domain 1. Hearing and Hearing Technology – 12%
Domain 2. Auditory Functioning – 16%
Domain 3. Spoken Language Communication – 16%
Domain 4. Child Development – 9%
Domain 5. Parent Guidance, Education and Support – 13%
Domain 6. Strategies for Listening and Spoken Language Development – 18%
Domain 7. History, Philosophy and Professional Issues – 4%
Domain 8. Education (The focus of this domain is on the development and expansion of the auditory and language skills that underlie and support the child’s progress in the general education curriculum.) – 6%
Domain 9. Emergent Literacy (The focus of this domain is on the development of the auditory and language skills that underlie and support the acquisition and advancement of literacy.) – 6%

The following is a list of the nine content areas/test domains with the addition of their competencies to classify the LSLS body of knowledge. Questions on the LSLS written examination will address these competencies.

Domain 1. Hearing and Hearing Technology
   A. Hearing Science/Audiology
      1. Anatomy of the ear and neural pathways
      2. Physiology of hearing
      3. Physics of sound (e.g., decibel, frequency, sound waves)
      4. Psychoacoustics (e.g., HL, SPL, SL)
      5. Auditory perception (e.g., masking, localization, binaural hearing)
      6. Speech acoustics
      7. Environmental acoustics
         a. Signal-to-noise ratio
         b. Distance
         c. Noise
         d. Reverberation
      8. Causes of hearing impairment
      9. Types of hearing impairment and disorders (e.g., site of lesion, age of onset)
10. Early identification and high risk factors
11. Audiogram, audiogram interpretation and implications to speech perception
12. Audiologic assessments
   a. Behavioral
   b. Speech perception testing
   c. Electrophysiologic (e.g., OAE, ABR ASSR, acoustic immittance)
   d. Hearing aid evaluation (e.g., real ear/probe microphone, electroacoustic analysis)
   e. Cochlear implant candidacy, surgery, activation, functional application of programs

B. Hearing Technology
   1. Sensory devices (e.g., hearing aids, cochlear implants, vibro-tactile aids, transposition aids)
   2. Assistive listening devices (e.g., personal FM/auditory trainers, soundfield FM and infrared (IR) systems)
   3. Earmold acoustics (e.g., impact of the earmold characteristics on the transmission of sound)
   4. Hearing technology troubleshooting strategies

Domain 2. Auditory Functioning
   A. Auditory skill development
   B. Infant auditory development (e.g., neural development, plasticity)
   C. Functional listening skill assessments and evaluations, both formal and informal
   D. Acoustic phonetics as related to speech perception and production
   E. Functional use of audition

Domain 3. Spoken Language Communication
   A. Speech
      1. Anatomy of speech/voice mechanism
      2. Physiology of speech/voice mechanism
      3. Suprasegmental, segmental, coarticulation aspects of speech production
      4. Sequences of typical speech development (e.g., pre-verbal, articulation, phonology, intelligibility)
      5. Sequence of speech development in clients with various sensory devices (e.g., hearing aids, cochlear implants, vibro-tactile aids, transposition aids)
      6. Speech production assessment measures (both formal and informal)
      7. Teaching techniques in speech production
         a. Prerequisite skills for phoneme production
         b. Developmental (habilitative) and remedial (rehabilitative) speech development
         c. Suprasegmental and segmental aspects of speech facilitation
d. Auditory strategies for speech facilitation
  
e. Visual and tactile strategies for speech facilitation
  
f. Integration of speech targets into spoken language

8. Speech characteristics of children without auditory access to the full speech spectrum

9. International Phonetic Alphabet (IPA)

10. Impact of auditory access on speech production

B. Language

1. Impact of auditory access on language development

2. Aspects of language (e.g., phonology, pragmatics, morphology, syntax, semantics)

3. Sequence of typical language development (e.g., prelinguistic, communicative intent, linguistic)

4. Language assessment measures (both formal and informal)

5. Teaching techniques in receptive and expressive language

6. Impact of speech acoustics on choice of language targets (e.g., inside/beside, he/she)

7. Development of complex conversational competence

8. Development of divergent/convergent thinking

9. Figurative language and higher level semantic usage

Domain 4. Child Development

A. Sequence of typical child development

1. Cognitive

2. Gross and fine motor

3. Self-help

4. Play

B. Influence of associated factors on child development (e.g., cultural, community, family)

C. Conditions that are present in addition to hearing impairment (e.g., sensory integration deficits, visual challenges, Autism Spectrum Disorders, neurological disorders, learning disabilities)

Domain 5. Parent Guidance, Education and Support

A. Family systems (e.g., boundaries, roles, extended family, siblings)

B. Impact of hearing impairment on family (e.g., coping mechanisms, family functioning, stages of grief)

C. Family counseling techniques (e.g., active listening, reflective listening, questioning, open ended statements)

D. Family coaching and guidance techniques (e.g., demonstration, modeling, turning over the task, providing feedback, co-teaching)

E. Impact of associated factors on parent guidance (e.g., cultural, language in the home, economic, lifestyle, community)

