

# TOOLS for SCHOOLS™ Program



## The Naída CI Sound Processor

Name \_\_\_\_\_



Advanced Bionics



# Advanced Bionics



**PHONAK** | Partners for Better Hearing

TOOLS for SCHOOLS™



# Tools for Schools

Today's presentation is just one of many valuable FREE resources provided by Advanced Bionics' Tools for Schools™ program (TFS™).

**The goal of the TFS program is to:**

- Help school aged children with cochlear implants succeed in the classroom.
- Ease your workload and save you time.
- Educate parents and professionals about CI technology.
- Provide support for effective teaming between the School, CI center and Home.

Visit [www.advancedbionics.com/tfs](http://www.advancedbionics.com/tfs) to learn more.





# What you will learn today

- The Naída CI Sound Processor
- Processor Basics
- Steps for Everyday Use
- Indicators for System Checks and Troubleshooting
- Care and Maintenance
- Connectivity
- Advanced Technology





# The HiResolution™ Bionic Ear System

## Naída CI Sound Processor

The ultimate in  
behind-the-ear wearing



## Neptune™

Swimmable sound processor

## HiRes 90K™ Advantage Implant

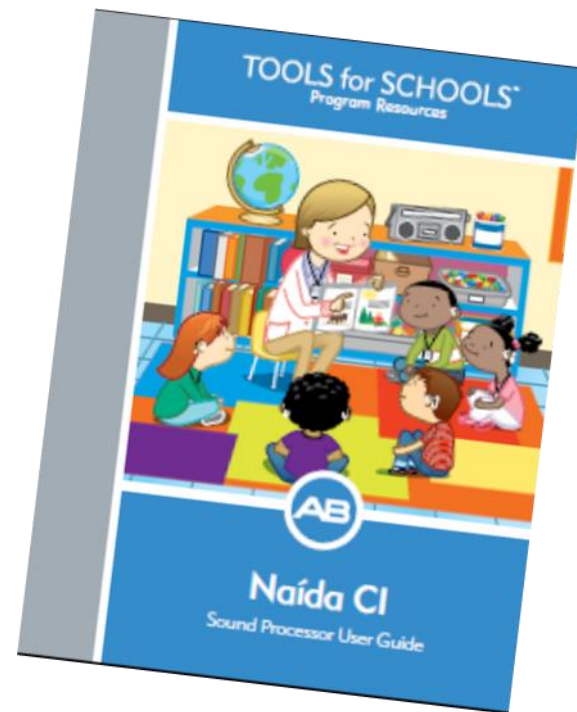
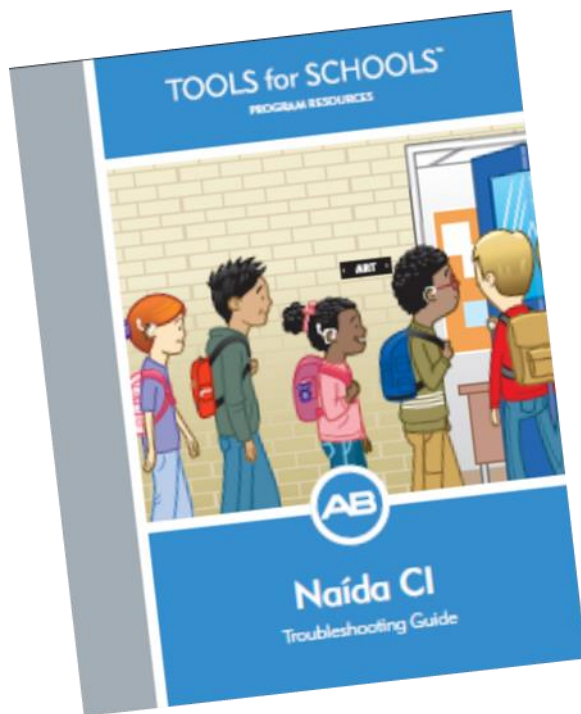
The world's most advanced technology



