

Supporting Students who are Deaf and Hard of Hearing: Recommended Roles of Educational Audiologist and Teachers of the Deaf and Heard of Hearing



(Approved by the Board of Directors of the Educational Audiology Association August 11, 2015)

Educational audiologists and teachers of the deaf are critical partners in education today. Together, they address the auditory and listening needs of students who are deaf and hard of hearing and promote communication access which is essential for participation and learning in the classroom. The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) all contain regulations that address the services and accommodations contained in this guidance document. These responsibilities were developed based on personnel preparation and scope of practice standards of the Council on Education of the Deaf (CED) (<http://councilondeafed.org/wp-content/uploads/2014/04/Initial-Preparation-Standards-with-Elaborations.pdf>), the American Academy of Audiology (AAA) (www.audiology.org/publications-resources/document-library/scope-practice), and the American Speech-Language-Hearing Association (ASHA) (<http://www.asha.org/policy/SP2004-00192/>; <http://www.asha.org/policy/SP2007-00283/>). They have been peer-reviewed by teachers of the deaf and hard of hearing and educational audiologists.

The purpose of this guidance document is to describe professionally relevant services for students who are deaf and hard of hearing pertaining to assessment and management of hearing impairment. The first column contains core responsibilities of the educational audiologist and the third column core responsibilities of the teacher of the deaf and hard of hearing. Collaborative activities are those that may be shared or provided by either professional based on expertise, time and resources. These lists are not exhaustive but are meant to illustrate common areas of practice.

Educational Audiologists

- Manage school-based hearing screening programs.
- Lead efforts with students, teachers and parents to provide education regarding the impact of noise exposure and hearing loss prevention measures.
- Manage audiologic equipment and hearing assistive devices including maintenance and calibration.
- Collect and review audiologic evaluations for children evaluated in other audiological facilities.
- Perform comprehensive, educationally relevant hearing evaluations, interpret results and implications, and make recommendations to enhance communication access and learning.
- Assess auditory processing function and make recommendations to manage APD issues in the classroom.
- Assess classroom acoustics and make recommendations to improve classroom listening environments.
- Evaluate and make recommendations for personal hearing instruments, classroom, and other hearing assistive technology
- Perform fitting, validation, and management of hearing assistance technology.
- Provide hearing assistive technology services including educating students, teachers of the deaf/hard of hearing, and other school personnel regarding technology performance and expectations.
- Provide training to perform listening checks and basic trouble shooting to maintain proper functioning of personal hearing instruments and hearing assistance technology.
- Participate in initial and review IEP and 504 meetings to address audiological and communication access needs, services, and placement determination.
- Provide instruction in audiology-related areas to students.
- Participate as member of the school multidisciplinary special educational team.

Collaborative Activities

- Observe classroom and school environments to evaluate communication access, classroom acoustics, and how children who are deaf or hard of hearing or who have other auditory disorders are functioning.
- Make recommendations to improve access to communication, participation and instruction including use of assistive technologies for alerting, messaging, and other routine functions.
- Use audiological data, coupled with academic and communication data to determine appropriate use of visual technologies for equitable access to language, instruction and the curriculum (e.g., ASL, signed systems, cued speech, CART and voice to text translations).
- Collaborate with interpreters, transliterators and/or CART providers regarding expressive and receptive preferences and abilities of students accessing those services.
- Lead discussion of the Communication Plan/Special Factors at annual IEP meetings.
- Educate school personnel about language, communication, social, and educational effects of hearing loss/deafness, technology options, and associated accommodations.
- Ensure appropriate implementation of services and delivery of instructional accommodations.
- Provide emotional support to children who are deaf or hard of hearing or who have other auditory disorders.
- Organize support groups for children who are deaf or hard of hearing or who have other auditory disorders. Educate students and their families regarding hearing status, associated accommodations, technology options, and self-advocacy.
- Promote programs for speechreading, listening, communication strategies and use and care of amplification devices.
- Provide community leadership to enhance awareness of hearing, hearing impairment and deafness to ensure all children and youth with hearing loss are promptly identified, evaluated, and provided resources and appropriate intervention services.

Teachers of the Deaf & Hard of Hearing

- Assess educational performance of children who are deaf or hard of hearing or who have other auditory problems. When possible distinguish learning issues that are related to hearing status and from those related to other issues.
- Provide instruction to children who are deaf or hard of hearing or who have other auditory learning problems, including preview and review of academic material to help optimize learning.
- Provide specialized instruction in expanded core curricular areas such as communication, career education, self-determination and advocacy, social-emotional skills, technology and family education.
- Act as liaison to school-based instructional staff and personnel.
- Perform listening checks and basic troubleshooting to monitor personal hearing instruments and hearing assistance technology. Contact school-based audiologist when problems require additional attention or repair
- Participate in initial and review IEP and 504 meetings to address communication, education and access needs.
- Participate as member of school multidisciplinary special educational team.

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The Educational Audiology Association is an international organization of audiologists and related professionals who deliver a full spectrum of hearing services to all children, particularly those in educational settings. The mission of the Educational Audiology Association is to act as the primary resource and as an active advocate for its members through its publications and products, continuing educational activities, networking opportunities, and other professional endeavors. www.edaud.org