F. Behavior management techniques

G. Adult learning styles
Domain 6. Strategies for Listening and Spoken Language Development
   A. Learning to listen strategies (e.g., creating optimal listening environment, positioning to maximize auditory input)
   B. Pausing (wait time) appropriately
   C. Language facilitation techniques (e.g., expansion and modeling)
   D. Prompting techniques (e.g., linguistic, phonological, acoustic, physical, printed written prompts)
   E. Responsive teaching (e.g., listening to the client and modifying according to the client’s language and speech production)
   F. Creating a need for the child to talk
   G. Acoustic highlighting techniques
   H. Auditory presentation prior to visual presentation (e.g., say before seeing)
   I. Spoken language modeling
   J. Meaningful, interactive conversation
   K. Experience-based, naturalistic language activities
   L. Experience and personalized books

Domain 7. History, Philosophy and Professional Issues
   A. History and Philosophy
      1. History of education of individuals who are deaf or hard of hearing
      2. Historical perspective of communication approaches
      3. Current communication approaches and principles for individuals who are deaf or hard of hearing
   B. Professional Issues
      1. Ethical requirements and issues
      2. Professional development requirements and opportunities
      3. Evidence-based practice and research findings

Domain 8. Education (The focus of this domain is on the development and expansion of the auditory and language skills that underlie and support the child’s progress in the general education curriculum.)
   A. Continuum of educational and community (e.g., child care, respite care) placements
   B. Curricular objectives that meet local standards in areas of instruction
   C. Strategies for pre-teaching and re-teaching (post-teaching) the academic curriculum
   D. Strategies for pre-teaching and re-teaching (post-teaching) language needed for academics
   E. Strategies to integrate auditory speech language goals with curriculum
   F. Cognitive and academic assessments
   G. Process for developing individualized educational plans
   H. Collaborative strategies with school professionals
Domain 9. Emergent Literacy (The focus of this domain is on the development of the auditory and language skills that underlie and support the acquisition and advancement of literacy.)

The learning sequence and pedagogy related to teaching the following skills in accordance with the child's level of language development:

A. Reciting finger plays and nursery rhymes
B. Telling or retelling stories
C. Activity and story sequencing
D. Singing songs and engaging in musical activities
E. Creating experience stories/experience books
F. Organization of books (e.g., cover, back, title, author page)
G. Directionality and orientation of print
H. Distinguishing letters, words, sentences, spaces and punctuation that mark text
I. Phonics (e.g., sound-symbol correspondences and letter-sound correspondences)
J. Phonemic awareness (e.g., sound matching, isolating, substituting, adding, blending, segmenting, deleting)
K. Sight of word recognition
L. Strategies for the development of listening, speaking, reading and writing vocabulary
M. Contextual clues to decode meaning
N. Oral reading fluency development
O. Text comprehension strategies (e.g., direct explanation, modeling, guided practice, application)
P. Abstract and figurative language (e.g., similes, metaphors)
Q. Divergent question comprehension (e.g., inferential questions, predictions)
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<tr>
<th>Title</th>
<th>Year</th>
<th>Author</th>
<th>Publisher</th>
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<tr>
<td>Auditory-Verbal Therapy and Practice</td>
<td>2006</td>
<td>W. Estabrooks</td>
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<td>Speech and the Hearing-Impaired Child: Theory and Practice</td>
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<td>50 Frequently Asked Questions (FAQs) about Auditory-Verbal Therapy</td>
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<td>Auditory-Verbal Therapy: For Parents and Professionals</td>
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<td>Born to Talk: An Introduction to Speech and Language Development</td>
<td>2006</td>
<td>Hulit and Howard</td>
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<td>The Itinerant Teacher's Handbook</td>
<td>2003</td>
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<td>Practical Aural Habilitation for Speech-Language Pathologists and Educators of Hearing-Impaired Children</td>
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<td>P. Srinivasan</td>
<td>Charles C. Thomas Publisher</td>
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<td>Bredekamp, S. &amp; Copple, C. (Eds)</td>
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<td>Teaching Activities for Children Who Are Deaf and Hard of Hearing: A Practical Guide for Teachers</td>
<td>2003</td>
<td>Moog, Stein, Biedenstein, and Gustus</td>
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<td>Cottage Acquisition Scales for Listening, Language, and Speech</td>
<td>1999</td>
<td>Elizabeth Wilkes</td>
<td>Sunshine Cottage School for Deaf Children</td>
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<td>Title</td>
<td>Year</td>
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<td>Facilitating Hearing and Listening in Young Children</td>
<td>1999</td>
<td>C. Flexer</td>
<td>Singular Publishing Group/Delmar Learning</td>
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<td>My Baby and Me.</td>
<td>2002</td>
<td>Brooks, B.M.</td>
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<td>National Reading Panel (<a href="http://www.nationalreadingpanel.org">www.nationalreadingpanel.org</a>)</td>
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<td>E.A. Rhoades</td>
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<td>Topics in Auditory Verbal Therapy: A Selection of Handouts</td>
<td>2006</td>
<td>Pam Talbott</td>
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<td>The ABCs of AVT</td>
<td>2005</td>
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<td>2006</td>
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<td>Learn To Talk Around The Clock: A Professional’s Early Intervention Toolbox</td>
<td>2003</td>
<td>Karen Rossi</td>
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<td>Songs for Listening! Songs for Life!</td>
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<td>Lucille Nicolosi, Elizabeth Harryman, janet Kresheck</td>
<td>Lippincott Williams &amp; Wilkins</td>
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<td>What’s Going On in There? How the Brain and Mind Develop in the First Five Years of Life</td>
<td>1999</td>
<td>Lise Eliot</td>
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<td>The Principles of the LSLS Cert. AVT and the LSLS Cert. AVEd (on AG Bell Academy Website and included with exam application packet)</td>
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<td>&quot;The Right Answer for Reading Comprehension&quot; in Volta Voices</td>
<td>2007</td>
<td>Ripper, J.</td>
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<td>&quot;Cochlear Implantation in Young Children: Effects of Age at Implantation and Communication Mode&quot; in Volta Review</td>
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<td>Michael Picard</td>
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The LSLS Online Practice Exam