# AB MAKES IT SIMPLE FOR SCHOOLS!

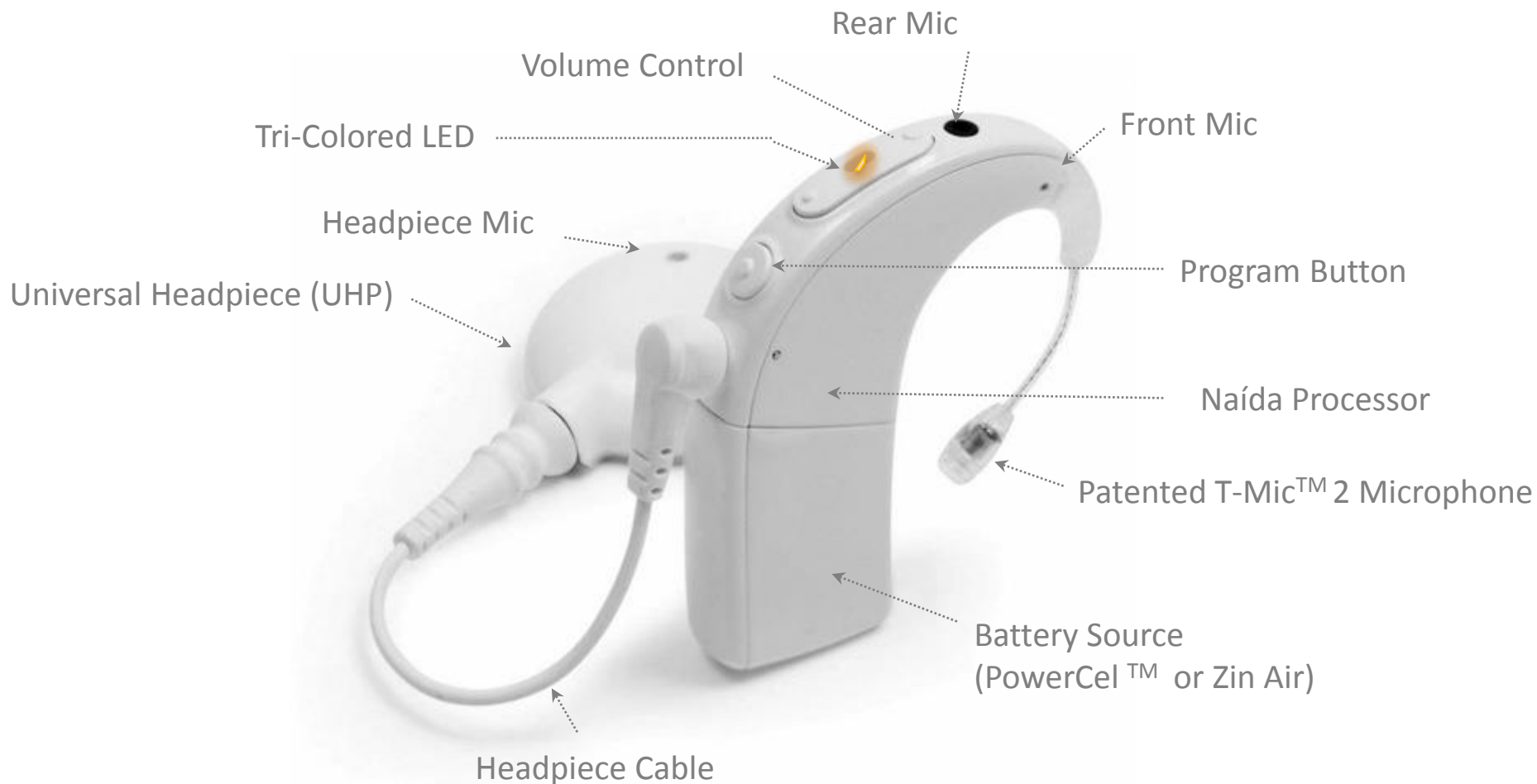
## Supporting Resources

[www.advancedbionics.com/tfs](http://www.advancedbionics.com/tfs)





# Naída CI Sound Processor







# What you will learn today

- The Naída CI Processor
- **Processor Basics**
- Steps for Everyday Use
- Indicators for System Checks and Troubleshooting
- Care and Maintenance
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# Processor Basics

## Program Button

- Stores up to five (5) programs
- Push the program button down briefly and then release the button to change programs
- The number of GREEN blinks displayed on the LED indicates which program is in use
- The programs switch in a chronological order; once it reaches the final program, it will return back to the first program
- The program button can be disabled by the child's audiologist

Program Button





# AB MAKES IT SIMPLE FOR SCHOOLS!

## Did you know??

You do not need to change your student's programs for the different listening environments they encounter at school

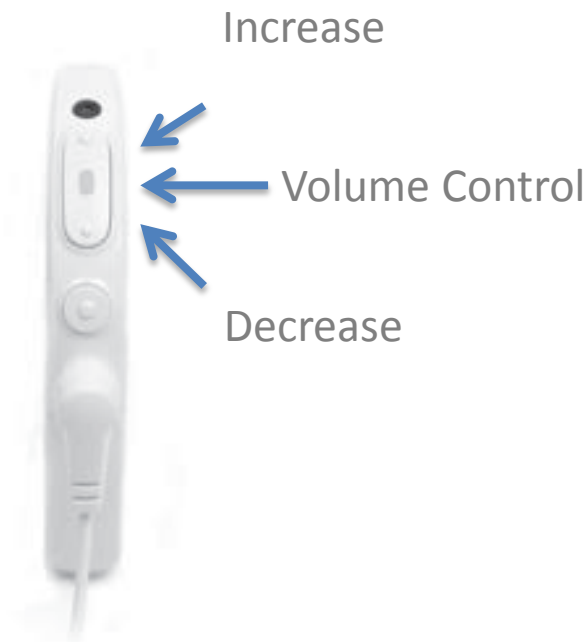
Autosound™ processing **automatically** adapts to the changing listening environments at school, allowing children to hear every sound from whispers in the library to friends talking in the lunch room



# Processor Basics

## Volume Control

- To increase the volume, briefly tap the top of the volume control. To decrease the volume briefly tap the bottom of the volume control.
- The audiologist has the ability to restrict or disable the volume range





# AB MAKES IT SIMPLE FOR SCHOOLS!

## Did you know??

The Naída CI will always default to program 1 at the child's standard volume setting when it is powered on.

