

- Participate in team management of communication treatment for children with hearing loss or APD
 - Provide collaborative consultation with classroom teachers, other professionals, school support personnel, administrators and/or parent/ caregivers regarding the needs of a specific child with hearing loss or hearing loss and educational management in general
 - Case management/care coordination with family, school, medical and community services to facilitate transitions between levels, schools, programs agencies, etc.
 - Maintain written records and appropriate/required documentation
 - Provide counseling for families/caregivers and students using effective interpersonal communication skills with sensitivity to family/caregivers system
5. Direct Educational Audiology Services Provide a continuum of auditory services, in the child's school or natural environment (if appropriate), that may include, but are not limited to:
- Listening and auditory skill development
 - Communication strategies
 - Self-management of hearing needs
 - Orientation to, and use and maintenance of, appropriate amplification instrumentation and other HATS
 - Reinforcement of speech skills including phonology, voice and rhythm
 - Visual communication including speech reading and manual communication
 - Expressive and receptive oral, signed and/or written language development
 - Selection and use of appropriate instructional materials and media
 - Structuring of learning environment including analysis of classroom noise and modifications to improve the listening environment to ensure acoustic accessibility

References

- Guidelines for Audiology Service Provision in and for the Schools. ASHA, 2002.
- Audiology: Scope of Practice. American Academy of Audiology.
- Standards of Practice for Educational Audiology Services. Colorado Department of Education, Special Education Unit, 1998.
- Minimum Competencies for Educational Audiology. EAA, 1994.



Minimum Competencies for Educational Audiologists

The educational audiologist is uniquely qualified to provide comprehensive services including assessment, direct/indirect services, in-service activities and consultant for individuals birth through age 21 years and their families/caregivers.

Educational Audiology Association
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Preservice Education

The educational audiologist should meet required course work and practicum for a master's degree or Doctorate in Audiology from an accredited graduate university program. The following are suggested courses for an audiologist specializing in an educational setting:

- Educational audiology service delivery models, including development of individual diagnostic and treatment plans, and aural (re)habilitation therapy outcomes
- Cochlear implants in children (focusing on needs in the educational setting)
- Legal, professional and ethical issues related to education and special education
- Overviews of educational theory of curriculum and instruction
- Speech and language acquisition/development, cognitive development and language/learning impairments in children, including auditory processing disorders
- The psychosocial aspects of hearing loss in children and its impact on family units
- Counseling
- Multicultural (including Deaf culture) and diverse learners
- Overviews of multi/transdisciplinary team process
- Collaborative consultation within an educational setting to consider curriculum content as basis for auditory instruction activities
- Hearing assistive technology systems and other educational technology for children with hearing loss
- Principles of staff development: theoretical and practical information
- Communication systems for children with hearing loss (oral/aural, ASL, TC, cued speech, etc.) and educational implications
- Classroom acoustics, its effect on learning and solutions
- Externships in educational audiology setting

Professional Competencies

As a skilled professional, the educational audiologist should demonstrate competency in the following areas:

1. Identification/Prevention Programs

- Establish, administer, and/or coordinate identification programs including pure tone audiometry, ABR, OAE, APD and immittance screening
- Train and supervise audiology support personnel or other appropriate personnel for hearing identification programs and assistive hearing device monitoring
- Establish, manage and implement prevention hearing conservation programs

2. Audiological Assessments

- Perform threshold pure tone air and bone conduction measures, speech

reception and word recognition testing, immittance measures, otoscopy, special tests (e.g. auditory processing assessments), electrophysiological tests, and differential determination of auditory disorders

- Perform comprehensive educationally and/or developmentally relevant audiological assessments using procedures that are free of cultural bias and are appropriate to the child's receptive and expressive native language skills, cognitive abilities and behavioral functioning
- Provide for cerumen management
- Evaluate the need for, selection of and functioning of hearing aids, individual and/or group amplification systems, cochlear implants, vibrotactile devices and other hearing assistive technology (HATS), including making earmold impressions and modifications
- Provide written and/or verbal interpretation of audiological assessment results, functional implications, and management recommendations appropriate to the intended audience such as parents, guardians, physicians or other professionals

3. Referrals

- Make appropriate referrals for services needed for the identification and management of children with hearing loss and/or APD

4. Educational Management

- Demonstrate an understanding of general child development and management, auditory skill development, and the relationship of hearing and hearing loss to communicative, physical, psychosocial, cognitive, academic and vocational development
- Demonstrate an understanding of the structure of the learning environment, school systems, multidisciplinary teams and community/professional resources
- Demonstrate an understanding of legal issues and procedures, especially the legal rights (and due process for) students, parents, teachers, administrators and school boards, including the implications of the ADA, IDEA, Section 504 of the Vocational Rehabilitation Act, Family Educational Rights and Privacy Act (FERPA) and any additional federal, state or local initiatives and mandates.
- Demonstrate an understanding of state mandates and laws that concern the health, development and education of children
- Demonstrate an understanding for and participation in the IFSP, IEP and transition planning processes and procedures
- Demonstrate an understanding of, and provide recommendations for, educational options for individuals with hearing loss, including appropriate intensity of services, vocational programming and HATS as part of a multidisciplinary team