The AG Bell Academy for Listening and Spoken Language offers an online practice exam designed to mirror the LSLS certification exam in style and question format as well as LSLS domain content.

This preparation tool will provide potential LSLS examinees the experience of taking multiple choice tests, and provide familiarity with the types of questions found on the LSLS exam. While the practice exam is designed around the concepts of the LSLS certification exam, it is not intended to gauge your understanding of the body of knowledge but rather provide you with the experience of taking this style of exam.

*Taking the LSLS practice exam will not provide the user with an indication of their overall preparedness for the real LSLS examination, nor does it guarantee better performance on the LSLS examination for those who take it.

General Test Taking Strategies

The following suggestions are designed to help applicants prepare for the LSLS examination.

1. Each question on the test is in a four-option, multiple-choice format with one correct answer.
2. Read each question carefully.
3. The LSLS examination is timed. You will have four hours to complete it. If you are not sure of an answer, do not spend a great deal of time on it. It may be better to select the best answer or make a note of the question and come back to it later.
4. Find the response that best answers the question; there are no “trick questions” on the exam.
5. Answer every question. The answers you record on the answer sheet determine your final score. If you are unsure of an answer, it may be better to guess. You will not receive credit for any question left blank or marked with more than one answer.
6. Qualifying words, such as FIRST, MOST, LEAST and BEST are often critical in determining the correct answer.
7. Be precise when marking your answer sheet. Be sure to completely fill the appropriate bubble and completely erase any incorrect marks.
FAQs about the LSLS Exam

What is the format of the exams?
The exam consists of 175 multiple-choice questions and carries a four hour time limit. The questions cover the nine domains of LSLS knowledge, which can be found on p. 26 of this handbook.

What should I bring to the examination?
For admission to your test, you must present:
- Your admission letter and two forms of VALID identification that display your signature. The name on both identifications must be the same as the name used to register for the examination.
  - One of the identifications presented MUST be a valid government issued ID and MUST have a current photo and signature.
  - The photo identification with signature must be current (non-expired). Examples of acceptable government-issued photo ID are: a driver’s license, alien registration card, military identification or passport.
  - The second ID must clearly show the professional seeking certification’s name and signature. The most common form of secondary ID is an official employment or school identification.
- You must also bring two sharpened No. 2 pencils with erasers.
- Do not bring study materials, dictionaries, calculators, notes or textbooks to the exam.

Who scores the exam?
The exams are graded by Prometric, INC., the Academy’s consultants for test development and security and one of the leading testing experts worldwide. They are electronically scored.

Examinees receive a result letter and diagnostic report generated by Prometric, which is sent to examinees via email and formal letter.

The AG Bell Academy receives an overall report of the list of examinees along with pass/fail information.

When will I know if I have passed the examination?
You will receive the results of your examination within four to six weeks from your test date.

What is the pass rate for the LSLS exam?
Pass rates for the LSLS exam average 60%/40%. This means that approximately 60% of examinees will typically pass the exam. Prometric, Inc., has provided the following information:
A certification exam needs to be challenging enough so that it accurately identifies the minimum competence of a candidate seeking the certification. It cannot be so difficult that most people will fail. At the same time, it can’t be so easy that a large number of people can pass without adequately demonstrating competence. It is generally accepted that the pass/fail rate which best achieves that balance is about a 60%/40%.

The AG Bell Academy has no hand in deliberately achieving this specific pass/fail rate. The nature of this type of exam and the commitment of the Academy to adhere to quality standards in test development and certification generally results in this percentage of pass/fail scores.

**What will be in my results letter?**

Individuals who pass the exam will not receive a diagnostic report, but instead will receive a letter from Prometric, Inc. stating that they have passed the exam. This letter will not include a result report. They will receive a certified LSLS certificate from the Academy within 10 business days of receiving the letter from Prometric, and will be listed on the Academy’s LSLS registry.