If P1 with standard volume is the child's everyday program no setting changes are necessary to the Naída CI after the battery is attached!





# Processor Basics

## The Universal Headpiece (UHP) and Headpiece Cable

- Transmits power to the internal implant
- Contains a microphone which, when activated, picks up sound from the environment and transfers it to the Naída CI
- Covered by a Color Cap, which snaps securely in place
- Cables come in a variety of colors and lengths to suit all needs





# Processor Basics

## Microphones

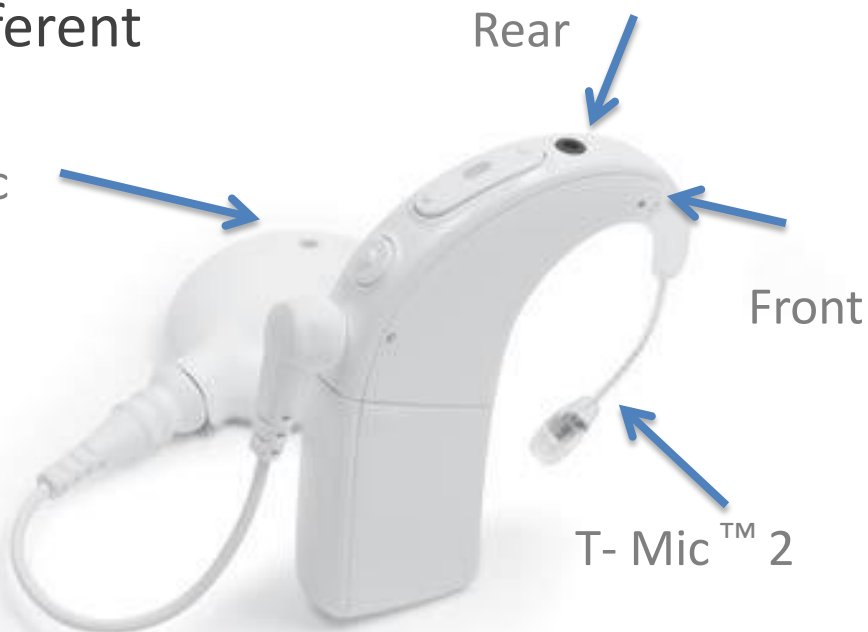
- The Naída CI has four microphones
- The audiologist can set each program to utilize the microphones in different configurations

Headpiece Mic

Rear

Front

T- Mic™ 2



*Check with the child's family or audiologist to determine which microphones are active in each program*



# Processor Basics

## Earhook Options

### Standard Earhook



### T-Mic™ 2 Earhook





# Processor Basics

## Power Options

### 4 rechargeable options

- 110 mini mAh
- 170 mini mAh
- 170 mAh (Can be used with Roger 17)
- 230mAh

### 2 disposable options

- Zinc-Air battery – 2 high powered CI 675
- AAA PowerPak – 3 AAA



110 mini mAh



170mini mAh



230mAh



Zn-Air battery Pak



AAA PowerPak





# Processor Basics



Battery Type	Average (hours)	Range (hours)
2 Zinc-Air Cartridge	31	56
110 Mini PowerCel™	12	17
170 Mini PowerCel™	18	27
170 PowerCel™ with FM	12	16
230 PowerCel™	25	36
AAA PowerPak	129	183