Individuals who are not successful in passing the LSLS exam are provided with a diagnostic report that indicates their performance in each of the nine exam domains. The descriptors used are “strong, moderate or weak” and are intended to guide the individual about areas of strength and weakness as they prepare to retake the exam. An examination retake request form will be included.

**Why don’t I get my exact score?**

As an industry best practice for certification organizations and under the advisement of Prometric, the Academy does not release exact percentages or itemized examination reports to protect the security of the examination. The scale of strong to weak is provided to examinees as an indicator for areas of strength and areas for improvement to aid in their preparation for subsequent attempts on the exam. These should be considered with regard to the weight of each of the nine domains of LSLS knowledge. For more information on the nine domains of knowledge and the weights of each on the examination, please visit the Academy's website.

Our consultants for test development, Prometric, Inc., have explained it this way:

> With any certification exam, all who passed are equal and all who did not pass are equal. It is not considered best practice to share individual scores as it may encourage the holder of a certification to claim superiority over another certified applicant by virtue of a higher score on their certification exam.

> Providing individual scores does not serve the individual well that needs to re-take the exam. For one thing, the next form of the exam they take will
not be identical to the one they took the first time, although it will be equally weighted in the domains. It is also critical that the individual approach the exam in its entirety and with the intention of demonstrating minimum competence throughout the body of knowledge being evaluated.

How is a passing score determined?
A passing score is determined on the number of items answered correctly on the 175 multiple choice questions on the exam. A passing score is in no way affected by the number of individuals who have taken the exam.

A “cut score” for passing the exam was established by having a group of subject matter experts in listening and spoken language examine a test form and rated the items according to how likely a candidate would be to answer the item correctly. The cut score was derived by aggregating those probabilities to establish an estimated expected score on the exam for a candidate who is qualified enough to pass.

Once the cut score was derived for one form by the LSLS subject matter expert committee, cut scores for other forms were derived by a process called “equating.” All exam forms were built to the same content and psychometric specifications; however, even minor variations in exam difficulty can mean that a number-correct score of, e.g., 65 on one exam form is not necessarily as easy to obtain as a number-correct score of 65 on a different exam form. Equating adjusts for these differences in difficulty to determine what level of performance on one form is equivalent to a specific level of performance on another form of the same examination, and therefore allows for fair decision-making by holding candidates to a common standard. Each candidate’s performance is evaluated only in the context of the cut score, and is not compared to any other candidate’s performance.

If I request hand scoring, would that allow me to see which questions I got right/wrong?
No. The examination questions are confidential, and will not be included on any report to examinees.

What is the time frame to have an exam hand-scored?
It normally takes about two weeks from the time a request is made to receive a notification from Prometric.

Are there any statistics on the number of times a hand-scoring has resulted in a different outcome?
Several hand scoring requests have been made to the Academy, and historically have not resulted in a different outcome from the original result report. Hand scoring simply validates that the original machine scoring was accurate, or if a discrepancy has been detected.
Are the same results relayed to an examinee once an exam is hand scored? Meaning, no additional feedback on their percentage correct in a certain domain, etc. has ever been provided?
After your hand scoring request, Prometric will send a confirmation letter to the requestor that the result report was accurate, or informing him/her that a discrepancy was detected.

If I don't pass the exam, when may I take it again?
You may take the examination again when a time/location is convenient based on the Academy’s exam schedule. After your initial acceptance to sit for the LSLS examination, you may take the test up to three (3) times before you must resubmit an application. Each retest request should be made using this form, and requires a US$200 retest fee for AG Bell members, and a US$300 fee for nonmembers. We strongly encourage attempting the exam again, as many examinees are successful after their first attempt, and after reviewing and preparing based on the performance result reports from Prometric.

What is Academy’s policy regarding exam deferrals?
If an applicant has been accepted to take the exam, but cannot take the written examination, they may request to be allowed to sit for the next examination the following year. Deferrals require a US$50 processing fee. Exam professionals seeking certification may defer taking the examination for only one year. Requests must be received in writing at least fourteen (14) days prior to the examination date. Should professionals seeking certification defer, the Academy will hold the application fee until the following year. If an exam professional seeking certification does not take the exam within the 12-month deferment period, they will forfeit their application fee. Professionals seeking certification who do not sit for the exam after the 12-month deferment period and wish to take the exam at a later date must submit a new application, including all fees and documentation required at the time of resubmission.

What is the Academy’s policy regarding exam cancellations?
Professionals seeking certification who are unable to sit for a scheduled exam may request to cancel their exam and receive a 50% refund of their application fee. Refund requests must be submitted to the Academy at least 14 calendar days prior to the exam using this form. There is no fee for cancelling your exam, but note that you will only receive a 50% refund of your application fee. Professionals seeking certification who do not request a refund and do not sit for the exam forfeit all fees. Application fees may not be transferred. Requests for exam cancellation and 50% refund will be responded to within 7 business days of receipt.

*All Academy refunds will be processed in the form of a check directly to the applicant.
ON EXAM DAY

Exam Administration Policies & Procedures

Required Identification

For admission to your test, you must present two forms of valid identification that display your signature. The name on both identifications must be the same as the name used to register for the examination. One of the identifications presented must be a valid government issued ID and must have a current photo and signature. The photo identification with signature must be current (non-expired). Examples of acceptable government-issued photo ID are: a driver’s license, alien registration card, military identification or passport. The second ID must clearly show the professional seeking certification’s name and signature. The most common form of secondary ID is an official employment or school identification. If you have any questions about the identification requirement, please contact the Academy before arriving at the examination location.

Failure to provide appropriate identification at the time of the examination is considered a missed appointment. No refunds will be given. Testing personnel have the right to refuse testing to any professional seeking certification when the identification appears to have been falsified or tampered with, when the photograph on the identification does not appear to resemble the person who arrives for testing or when the signatures on the identifications do not match the signature given at time of testing.

What to Bring to the Examination

1. Admission letter.
2. Required identification as described above. You will not be admitted to the examination without proper identification.
   **Note:** Failure to bring proper identification will result in forfeiture of the exam fee and you will have to reapply for the examination(s) and submit another fee.
3. Two sharpened No. 2 pencils with erasers.

Do not bring study materials, dictionaries, calculators, notes or textbooks into the examination room.

Test Administration Time

You should arrive at least 30 minutes before your examination is scheduled to begin. The written examination has a four-hour time limit.
Written Test Answer Sheets

Each question has only one correct response. Professionals seeking certification should double-check their answer sheets before turning them in to ensure that they have not provided more than one answer to a question. Questions for which the professional seeking certification has marked more than one answer will be considered incorrect. Professionals seeking certification are responsible for ensuring that they completely erase answers they wish to change. Poorly erased answers may be mistaken as an answer by the computer when scoring.

Translators

The LSLS exam is only available in English. Professionals seeking certification for who English is not a native language may use a word-to-word translating dictionary during the exam. A translating dictionary may only be used if it provides only one-word equivalents. Dictionaries with full definitions of each word are strictly prohibited. All electronic translators and human translators are prohibited.

Smoking

The smoking policies of the test facility will prevail. Smoking is not permitted in the testing area. Professionals seeking certification who smoke are responsible for identifying the location of designated smoking areas (if any) at the test location. Professionals seeking certification may not leave the examination to smoke.

Restroom Policy

Professionals seeking certification may request to leave the testing room to use the restroom. No examination materials may leave the testing room with the professional seeking certification. Only one professional seeking certification may be excused from the testing room at a time. Additional time to take the test will not be permitted for professionals seeking certification who leave to use the restroom.

Disruptive Behavior

Disruptive behavior by a professional seeking certification may result in a warning to the professional seeking certification or dismissal from the examination at the proctor’s discretion. The dismissed professional seeking certification will receive a failing score.
Cheating

Any evidence of cheating, including referring to notes, viewing another professional seeking certification’s examination or discussions among professionals seeking certification, will result in immediate termination of the examination of any professionals seeking certification involved. The Academy’s Certification Manager will be notified and the involved professional seeking certification(s) will receive failing score(s).

No Children at Testing Sites

Professionals seeking certification are not allowed to bring children with them when they test. Children are not allowed to wait for professionals seeking certification in the waiting area, since no adult supervision is available at the testing site.

Security Procedures

The following security procedures will apply during all LSLS examination administrations:

Electronic Devices: No cameras, tape recorders, pagers, cellular phones, programmable calculators, PDAs or other electronic technological equipment that could allow for the copying or extraction of the test are allowed in the testing room. Determination of prohibited devices is at the discretion of the proctor.

Visitors: No guests, visitors, children or family members are allowed in the testing room.

Personal Items: It is recommended that you avoid bringing personal items into the testing room. Purses, backpacks, briefcases, coats and hats will be placed in a designated area during testing. Professionals seeking certification may not access their personal items during the test administration, even when going to the restroom.

Weapons are not allowed at the testing facility.

Professional seeking certification’s personal identification will be held by the proctor while the professional seeking certification is taking the written examination and will not be returned to the professional seeking certification until the examination and answer sheet have been returned. The examination booklets and answer sheets are the property of the Academy. Under no circumstance may any professional seeking certification have possession of these materials except while taking the exam. If a professional seeking certification should have unauthorized possession of property belonging to the Academy (including exam booklets or answer sheets), this will be considered
theft and prosecution will be sought to the full extent of the law. Professionals seeking certification who engage in any kind of misconduct or disruptive or offensive behavior may be dismissed from the examination. Examples are: cheating, giving or receiving help, taking part in an act of impersonation, using rude or offensive language, and behavior that delays or interrupts testing. Failure to follow any of these security procedures may result in the disqualification of your examination.