# Processor Basics

## Options for Wearing the Power Supply Off the Ear



**Naída CI Power Adapter**



**Naída CI Clips**



**AAA PowerPak Accessory**

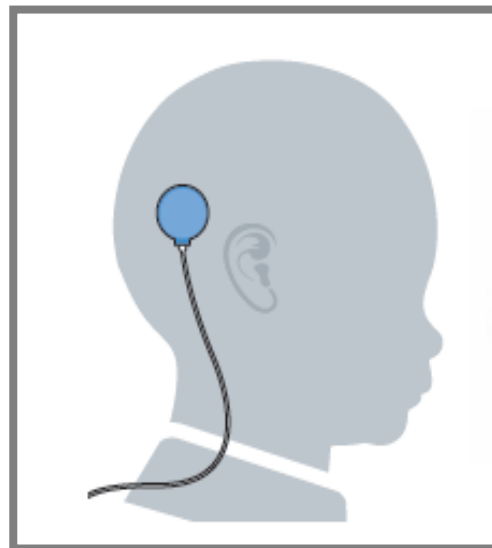


# Processor Basics

## None on the Ear



Naida CI Clip



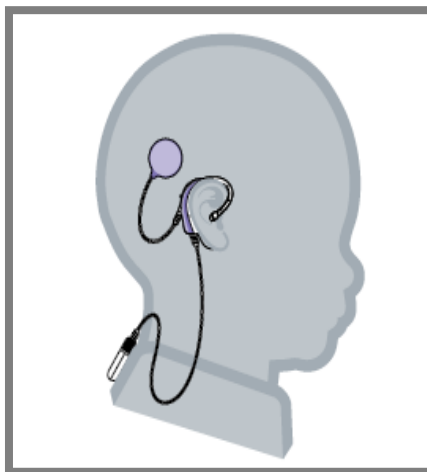


# Processor Basics

## Some on the Ear



**Naída CI Power Adapter**







# What you will learn today

- The Naída CI Processor
- Processor Basics
- **Steps for Everyday Use**
- Indicators for System Checks and Troubleshooting
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# Steps for Everyday Use

1. Turn on processor
2. Confirm the UHP and headpiece cable are firmly connected to the Naída CI
3. Verify the correct program is selected
4. Verify the volume is on the proper setting
5. Place the Naída CI on the child in the child's preferred wearing style
6. Ensure the UHP is positioned over the internal implant
7. Perform a behavioral listening check



# Steps for Everyday Use

## Step 1: Turn on the Naída CI

- Turn on the Naída CI by sliding on a fully charged battery
- The LED will flash ORANGE to indicate battery status
- 3-4 ORANGE blinks indicates the battery is sufficiently charged to power the Naída CI
- The ORANGE blinks will be followed by 1 quick GREEN blink to indicate the Naída CI is in program 1
- To turn off the Naída CI remove the battery



**Attach Battery**





# Steps for Everyday Use

## Step 2: Confirm the UHP and headpiece cable are firmly connected to the Naída CI

- Verify that the headpiece cable is firmly plugged into the UHP and Naída CI
- Check that the cable is not twisted or frayed







# Steps for Everyday Use

## Step 3: Verify the correct program is selected

- The Naída will always default to program 1 at the child's standard volume setting when it is powered on.
- If program 1 is the child's everyday program no further changes are necessary.
- If you would like to change programs, push the program button down briefly and then release the button
- The LED will display 1, 2, 3, 4, or 5 GREEN blinks depending on how many programs are stored in the Naída CI. The number of GREEN blinks displayed indicates which program is in use

Program  
Button





# Steps for Everyday Use

## Step 4: Verify the volume is on the proper setting

- The Naída CI will always default to program 1 with the volume set at the child's standard volume setting when it is powered on.
- If the child is using their standard volume setting no changes to the volume are necessary.
- If you would like to increase the volume, briefly tap the top of the volume control. To decrease the volume, briefly tap the bottom of the volume control.