Special Accommodations

American with Disabilities Act (ADA)
Examinees with a physical or mental disability that substantially limits a major life activity may be eligible for accommodation in the testing process to assure that the tests accurately reflect skills, knowledge and abilities. We are fully compliant with ADA guidelines and will provide reasonable accommodations. If you will be testing at a Regional Test Site and you require special accommodations under the ADA, the request must be submitted in writing to the Academy with your completed LSLS application form. All requests for accommodations must describe the accommodation(s) being requested and include documentation, such as a physician’s note on official letterhead, supporting the special need.

Signing the Professional Code

All professionals seeking certification will be required to sign the Professional Code of Conduct at the test site on the day they take the written test.

The Academy is dedicated to the purpose of promoting the delivery of comprehensive services to children who are deaf or hard of hearing through certification of professionals involved with enabling and assisting individuals who are deaf or hard of hearing to listen and speak. Establishing the highest standards of professional integrity based on accepted ethical principles and practice is vital to the fulfillment of this purpose.

The Professional Code applies to Academy certification holders who are responsible for the proper delivery of (re)habilitative services to such clients and their families. The Professional Code also seeks to protect persons served and to ensure the integrity of recognized auditory-verbal and audioligic (re)habilitative practices as conducted by LSLS.

The fundamentals of professional conduct are described in the Professional Code as they relate to responsibility to persons served, to the public and to the professions engaged in the provision of auditory-verbal, educational and audioligic (re)habilitative services. This Professional Code comprises two separate parts: The Principles of Professional Behavior and the Rules of Conduct. Individuals are expected to adhere to provisions of both parts.
The Principles of Professional Behavior are an aspiration and inspirational in nature and, while foundational to LSLS practice, are not actively enforced by the Academy. The Rules of Conduct shall be enforced by the Academy through its Ethics Committee, applying the AG Bell Academy for Listening and Spoken Language Statement of Practices and Procedures. Certain types of conduct may be contrary to both the Principles of Professional Behavior and the Rules of Conduct. That type of conduct is subject to review by the Ethics Committee pursuant to its procedures.

**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 IV:**

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.
AFTER THE EXAM

Exam Result Notification

Upon completion of the LSLS written test, your answer sheet will be sent to Prometric, where it will be scored by computer to determine your official result. If you have failed the examination, an official score report will be mailed to your address of record approximately three weeks after your examination date. Your official score report will include diagnostic information that provides feedback on your areas of strength and weakness for the various sections of the examination. Professionals seeking certification who do not pass their examination will also receive information about retesting. If you would like your test scored again, hand scoring is available for US$25 using the AG Bell Academy Service Request Form on p. 53.

If you pass the exam, you will not receive an official score report. However, you will receive your LSLS certificate and your name will be added to the LSLS Registry on the Academy’s website.

Official test results that have been lost may be replaced for $15 per copy by sending a written request for a duplicate score report using the AG Bell Academy Service Request Form on p. 53. The request must be received with the required fee within 60 days of your examination date. Exam results are confidential and are not provided over the telephone or via email.

LSLS Registry Listings

The Academy’s online LSLS Registry contains the names of currently certified LSLS. The LSLS Registry also indicates the certification designation(s) earned and their contact information, if made public. Parents and employers may reference the registry or contact the AG Bell Academy directly to verify that a person is listed as active and in good standing with the AG Bell Academy.

LSLS are personally responsible for keeping contact information and name information current with the LSLS Registry.

Changing your Name

If your name changes after you have been certified as a LSLS, you must send written notification and legal documentation of the name change. Fill out the AG Bell Academy Service Request Form found on p. 53 of this handbook and attach a copy of your legal documentation. Acceptable forms of legal documentation include a copy of your marriage certificate, divorce decree or legal name change decree. Mail the completed form and documentation to the address listed on the form. There is no charge for updating your name with the LSLS Registry.
However, there is a $15 fee to receive a new certificate reflecting your name change.

Request for a Duplicate LSLS Certificate

To request a duplicate LSLS Certificate, complete the AG Bell Academy Service Request Form on p. 53 of this handbook. Fill out the form completely and submit it with the US$15 fee to the address listed on the request form.

Request for a Duplicate Score Report

Duplicate official score reports are available upon request. To request a copy of an official score report, fill out the AG Bell Academy Service Request Form on p. 53 of this handbook. The charge for a duplicate score report is US$15.

Certification Renewal Policies and Procedures

LSLS certification is valid for 24 months. It will expire two years from the last day of the month in which you were certified. For example, if you were certified on June 26, 2011, your certification will expire on June 30, 2013. You can view your recertification date on your LSLS certificate, or by accessing your online LSLS profile. Certified LSLS professionals are required to pay their renewal fee (US$120) on a biennial basis and will receive a reminder notice at least 60 days before the due date of their renewal documentation. Timely electronic reminders are also contained in the Listening and Spoken Language Specialist e-newsletter. Documentation for continuing education hours must be submitted every two years. LSLS must earn a total of 15 Academy approved continuing education units during the two-year renewal period.

After the Academy receives payment of the renewal fee and documentation of required CEUs, a new LSLS certificate with the updated expiration date will be mailed. Applying for recertification early does not change the beginning or end dates of your next certification cycle. Activities attended during one recertification period cannot be carried over to the next certification period.

Continuing Education Credits

All professionals seeking certification and certified LSLS professionals must attain Academy approved continuing education units (CEUs). Acceptable educational activities include:

- Attending Academy approved educational programs
- Development and/or presentation of an Academy approved program
- Publishing a peer-reviewed article
- Observation of certified LSLS professionals
Mentoring a LSLS applicant (for certified LSLS professionals only)

The 15 mandatory continuing education hours for **certified LSLS professionals** must fall within the limits listed below and be approved by the Academy *prior to submitting the application* for certification renewal:

<table>
<thead>
<tr>
<th>Continuing Education Activity Option</th>
<th>Minimum Required</th>
<th>Maximum Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending Academy-approved educational programs</td>
<td>5 CEUs per renewal period</td>
<td>15 CEUs per renewal period</td>
</tr>
<tr>
<td>Development and/or presentation of an Academy-approved program</td>
<td>5 CEUs per renewal period</td>
<td>5 CEUs per renewal period</td>
</tr>
<tr>
<td>Publishing a peer-reviewed article</td>
<td>5 CEUs per renewal period</td>
<td>5 CEUs per renewal period</td>
</tr>
<tr>
<td>Structured observation of certified LSLS professionals – must be accompanied by a copy of the appropriate application attachment for each of the 10 hours of observation</td>
<td>2 CEUs per renewal period</td>
<td>2 CEUs per renewal period</td>
</tr>
<tr>
<td>Service on a board of committee in a LSLS related organization</td>
<td>2 CEUs per renewal period</td>
<td>2 CEUs per renewal period</td>
</tr>
<tr>
<td>Mentoring an LSLS applicant (must be accompanied by a Mentor’s Evaluation Form from the LSLS applications)</td>
<td>5 CEUs per renewal period</td>
<td>5 CEUs per renewal period</td>
</tr>
</tbody>
</table>

**Academy Approval for CEUs**

All educational activities must be approved by the Academy and may be submitted for approval in two ways:

1. The provider of the activity/program may apply to have the event pre-approved for attendees by submitting a completed application to the Academy at least 6 weeks prior to the event. Professionals holding or seeking LSLS certification who attend these pre-approved sessions will receive CEU documentation from the provider, which will serve as confirmation of their attendance.

2. Professionals may submit documentation to the Academy for an individual educational activity not pre-approved by a provider to the Academy within 6 weeks of attendance/completion.

Both of the above mentioned applications and additional information on CEU approvals can be found on the [Academy's website](#).
Documentation of CEUs

Professionals seeking certification and LSLS must submit supporting documentation of continuing education for application and recertification purposes. Acceptable documentation includes:

- A signed “CE Verification Form” provided to attendees of a pre-approved program by the provider organization indicating the program title, CE program code, date/location of the event and the attendee’s name.
- An approval letter from the AG Bell Academy for an educational activity, including the assigned approval code. Approval letters are provided to the individual who submitted the application when an educational activity has been approved for LSLS CEUs.
  - The Application for LSLS CE Credit for an Individual Educational Activity is required to obtain credit for an individual activity. Upon approval of an individual activity, you will be given an activity code that must be included on your renewal form.
- Copies of Mentor’s Evaluation Forms for certified LSLS professionals actively mentoring an applicant (located in the current LSLS applications).
- Proof of presentation or publication of a peer reviewed article (e.g. copy of brochure, abstract or 1st page of article).

Lapsed Certification

Failure to submit completed renewal information by the deadline, required CE documentation, or to pay your biennial renewal fee will result in lapsed certification. If an individual fails to submit the renewal fee by their deadline, they may be granted reinstatement only if the following are submitted within 30 days of their certification end date:

1. A completed renewal form
2. The $120 biennial renewal fee
3. The $50 reinstatement fee

Failure to renew will lead to the LSLS’s credentials being lapsed, their name being removed from the LSLS Registry on the Academy’s website, and the professional’s inability to refer to themselves as a LSLS.
Retirement Information

Individuals holding LSLS certification who wish to retire from practice have the option of changing their certification status to “retired” by submitting a letter requesting retirement status to the Academy.

Upon approval by the AG Bell Academy’s Certification Committee, a certificate indicating “retired” status will be issued. Retired individuals may continue to use the appropriate initials after their name as usual. Should a retired individual return to practice, certification must be reinstated in accordance with the Academy’s lapsed certification policy. The “retired” status will not expire with time.
## Order Form for Reference Materials