Volume  
Control

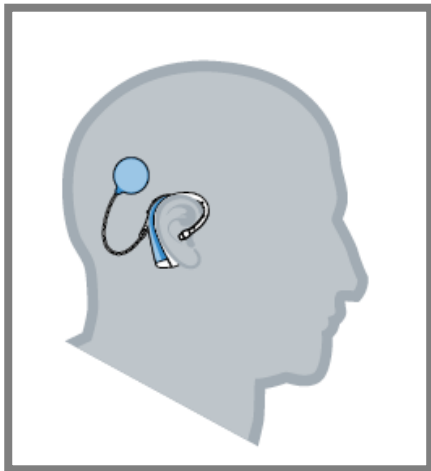




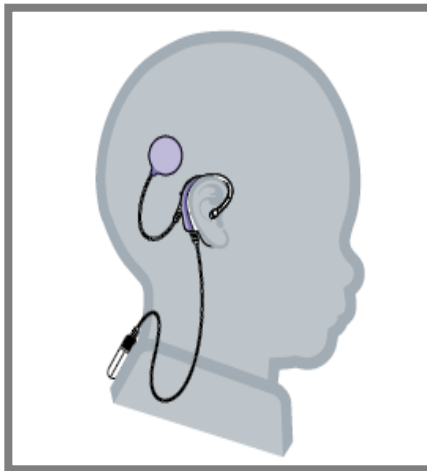
# Steps for Everyday Use

## Step 5: Ensure the Naída CI is securely fastened in the child's preferred wearing style

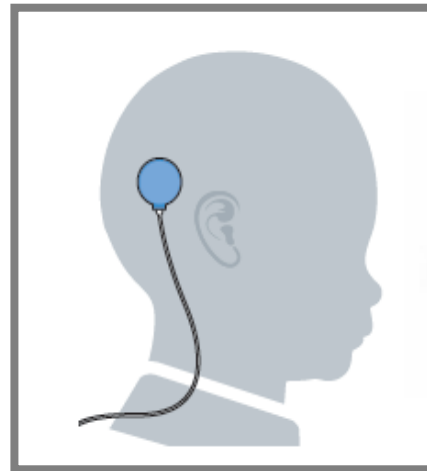
All on the ear



Some on the ear



None on the ear



## Step 6: Place the UHP over the internal implant

You will feel a magnetic attraction



# Steps for Everyday Use

**Step 7: Perform a behavioral listening check, using the Ling Six sound check or another listening activity.**



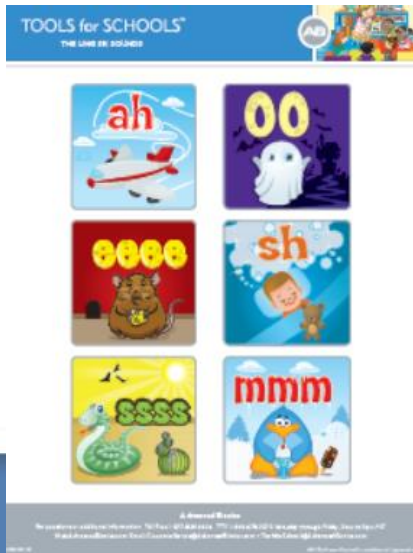


# AB MAKES IT SIMPLE FOR SCHOOLS!

## Did you know??

AB makes it Simple for Schools by providing FREE and easy downloadable instructions and pictures to conduct a Ling 6 Sound assessment.

Visit [AdvancedBionics.com/tfs](http://AdvancedBionics.com/tfs) and click on Tools for Using the Ling 6 Sounds under Educational Support







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# Indicators for System Checks and Troubleshooting

## Indicators for Naída CI

- Tri-Color LED
- Internal Alarms
- Intellilink™ Safety Feature
- Listening Check™ Accessory
- AB myPilot Accessory
- Data logging



# Indicators for System Checks and Troubleshooting

## Tri-Color LED

FEATURE	COLOR
Battery Status	Orange
Microphone Status	Green
Program Position	Green
CI Status	Red





# Indicators for System Checks and Troubleshooting

ORANGE BEHAVIOR	BATTERY STATUS
Blinks at start up	<ul style="list-style-type: none"><li>• 4 quick blinks battery is fully charged</li><li>• 2-3 indicates that the battery is sufficiently charged to power the Naída CI</li><li>• 1 quick blink indicates the battery is nearly depleted</li><li>• No blinking indicates depleted battery</li></ul>
Solid	The battery is almost depleted
Blinks twice every 3 seconds	The battery is almost depleted and cannot support stimulation
Fades Out	The Naída CI is entering Standby Mode



# Indicators for System Checks and Troubleshooting

GREEN BEHAVIOR	MICROPHONE/PROGRAM POSITION
Flickers in response to loud input	The sound processor and microphone are responding to sound
Blinks at start-up after battery status and upon program change	<ul style="list-style-type: none"><li>• 1 blink indicates program one</li><li>• 2 blinks indicates program two</li><li>• 3 blinks indicates program three</li><li>• 4 blinks indicates program four</li><li>• 5 blinks indicates program five</li></ul>
Solid	A processor that is not yet programmed
Blinks 4 Times	Response to the AB myPilot request to “Find Paired Devices”. The Left paired device will identify itself with this LED pattern.



# Indicators for System Checks and Troubleshooting

RED BEHAVIOR	CI STATUS
Blinks once per second	Loss of lock with the implant.
Blinks rapidly (more than once per second)	Intellink™ is enabled and the Naída CI is connected to the wrong implant
Solid	Sound Processor Error Condition. Fully remove and re-insert the battery to reset processor
Blinks 5 Times	Response to AB myPilot request to “Find Paired Devices”. The Right paired device will identify itself with this LED pattern





# Indicators for System Checks and Troubleshooting

## Internal Alarms

ALARM	INDICATION
Beeps upon program change	1 beep indicates program 1 2 beeps indicates program 2 3 beeps indicates program 3 4 beeps indicates program 4 5 beeps indicates program 5
Short beep upon increase or decrease of volume	Beeps once per press of the volume control either up or down (a double beep will be heard when the following settings are reached: top of volume range; baseline setting; bottom of volume range)
Long beep once every 15 minutes	Low Battery



# Indicators for System Checks and Troubleshooting

## Intellilink™

- Safety Feature
- Ensures the Naída CI only stimulates the correct internal device
- Prevents accidental stimulation from a wrong ear processor for a bilateral user or processor that belongs to another child
- The Naída CI LED will blink **RED** rapidly (more than once per second) to indicate it is connected to the wrong internal device



# Indicators for System Checks and Troubleshooting

## Listening Check™

- Verifies the Naída CI sound sources are working properly when children are unable to provide this feedback themselves
- Any sound source that is programmed for use with the child's Naída CI can be verified
- Sound Sources can include,
  - 4 Naída CI microphones
  - Wireless (via ComPilot)
  - FM/Roger™
  - TCoil





To view a video on how to use the Listening Check  
copy this link into your browser