<table>
<thead>
<tr>
<th>ITEM CODE</th>
<th>QUANTITY</th>
<th>TITLE</th>
<th>UNIT PRICE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>X5555</td>
<td></td>
<td>Volta Review article bundle *Email address required for delivery.</td>
<td>$47.00</td>
<td></td>
</tr>
<tr>
<td>I0610</td>
<td></td>
<td>Estabrooks (2006) Auditory Verbal Therapy and Practice</td>
<td>$ 54.95</td>
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<td>A0210</td>
<td></td>
<td>Ling (2002) Speech and the Hearing-Impaired Child: Theory and Practice</td>
<td>$ 49.95</td>
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<tr>
<td>K0110</td>
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<td>Estabrooks (2001) 50 Frequently Asked Questions about Auditory-Verbal Therapy</td>
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<tr>
<td>K9620</td>
<td></td>
<td>Estabrooks (2005) The ABCs of AVT</td>
<td>$140.00</td>
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<td>E0310</td>
<td></td>
<td>Rossi (2003) Learn To Talk Around The Clock: A Professional's Early Intervention Toolbox</td>
<td>$295.00</td>
<td></td>
</tr>
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<td>I0310</td>
<td></td>
<td>Estabrooks (2003) Songs for Listening! Songs for Life!</td>
<td>$98.95</td>
<td></td>
</tr>
</tbody>
</table>

### PAYMENT INFORMATION
- □ Check or money order made payable to AG Bell
- □ Credit Card:  ○ Visa  ○ MasterCard  ○ American Express

CARD NUMBER ___________ EXPIRATION DATE ___________

Security Code_____________ (AMEX: 4 digit code on front of card).

**SIGNATURE (REQUIRED)**

**PRINT CARDHOLDER’S NAME**

### International Orders:
All orders originating outside of the United States must be prepaid. Payments by check or international (postal) money order must be paid in US dollars and drawn on a US bank. Visa/MasterCard/American Express payments must include the customer’s account number, expiration date, billing address and signature. Contact our Publication Sales Department for payment instructions and price quotes on shipping and handling.

### Shipping & Handling Charges:
Shipping and handling charges for domestic orders shipped via United Parcel Service (UPS) Ground service are $7.50 first book and $0.50 each additional book. Deliveries to Alaska and Hawaii require UPS 2nd Day Air service. Residents of these states must contact AG Bell for a freight quotation prior to shipment. Other UPS delivery services are available—please contact us for prices.

All international deliveries are shipped via UPS or United States Postal Service. Please contact AG Bell for a price quote.

### MAIL OR FAX ORDERS TO:
AG Bell Bookstore
3417 Volta Place, NW
Washington, DC 20007
T: (202) 337-5220
TTY: (202) 337-5221
F: (202) 337-8314
# LSLSTM Service Request Form

I am requesting the following service(s):

<table>
<thead>
<tr>
<th>Check (✓)</th>
<th>Service Requested</th>
<th>Sections to be Completed</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name Change</td>
<td>1 and 2</td>
<td>No Charge</td>
</tr>
<tr>
<td></td>
<td>Address/Phone Number Change</td>
<td>1 and 3</td>
<td>No Charge</td>
</tr>
<tr>
<td></td>
<td>Duplicate Certificate</td>
<td>1</td>
<td>$15</td>
</tr>
<tr>
<td></td>
<td>Hand Score Request</td>
<td>1 and 4</td>
<td>$25</td>
</tr>
<tr>
<td></td>
<td>Duplicate Score Report</td>
<td>1 and 4</td>
<td>$15</td>
</tr>
<tr>
<td></td>
<td>Written Test Deferral</td>
<td>1 and 5</td>
<td>$50</td>
</tr>
<tr>
<td></td>
<td>Preliminary Review of Academic Background</td>
<td>1 and 6</td>
<td>$40</td>
</tr>
</tbody>
</table>

## Section 1: LSLSTM Information

Social Security Number  
LSLS Certification Number (if applicable)

Last Name (as it appears on our records)  
First Name and Middle Initial (as it appears on our records)

I authorize the services checked above to be performed. Any documents requests will be mailed to my address of record

LSLS Applicant Signature  
Date

## Section 2: Name Change

Note: If you also want your certificate to reflect your new name, you must also request a Duplicate Certificate and include the $15 fee

NEW Last Name  
NEW First Name and Middle Initial

Copy of Documentation Attached:  
- Marriage Certificate  
- Divorce Decree  
- Legal Name Change Decree  
- Other:

## Section 3: Address/Phone Number Change

Note: If you want a duplicate certificate with your new address, you must also request a Duplicate Certificate and Include the $15 fee

NEW Address (include apartment number)

NEW City  
NEW State  
NEW Zip Code

NEW County  
NEW Home Phone Number

## Section 4: Handscore Request/Duplicate Score Request

Date of the Exam  
Testing Location

## Section 5: Written Test Deferral

Date/Location - Scheduled  
Date/Location - Preferred

## Section 6: Request for Preliminary Review of Academic Background

Note: Please include documentation (transcripts a letter from the University Registrar) from all institutions attended and degrees earned including Bachelors, Masters and Doctoral degrees.

Copy of Documentation Attached:  
- Bachelors Degree: US University Attended:  
- Masters Degree: US University Attended:  
- Doctoral Degree: US University Attended:

Make company check, money order or certified check payable to: AG Bell Academy for Listening and Spoken Language, for all services requiring a fee. Mail the completed form and payment to: AG Bell Academy for Listening and Spoken Language, 3417 Volta Place, NW, Washington, DC 20007

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