[https://www.youtube.com/watch?v=74Qv\\_6dijxo  
&feature=youtu.be&list=PLo1a43uJmTy1YuYTDV9  
0BXC5WAZl9OIw](https://www.youtube.com/watch?v=74Qv_6dijxo&feature=youtu.be&list=PLo1a43uJmTy1YuYTDV90BXC5WAZl9OIw)

Or visit YouTube and search for “Naida Listening  
Check”



# Indicators for System Checks and Troubleshooting

## AB myPilot Accessory

- Easy to use remote control
- One touch changes to program, volume, and sensitivity changes
- Provides Device Status Check and Battery Status Check information
- Can be used to complete a listening check in combination with the Listening Check Accessory





# Indicators for Status Check and Troubleshooting

## Data logging

- Allows the audiologist to see data about how the Naída CI is being used on a daily basis
- The Audiologist can use this information to make programming changes to help the child maximize use of their device
- Can obtain information about
  - What programs and features are being used
  - What volume setting is being used
  - The different listening environments the child encounters throughout the day





# AB MAKES IT SIMPLE FOR SCHOOLS!

## Did you know??

AB recommends you obtain the following information from the child's audiologist to effectively manage your student's equipment in the classroom:

1. What program should be used for everyday listening?
2. What program should be used for FM/Roger™ or T-Coil use?



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# Care and Maintenance

## Preventative Maintenance Tips

- Store extra equipment in a Zephyr Dry & Store®.
- Run equipment through one drying cycle (8hrs) nightly.
- If a Zephyr Dry & Store® is not available, keep extra equipment in the Naída CI case.
- If you do not have the case you can use another sealed container or a Ziploc bag.
- To keep battery contacts from accumulating debris attach Naída CI PowerCel battery covers to the PowerCel batteries when they are not in use.
- The covers can be ordered from Customer Service at 877-829-0026 (US and Canada).





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# Connectivity

## Connectivity Options

- T-Mic 2<sup>TM</sup>
- FM/Roger<sup>TM</sup>
- ComPilot
- T-Coil





# Connectivity

## Natural Connectivity with the T-Mic 2™

- Natural placement for headset, ear buds, or cell phones
- Access to commercially available audio devices







# Connectivity

## Wireless FM/Roger™

### Phonak ComPilot



Can be used with  
Phonak's Roger X  
receiver

### 170 mAH battery



Can be used with Phonak's  
Roger 17 receiver

Roger 17 is compatible with the PowerCel 170.  
It can not be used with the PowerCel mini 170.



# Connectivity

## ComPilot

Stream  
Audio



Stream  
Roger™



Stream  
Bluetooth  
Phone



Stream TV



Stream  
Speech





# Connectivity

## T-Coil

- Wireless connectivity to looped rooms or devices with electromagnetic energy
- The T-coil can be enabled in a particular program by the child's audiologist
- Can be used for wireless access to FM or Roger™ in conjunction with the MyLink+ or Roger™ MyLink
- Access to bilateral/bimodal FM/Roger™



MyLink



# AB MAKES IT SIMPLE FOR SCHOOLS!

## Did you know??

Most audiologists enable Audio-Mixing for FM/Roger™ and T-Coil programs.

Audio-Mixing ensures children can hear and monitor their own voices as well as sounds around them when utilizing auxiliary devices



# Review of Child Friendly Features

## Naída CI

- Light-emitting diode (LED) indicators
- Tamper proof to protect children from swallowing small parts
- Intellilink
- Ability to disable /limit volume and program settings to avoid accidental changes
- Flexible wearing options
- Waterproof with use of Aqua Case and AquaMic
- Simple wireless connectivity to computers, tablets, Roger/FM, and other electronics
- Full day of hearing with one battery
- The Naída CI does not need to be labeled as right and left side for children bilaterally implanted. The processor can detect which ear it is worn on automatically and provide access to the appropriate programs for that ear.





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## Features for Improved Hearing in Noise

Ultrazoom

Zoom Control

StereoZoom

Duophone

## Features for Comfort and Ease of Use

Windblock

Echoblock

Sound Relax

QuickSync



# Advanced Phonak Technology Features

## UltraZoom Feature

Focused listening on a small group of voices in front for improved communication in noisy environments.

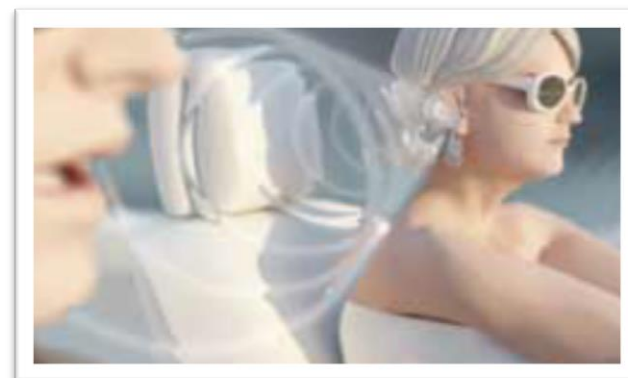




# Advanced Phonak Technology Features

## Zoom Control Feature

Focused listening on a speaker to the front-back or right-left for improved communication in noisy environments.





## Stereo Zoom Feature

Extracts a single voice from a noisy crowd so one-on-one conversation requires less effort.



# Advanced Phonak Technology Features

## Duophone Feature

Automatically streams phone calls to both ears simultaneously for stereo hearing and easier conversations in noise.





# WindBlock Feature

Reduces wind noise to improve comfort and ease of listening in windy conditions.





# EchoBlock Feature

Improves comfort and ease of listening in places that echo, such as large assembly halls.



# SoundRelax Feature

Softens sudden loud sounds, such as slamming doors or clanging dishes.



# Advanced Phonak Technology Features

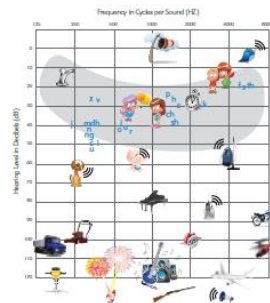
## QuickSync Feature

Provides one-touch control of the child's processors for easy simultaneous adjustments to volume and program settings on both ears.





# AB Makes it Simple for Schools



**Advanced Notice**  
For specifications and full information, call 1-877-666-2226 TTY: 1-800-371-2271. Shipping through FedEx. Save by ShipKit!  
Visit [AdvancedNotice.com](http://AdvancedNotice.com). Email: [CustomerService@AdvancedNotice.com](mailto:CustomerService@AdvancedNotice.com) Twitter: [AdvancedNotice.com](http://AdvancedNotice.com)



### How the Eye Works

Formed in the base of the ear canal, cerumen (earwax) is produced by the ceruminous glands. Cerumen is composed of dead skin cells, secretions of the ceruminous glands, and secretions of the sebaceous glands. It is a sticky substance that helps to protect the ear canal from infection and to keep the ear canal moist.

### The Other Ear

The outer ear (or pinna) captures sound and then directs the sound down the ear canal to the eardrum.

### The Middle Era

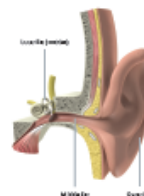
The middle ear consists of three bones, the malleus (hammer), incus (anvil), and stapes (stirrup), all of which help convey sound to the inner ear.

### The Inner Ear

The linear array (cortex) consists of many receptive cells. These sensory cells have different functions in the transmission of sound. It is the unique properties of the linear array that are responsible for hearing pitch and loudness information like an absolute scale that the brain uses to interpret the input.

### The Auditory Nerve

The auditory nerve (or hearing nerve) is responsible for converting the sound information from the inner ear to the higher processing centers of the brain. The brain is responsible for interpretative sound.



### What Is "Horse of" Hierarchy?

When the air molecules are only partially ionized, the air can be divided into a range of physical and chemical processes. The ionization of air molecules is a function of the frequency of the electromagnetic radiation. The ionization of air molecules is a function of the frequency of the electromagnetic radiation. The ionization of air molecules is a function of the frequency of the electromagnetic radiation.

An individual plots a person's threshold—the smallest level the person can bear as a function of frequency and intensity. People with thresholds of 30 dB or higher are considered to have normal hearing.



## The Sounds of Speech

[illegible]

**Test for water:** The Squeak of Squeak.

5. These charts and tables will read and understand relevant information are designed to assist you during therapy.

2. If the child (and) her/his parents in the majority  
 majority, they cannot be expected to produce  
 and/or include them. Hence the child's majority  
 is determined by the majority (they are able to do so).

2. If the child is not in the English Community, a  
 group of people (the majority) is determined by the  
 majority (they are able to do so).

It is important to note not only the first harvest of the fungal strands during therapy, but also the subsequent harvests overall.

### Advanced Blanks

For questions or additional information:  
Toll Free: 1-800-426-4266  
TTY: 1-800-426-4265  
Monday - Friday 9:00am - 5:00pm PST  
CustomerService@edmentumaffiliates.com  
Twitter: @edmentumaffiliates Facebook: Edmentum.com



## THE LING SIX Sound Check

### What is the Ling Six Sound Check?

[illegible]

Invested responsibility score	Top creditworthiness score
Score 1000000	Score 1000000
Score 1000000	Top
Score 1000000	Top

[How do I Complete the Ling Six Sound Check?](#)

- [illegible]





# Tools for Toddlers™ Program

Do you know about Advanced Bionics' Tools for Toddlers program (TFT™)?

TFT provides free resources created specifically to help support early intervention and pre-school aged children.



Visit the Tools for Toddlers Program at

[www.advancedbionics.com/tfs](http://www.advancedbionics.com/tfs)

*TFT resources can be found on the lower section of the TFS page*



## LITERACY STRATEGIES for the Very Young Child

By Kristin S. Henning, MS, CCC-SLP LSLI, CASHA, TF

When you begin planning therapy for the infant with hearing loss, the first thought may be that books are not appropriate due to a child's lack of reading and attention. However, the opposite is actually true. You can and should begin introducing books to children as early as you can in the child's home. These are several activity designed to provide you with strategies on how to facilitate your literacy development in therapy young child.

Therapy for the Infant (0-6 Months)		
The Adult	The Child	Book Features
<ul style="list-style-type: none"> <li>• Introducing the parent(s)</li> <li>• Exposure to print</li> <li>• Soundly with books</li> <li>• Soundly with children</li> <li>• Point to pictures</li> <li>• Use books with bright colors and tactile properties</li> <li>• Focus on the words (highlighting or otherwise)</li> <li>• Read in the parent's or the child's language</li> <li>• Use simple phrases</li> <li>• Hold up your own words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and observe</li> <li>• Soundly with the adult</li> <li>• By 6 months of age, the child will be holding and turning the book</li> <li>• Increased interest in pictures, bright and tactile colors</li> <li>• Interest in pictures of faces</li> </ul>	<ul style="list-style-type: none"> <li>• Simple large pictures</li> <li>• Bright colors</li> <li>• Clearly labeled books</li> <li>• Bold and tactile</li> <li>• Childproof books</li> </ul>

Therapy for the Infant (6-12 Months)		
The Adult	The Child	Book Features
<ul style="list-style-type: none"> <li>• Continue with parent(s)</li> <li>• Follow child's lead, especially in reading books</li> <li>• Talk about pictures</li> <li>• Keep books on low shelves</li> <li>• Offer a reading log</li> <li>• Hold up "story"</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to pick up</li> <li>• Recognizes familiar objects</li> <li>• Responds to requests for reading</li> <li>• Picks pictures</li> <li>• Follows pictures of faces</li> <li>• Copies and observes the adult's collecting and matching to book about collection game for long books</li> </ul>	<ul style="list-style-type: none"> <li>• Bold books</li> <li>• Pictures of faces</li> <li>• Familiar objects</li> <li>• Bold books</li> <li>• Small photo photo albums</li> <li>• Memory games</li> <li>• Books about nature words</li> <li>• Matching books</li> </ul>



## Exploring COMMUNICATION OPTIONS

As a parent(s) of a child with a hearing loss you will need to choose which communication method(s) is the best for your child and your family. Below you will find some basic information about all communication options available. We have also provided additional details below why you can learn more about each approach.

**American Sign Language (ASL)**

- Typically associated with the Deaf culture (Deaf and hard of hearing)
- A completely visual and nonverbal system
- A separate language comprised of its own unique signs and hand signs
- No written form
- ASL is not a replacement for communication
- Its focus is on grammar and syntax (spoken language)
- Expressive communication uses the entire body in conveying meaning

**The Further Information about ASL, visit:**  
[www.hardofhearing.com/asl](http://www.hardofhearing.com/asl)

**Visual Communication**

- Used to develop spoken language through speech reading with some form of manual communication
- Usually involves some form of manual communication (e.g., sign language)
- Expressive speech developed through a combination of hearing, sight, and tactile cues
- Focus is on the words (phonemes) in manual communication during early language years
- Usually involves some form of manual communication
- Use of sign language is often used as a bridge to spoken language

**The Further Information about Visual Communication, visit:**  
[www.hardofhearing.com/visual](http://www.hardofhearing.com/visual)

**Cued Speech**

- Aided communication system of eight hand signals (used) that represent different sounds of speech
- Can be used while talking to make spoken language clear through gestures
- This system allows the child to distinguish sounds that look the same on the lips
- As used system
- Focus is on the primary language (e.g., English)
- Usually involves some form of manual communication

**The Further Information about Cued Speech, visit:**  
[www.hardofhearing.com/cued](http://www.hardofhearing.com/cued)

TOOLS for SCHOOLS™



# AB Makes It Simple for Schools

## Additional FREE Resources

- [www.hearingjourney.com](http://www.hearingjourney.com)
- [www.thelisteningroom.com](http://www.thelisteningroom.com)
- [www.advancedbionics.com/bea](http://www.advancedbionics.com/bea)
- [www.advancedbioinics.com](http://www.advancedbioinics.com)
  - Take free courses
  - Learn about products
  - Watch videos
  - Download materials and resources
  - Connect with others



# HEARINGJOURNEY™





# Resources & Support

## For Educators, Therapists, Recipients, and Families

### Online:

#### Live Chat:

[AdvancedBionics.com](https://www.advancedbionics.com)

### Customer Care:

#### Speak with an audiologist:

Toll Free Phone: 1-877-829-0026

TTY: 1-800-678-3575

#### Email Questions:

[CustomerService@AdvancedBionics.com](mailto:CustomerService@AdvancedBionics.com)

[ToolsForSchools@AdvancedBionics.com](mailto:ToolsForSchools@AdvancedBionics.com)

**Monday through Friday, 5 am to 5 pm PST**

